How far we have come in our vision to 'build public education systems that refuse to let children down'
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Annual Report of Leadership For Equity. Published: August 2020

**Picture credits:** Students, Teachers & Officers of PMC & PCMC Schools
Officers of SCERT & Govt. of Maharashtra, Nashik Zilla Parishad
Students from Dept. of Photography, Symbiosis University
Team members of Leadership For Equity
What makes an idea, a dream, into reality?

If you'd ask us, we'd say: Results-driven by consistent efforts; People who share the same dream and trust us enough to come along the way; and a little bit of luck!

How far have we come?

Three years ago, one of us working with the Pune local government schools and the other in academia, were both grappling with the systemic crisis facing public education in India. We asked ourselves “What if public education systems as a whole, were empowered to provide an excellent education to all children”? We teased this idea and experimented with it in Pune Municipal Corporation (PMC), continuing our effort from 2015. Then in 2016, we were extremely fortunate to secure an opportunity to work with Maharashtra State Government through SCERT where we could learn a lot while continuing to refine what it is that needs to be done towards our vision. Several workshops, committees, conferences, and few winks later, we find ourselves here.

What were we able to achieve?

The last three years, well technically 5 years, have been quite a learning experience. Some of that time has been spent figuring out what are the best metrics for us to measure our support and effort to improve the effectiveness of public school systems. As you would find in this report, we have attempted to highlight the scope and impact of our work in four different pathways.

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- **Field Officers**: 33 → 621
- **Teacher Mentors**: 48 → 677
- **Students**: 65,000+ → 12,44,482+
- **Teachers**: 1,800+ → 33,285+
Whom all are we grateful for?

First and foremost - our wonderful team! We are so inspired by the commitment, persistence, and empathy with which each of our team members operate every single day. We are grateful to have a highly committed, diverse, and sincere team members. Our team represents 8 states of India and 9 districts of Maharashtra. With a retention rate of 90%, which includes the four-member founding team from 2015, we have now a team of 32. It is each of their tremendous commitment, persistent efforts, and sense of humour that has made all the work fun and worthwhile. We want to acknowledge all that the team has put into bringing LFE to where it is today. Secondly, we are also grateful for all our Government, Corporate CSR, Foundations & NGO partners who have trusted in us and our work, and have provided us multiple opportunities to collaborate and create impact. We'd like to take a moment to be grateful to the hundreds of teachers & field officers who have exhibited enormous amount of compassion and patience towards our young team, and given us a chance to support them in their offices, schools & classrooms.

What have we learnt?

As reflective practitioners, we deeply believe in the power of looking back and extracting insights that have really helped us come this far. Among all the big and little things we have learnt, we'd like to share three significant ones with you:
A. Communications of systems change work in a project-driven funding ecosystem is hard. We have to find better means to showcase the impact and source a diverse set of funders who would align with our ethos.
B. As clichéd as it sounds, patience and empathy are the two quintessential values we have to hold dear while working with the government. Empathy towards the government stakeholders through building genuine relations with them as fellow human beings goes a long way! And sticking with the system through highs, lows and transitions mean that ultimately when the opportunity presents itself to see success, we are there to seize it.
C. Working with the middle management (field officers) in any local and state government bodies holds the key for any education innovation to sustain.

As we look forward to our impactful years ahead, we will continue to seek support, keep learning, muster courage, and chip away at the problem of educational inequity. Thank you for being wayfarers on this journey with us. Especially during these difficult times, we hope you are safe and well supported.

Here's presenting to you our 2019-20 Annual Report. Happy Reading!

Team LFE | #WeAreLFE
We Envision
Public Education Systems that refuse to let children down

Our Mission
Co-Create low-cost & replicable models for teacher & officer development to improve student learning

Undertake Advisory & Research initiatives for institutional capacity and building trust in government school systems
LFE's Pathways For Impact
LFE's program model is rooted in a combination of capacity building and advisory to establish proof points of high performing public education systems.

**TEACHER DEVELOPMENT**
Through Teacher Mentors, Teachers will:
- Develop mastery in content and pedagogy for Foundational Literacy & Numeracy
- Create new-age learning experiences (SEL+ Life Skills) for students
- Integrate technology into classroom instruction & practices
- Focus on peer-mentors, coaching and support, online content and webinars

**OFFICER DEVELOPMENT**
Through Field Officers, we wish to:
- Integrate Teacher development models among different government bodies/institutions at district & state level
- Cultivate Technology Usage + Program Design + Implementation, Organisational Skills and Personal Values among officers
- Support through Online Courses, PLCs, On-the Job Support, Individual Coaching

**RESEARCH & MONITORING**
- Undertake publications in partnership with Governments, Foundations & NGOs highlighting systemic insights in education
- Develop and disseminate research based insights focused on LFE's systems thinking approach, innovating & validating LFE's models of 'educational governance', 'middle management' and 'teacher capacity building' through governments

**ADVISORY & ADVOCACY**
- Institutionalisation of Teacher & Officer Development Models in Government systems
- On-Demand support to senior leadership on academic policies, institutional strengthening, governance processes, low-touch program implementation support
- Scaling Partner Innovations

**PROOF POINTS OF HIGH PERFORMING EDUCATION SYSTEM**
People, Processes and Policies supporting
- students, teachers & officers to achieve their full potential
- dominant share of enrolment in government run schools
- internationally competitive student learning outcomes & well-being

**OUR 5-YEAR GOAL**
Impact student enrolment, learning, and well-being outcomes of 15 million children in government run schools, across 3 states of India
How do we MEASURE our work?
The basis for LFE’s theory of change comes from SYSTEMS CHANGE literature attributed chiefly to Peter Senge and his body of work. The key layers are depicted in the figure below, outlining how a system is a dynamic entity composed of many layers, and it is essential to influence each layer in one’s strategy for systems change.

**MEASUREMENT & IMPACT METRICS**

**OUTCOMES** - What we mean when we say 'excellent public system'
- Increasing Student ENROLMENT
- Improving Student LEARNING Outcomes
- Improving Student WELL-BEING

**OUTPUTS** - What we think should be in place to make public systems 'effective/excellent'
- Increased TEACHER Skills & Pedagogy
- Increased FIELD OFFICERS & Teacher MENTOR Skills
- Improved Learning & Administrative GOVERNANCE

**INPUTS** - What we do to put in place the elements of ‘effective/excellent' public system
- SCOPE and QUALITY of Capacity Building OPERATIONS
- COST EFFECTIVENESS & Government INVESTMENTS
- CO-CREATION Process, Time and Quality of Support
To enable Field Officers to design and implement effective academic and administrative program, feel motivated, engaged and aligned with policies and processes, take ownership and drive effective academic improvement programs with improved teacher support structures leading to improved classroom practices, thus leading to better student learning outcomes.

Through this pathway, LFE wants to co-create programmes with the government departments to ensure that the officers:

- feel motivated, engaged and aligned with policies and processes
- take ownership and drive effective academic improvement programs with improved teacher support structures leading to improved classroom practices, thus leading to better student learning outcomes.

In 2019-20 this was achieved through Officer Capacity Building and Blended Teacher Training programs.
OFFICER CAPACITY BUILDING

The Officer Capacity Building program specifically focused on officer development forums, blended officer development programs, and Open webinars.

- **Professional Development Forums:** A periodic structure where officers regularly meet to build a sense of community working towards a common goal through sharing their successes and struggles, reflecting on them, and problem solving together through knowledge and skill development sessions. From learning about the different education models to discussing mental health, learning from home to sharing life lessons - the platform gave an opportunity to share and learn from their peers.

- **Content Design & Creation:** Online training content creation for officers on ‘Team Management’, ‘Monitoring & Evaluation’ & ‘Online Course creation’ have been created in close partnership with SCERT, and are ready to be rolled out through different modalities.

- **Massive Open Online Webinars:** Periodic virtual sessions conducted with education experts, administrative and political leaders, celebrities from the sports and entertainment industries, and health practitioners. Officers across the state attend virtual sessions either on Zoom or Facebook live platforms.

### HIGHLIGHTS

- **28** Virtual PD Forums Conducted
- **90** Net Promoter Score
- **428+** Field Officers reached
- **2,70,000+** Virtual Viewers
- **20** PD Forums Conducted
- **12** Government Bodies
- **220** Officers reached
- **92.5%** Satisfaction Rate
- **04** Courses
- **20** Hours of Content Created
The approach used by the project team towards the goal has three focus areas:
- **Advocacy**: building awareness and acceptance of blended learning concept for teachers
- **Capacity building of officers**: ‘On the job’ capacity building of the officers, i.e. by mentoring them through co-working and engaging them in professional development workshops
- **Designing and evaluating**: contextual blended models for teacher support

The academic year, the team has been working with three subject departments - Math and Social Science with SCERT and English with RAA, Aurangabad. The approach involves co-creating goals, designs, strategy and co-working with the officers at every step. This ensures that during the course of work, the officers' knowledge, skills and mindsets are built in a structured way. This particular approach has been very promising as it has enabled our Government Stakeholders to operate with high ownership and confidence, leading to effective implementation of large scale teacher training programs. This also helps the team members to build relationships and understand the everyday realities of the stakeholders. Apart from co-working as an approach, there are formal structures too for capacity building known as Professional Development days, which LFE team conducts periodically.

### HIGHLIGHTS

- **20,970** Teachers Trained
- **65%** Course Completion Rate
- **30%** Improvement in skill mastery
- **80%** reduction in the training cost of teachers (2000 Rs to 252 Rs)
- **09** Officers Co-Worked
- **496** Mentors Trained
- **59%** Improvement in skill mastery
"Happy to know that LFE is becoming 3 year 'young'! Within this short span of time, LFE has made significant impact in school education of Maharashtra through its policy advocacy, sharing technical expertise and becoming a valuable partner of MScERT for professional development of officers, staff and teachers. With able leadership and an energetic young team, LFE will soon expand its footprint across India. What better time to grow for LFE than these Covid times where EQUITY issues relating to our kids are of paramount importance. Best wishes to LFE family for a great year ahead!
- Mr. Vishal Solanki, IAS
Education Commissioner, Govt. of MH

"I'm grateful to LFE for their ongoing support to the Government of Maharashtra in the field of education policy and practice. LFE has been supporting quality improvement in the school education of Maharashtra for more than three years now and has been a credible thought partner for our department's officers at all levels.
- Ms. Vandana Krishna, IAS
Additional Chief Secretary, Govt. of MH

"LFE is an apt name for the organisation that is striving hard to bring about a qualitative change in learning outcomes for the under-served students of the country. LFE's energetic team is supporting Zilla Parishad Nashik with much needed inputs for teachers and students alike. They are our valued partners in our mission to create an ecosystem that provides equal learning opportunities to each and every learner in the district. My best wishes for their future endeavours!
- Ms. Leena Bansod, IAS
Chief Executive Officer (CEO), Zilla Parishad, Nashik

LFE टीम शिक्षण क्षेत्रातील मूलभूत प्रश्नांश्वारूप शाळीय पद्धतीने विचार करणारी संस्था आहे. अगदी तत्तावर्य शिक्षणातोले कोणतेप्रश्न आहेत याचा विचार सर्वने ते सोडवणासाठी वास्तवायला प्रत्येक ही संस्था करताना दिसून येते. हे प्रत्येक सर्वसमावेशक असतात. कामाच्या प्रत्येक सार्वजनिक, सातत्यापूर्व्य काम, त्या कामाच्या परिस्थितीसाठीचे विश्लेषण, विश्लेषणातून प्राण्यांची माहितीने पुर्यावर्त अध्ययन प्रक्रिया राष्ट्रीय काही रूपांतरणी येईल. शिक्षणाच्या प्रत्येक साठी सहज सम्पूर्ण असे तर काम LFE ही संस्था सातत्यापूर्व्य शाळीय शिक्षणाच्या अनुसार सोडवणासाठी शाळेत शिक्षणाची गुणवत्ता बाबोणासाठी संस्थेच्यांना सर्व सदस्य अत्यंत सार्वजनिकपणे निवडणारे. पदाधिकारी शिक्षक आणि उप त्यांनी घटकांसाठी काम करत आहे हे काम श्रद्धालु स्वरूपांचे होणारासाठी सार्वजनिक प्रस्तुती असते.
- Mrs. Jyotsna Shinde
Education Officer, PCMC

LFE सोबत काम करताना अनेकांना बाबी नक्तेल शिक्त आल्याचे. प्रत्येक कार्यक्रम कसा रावणाचा आयुत अंडी छोट्या छोट्या बाबीचा विचार करावा याची माहिती नेमाही मिळत राहिली..
Perfect planning = LFE हे माझ्य समाकारण तयार झालेले व. MOOC रावणाचा अनेकांना बाबी बाबासाठी समजून घेता आलेला.

Now I am able to give clarification of my each task. Many hidden skills are developed. One best thing is that LFE is not want to take over any project, they want teach and developed the skills of officers.
- Ms. Amruta Bhalerao
Subject Assistant, English Dept., RAA Aurangabad

बिद्याधृत्याच्या गुणवत्तावाढीसारखी शिक्षक आणि अधिकाऱ्य नेमाही प्रश्नांश्वारूप असताने आणि त्याचा सकारात्मक परिणामने नियमित दिसत असतो. परंतु या प्रकारात एक संरचनाशीर्षक स्वधर्मात अथवा शिक्षकांना मिळाले तर त्यानुसार अपेक्षित असतेयाचा परिणाम हा लवकर शिक्षणाची शक्ती असते. आणि हीचं गोष्ट गणितीत उपक्रमांकेचे पिपरीच विबंध नमोच सांचिल्याने होऊ चालातली आहे. गणित विविधतेच्या शिक्षकांना प्रभावी आणि मार्गदर्शन, प्रशिक्षणाच्या सांगणले वर्गपातीत रावणात्मक अहिक वेळा त्याचा झगडीत वाच्यांनी हा उपक्रमांक जमेच्या बाबू आहे. आणि त्यामुळ्याने शिक्षकांनी संकल्पना अधिक स्थान होणाराचे, त्या वर्ग अध्यापितांमध्ये रावणात्मक आणि त्यातून विद्याधृत्याची गणित विविधतेशील गुणवत्ता वाढ या सर्व गोष्टी अंडी सहज साध्य होणारी असे बाबते. यासोबत ले LFE टीमने शिक्षणात्मक आयोजित करणाराशी केलेले सहायकांनी, लोकांकडून याच्या काळात सुदृढ आलांकेन पद्धतीने शिक्षकांनी नियमित साधनेचे संबंध होत उत्साहवर्धक आणि कौशल्याच्या होते. तरी शिक्षण विभागांचा वाचनी LFE संस्थेचे मान्यतेच्या अभिनंदन आणि आग्रह, LFE संस्थेचे सहायकांसाठी असेले पुढील शैक्षणिक वर्धाचे चांग राहिलेला हेच अपेक्षा आणि खात्री.
- Dr. Rajesh Bankar
Senior Lecturer, DIET Pune
Teacher Development
To enable Teacher mentors/Master trainers to improve teaching practices of teachers by leveraging existing peer to peer platforms and technology

This is one of the oldest, tried and tested pathways of LFE that comprises 4 major Projects:
PMC Sahyogi Dal Project, PPMC Shikshantar Project, TPD Nashik Project and TwT-Nalanda Project.
The Teacher Professional Development pathway, does the following:
Training & Workshops: to build capacity of teacher mentors and teachers in areas of subject content, and pedagogy; reaching out to teachers in cluster groups or block level groups
Classroom Observation: to develop mentors conduct monthly school visits of teachers of their respective clusters and provide support through de-brief conversations.
Peer Learning: to encourage teacher peer groups (virtual & in-person) so that a strong teacher collective is developed which is led by mentors that could further help in sharing of best practices among teachers

13,066 + Teachers Supported | 291+ Teacher Mentors
6,693 hours of capacity building | 3,69,037+ students impacted
LFE is working on large scale teacher development in partnership with Nashik ZP. Working with a system as a whole, LFE realized the importance of teacher peer groups and inculcated the idea to drive teacher development through an already available structure called Shikshan Parishads - a monthly cluster-level teacher development platform that is adopted by the system across all blocks of Nashik. These platforms see 11,900+ teachers, with 40-50 teachers from each of the 244 clusters come together to engage in peer learning and support. Throughout the academic year 2018-19, the team made efforts to improve frequency and quality of Shikshan Parishads and successfully standardised the date of Shikshan Parishads across the district to ensure easier traceability and uniformity across the 244 clusters of the district. The team also developed a clear agenda based structure in Shikshan Parishads that provided a certain direction that could be followed. The team spent the academic year 2019-2020 in improving the effectiveness of the delivery of the Shikshan Parishads. The key areas of support under this project were:

- Co-creating teacher training content with Nashik DIET, to be used for Shikshan Parishads;
- Mentoring CRG (teacher mentors) in Deola block for effective planning and facilitation of Shikshan Parishads; and
- Designing and Implementing M&E structures to assess effectiveness of Shikshan Parishad as a teacher development platform.

**HIGHLIGHTS**

- 19 Officers worked with
- 04 Trainings Conducted with CRGs
- 08 Shikshan Parishads in the year
- 244 Clusters
- 274 Teacher Mentors
- 11,911 Teachers
- 98% Quality of support by LFE to Mentors (CRGs)
- 99% Teacher Quality Rating on Shikshan Parishads
The **PCMC Shikshaantar Project** is a new project undertaken by LFE in the academic year 2019-20. The objective was to provide a sustained solution for in-service support to teachers of Pimpri Chinchwad Municipal Corporation (PCMC) schools. The long term aim is to institutionalise a cadre of teacher mentors within the system and support in building a strong ecosystem of teacher capacity building. The key areas of capacity development were:

- Math content and pedagogy
- Classroom instruction and management
- Coaching & Mentoring skills
- Use of technology in teaching

In the 7 months implementation of the project, on an average, 30 teachers (65%) moved at least one level up on the teacher development rubric.

**HIGHLIGHTS**

- 20 Training Days
- 146 Classroom Observations
- 07 Webinars
- 34 Schools
- 46 Teachers
- 1691 Students

- 95% Teachers finding content useful
- 60% Feel confident to mentor others
- 65% Teacher show improved skills
The Nalanda Teaching with Technology project kickstarted in August 2019 with Nashik Zilla Parishad, with a 3 year goal of leveraging technology to improve student learning outcomes in Mathematics. The team worked closely with 20 teachers from 10 Semi English Medium schools that catered to 846 students spread across Grade 3-6. In 2019-20, the aim of the project was to empower teachers to integrate technology tools such as tablets and laptops in their day-to-day teaching to improve teaching-learning practices in Math. Each school received a Nalanda hardware kit consisting of 40 tablets, 1 laptop, 1 charging cabinet, 1 dongle for LAN connection. The Kolibri platform was preinstalled in each of the tablets and laptops for students, teachers to access level based, curriculum aligned quizzes. Nalanda tab classes were conducted by our 20 Tantrasaarthi teachers with the support of our team through training workshops and classroom observations conducted throughout the year. The key areas of capacity development were:

- Use of technology in classroom
- Classroom management and pedagogy
- Level based teaching (Differentiation)
- Data interpretation skills
The PMC Sahyogi Dal initiative has evolved for the transformation of PMC schools. It is LFE's oldest projects to date! Over the course of five years, it has seen the development of a strong cadre of teacher mentors called the ‘Sahyogi Dal’ which provide in-service support to the teachers of the Marathi medium PMC schools. The aggregated efforts of the last five years led to establishment of Sahyogis (teacher mentors) as an integral part of the system as well as helped to build a culture of peer-learning among teachers and officers. Today, the cadre of teachers mentors is highly leveraged to reach all teachers. The previous year was crucial for teacher mentors as it led to develop a sense of ownership among Sahyogis in the form of regular teacher training sessions and strong monitoring and evaluation of their work. LFE has worked tremendously to enable Sahyogis to develop variety of skills such as:

- Leadership and Mentoring skills
- Monitoring and evaluation skills
- Providing on-field coaching through co-visits
- Online/offline facilitation skills

### PMC SAHYOGI DAL PROJECT

- From 2015, 21,800+ classrooms observations conducted!
- 3.9/4.0 Rating on Quality of Trainings
- 83% Rating on Support provided by LFE
- 100% Mentors who feel confident in supporting teachers
- 14 Clusters
- 15 Mentors
- 1200+ Teachers
# LFE EMBRACES TECHNOLOGY IN OFFICER & TEACHER CAPACITY BUILDING INTERVENTIONS & GOVERNANCE

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<th>FOCUS AREAS OF WORK</th>
<th>PLATFORM &amp; REACH</th>
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</table>
| **Nalanda - Teaching with Technology Project (Nashik ZP Schools)** | • Tech Integration into classroom pedagogy  
• Improving technology skills of teachers  
• Improving technology skills of students | **KOLIBRI Learning Platform**  
20 Teachers  
846 Students |
| **DIKSHA Platform Content & Learning (All Maharashtra)** | • Content aggregation & Creation workshops  
• Outreach program for adoption of DIKSHA among teachers and students  
• Capacity building of officials to drive outreach initiatives at district level | **DIKSHA ETB Access Platform**  
22 lakh Students + Teachers  
988 Officers  
29 Outreach programs |
| **RAA Aurangabad (English) Blended Teacher Training Project (All Maharashtra)** | • Online course creation with departments  
• Platform data dashboard based online project review meetings  
• Webinars for teachers via Google Meet & Zoom applications for on-going support | **English Dept. Teacher LMS**  
20,400+ Teachers  
25 MOOC Webinars  
10+ hours of Online Content |
| **Officer Development Virtual + Blended Officer Training Project (All Maharashtra)** | • Online course creation with departments  
• Co-designing course content & structures  
• "Virtual Professional Development Forums" over Zoom + Facebook live | **FIRKI LMS for consumption**  
Zoom + Facebook Platform  
500+ Officers reached  
10 Online modules created |
| **Teacher Development PMC & PCMC Teacher Training Project (PMC & PCMC Schools)** | • Trainings conducted on online teaching  
• Trainings on online tools like Google Classrooms, Google Forms, Zoom, and using Excel and PPT effectively | **Zoom + Facebook Platform**  
1246 Teachers reached  
14 Mentors  
20+ Webinars conducted |
Advisory & Advocacy

"Building bridges" by connecting voices across government hierarchies to assist with inclusive, streamlined policy making, structures and processes

Three principles of Advisory & Advocacy Pathway:

- **Co-creation** - co-creating government programs by leveraging existing resources.

- **Multiplier Effect** - Working on capacity building of officers and teachers, so as to multiply their impact

- **Rooted on ground** - Continuously incorporate the learnings from our existing and past projects into our future programs

Supported in **drafting 08 Govt Resolutions, 06 were passed**

**300+ hours of advisory support | Nashik CSR-NGO Collective**
IN 2019-20, LFE PROVIDED ADVISORY SUPPORT TO FOLLOWING GOVERNMENT PARTNERS

**Academic Advisor** to School Education Dept. Govt. of Maharashtra | 5-year MoU
Support to set-up PMUs as required

**PMU** under Nashik Zilla Parishad
District Education Improvement Project
5-year MoU for implementing projects

**State PMU** for implementing **DIKSHA**
**SCERT, Maharashtra** for supporting state wide adoption operations, content aggregation & project management

**State Textbook Bureau** *(Balbharti)*: Support in printing of QR Codes, E-Balbharti conceptualisation & vendor management for content creation & e-balbharti app

Supported Nashik ZP in regularising **Block Quality Cell (BQC)** meetings for all **15 blocks**

Conducted Review processes for **34 officers** from SCERT and Regional Academic Authority (RAAs) across the State

Supported **Nashik Collective Forum** initiated- where NGO’s, CSR and government officials came together to discuss and plan course of action for Nashik District Transformation

Supported in launching **E-Balbharti App** for 10th Grade where **10,000+ students** signed up and had **16,394+ hrs** of content consumed

Supported **SSA**, in publishing a total of 32 Best practices from Maharashtra on **Shagun Portal**

Supported policy creation, **8 GRs** drafted out of which 6 GRs were passed by MH Govt.
LFE’S WORK IN SCALING DIKSHA IN MAHARASHTRA

Along with SCERT, LFE worked on DIKSHA on the following areas:
1) Content aggregation through teachers and content partners
2) DIKSHA Outreach (Adoption) through SCERT-Abhyasmala initiative
3) DIKSHA Outreach through DIKSHA Yatras
4) Core Content team for institutionalization

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>584</td>
<td>634</td>
<td>712</td>
</tr>
<tr>
<td>QR codes</td>
<td>12,230</td>
<td>12,929</td>
<td>13,007</td>
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<tr>
<td>Grade: 1st to 10th</td>
<td>Medium: 8</td>
<td>Grade: 1st to 11th</td>
<td>Medium: 10</td>
</tr>
</tbody>
</table>

Outreach & Adoption Initiatives undertaken
- Teacher and government officers training workshops
- Media publications - Print and News channel
- Advocacy by state leadership
- School visits
- WhatsApp poster campaign and stalls in district wide events

SCERT Abhyasmala Campaign: As a COVID Response, from the month of April, where daily WhatsApp messages were sent by Director SCERT and circulated via WhatsApp groups and broadcast lists to teachers and even parents, directly. Coordinators from districts were involved in collating the content, drafting the messages and disseminating them. Apart from academic and scholarship content, in the initial days of the campaign, daily activities in the categories of art, craft, music, theatre, coding, fun experiments with science and comic books were shared.

HIGHLIGHTS: AS ON JUNE 2020

- **25x** Usage Growth
- **27.07 lakh+** Content plays per week
- **46.5%** National Usage from Maharashtra
- **22 lakh** Users reached
- **9,200+** content pieces added to the chapter aligned QR codes aggregated & created from **18** Organisations
- **650+** Teachers
STAKEHOLDERS QUOTES & EVENTS

LFE and Sangeetha dBaya of the Sangeetha dBaya Foundation from Maharashtra facilitated the discussion around officer and teacher best practices across Maharashtra.

DIECPD. Nandkumar Sir facilitated the discussion around officer and teacher best practices across Maharashtra.

Informal evening with PMC & PCMC Officers
LFE team also organised an interactive informal evening with Shri Nand Kumar, IAS, Principal Secretary Government of Maharashtra for the officers in the Education Department of PMC, PCMC & Pune District. Nandkumar Sir facilitated the discussion around officer and teacher best practices across Maharashtra. Mr. Santosh Patil, Additional Municipal Commissioner of PCMC also present at the event.
Research and Monitoring team at LFE aims to bring rigour in program designs, shape key structures and processes to generate impact at scale and promote a culture of evidence based decision making. Our work is committed to generating rigorous research based insights on public education systems, by integrating learnings from our programs as well as principles from the systems change discourse. We aim to add nuance to the sectoral narrative of mistrust and inefficiency about government school systems and thereby re-energise the larger community of educators, foundations, community and philanthropists to invest their time, talent and treasure in strengthening government systems.
IN 2019-20, LFE LAUNCHED 04 PUBLICATIONS

Analysis of education sector-wide gaps in Khed Taluka, Pune district in the domains of infrastructure, access, education quality and home environment.

Analysis of field officers' training and professional development needs for improved support through continuous capacity building interventions.

Analysis of teacher training needs for supporting teachers of ZP schools better through Shikshan Parishads in Nashik dist.

Analysis of teacher training needs for supporting teachers of Govt. schools in Raipur & Durg districts of Chattisgarh.

HIGHLIGHTS FROM M&E WORK IN THE ORGANISATION

50 Monitoring & Evaluation tools

04 Rubrics Created

Launched and on-boarded one project on real-time organisational data monitoring platform

120 Impact indicators tracked throughout the year across 08 projects
2019-20: LFE's MEDIA COVERAGE & OUTREACH

LFE had an extensive coverage in print and electronic media - 6 articles were published by LFE team on mainstream dev. sector media channels and 20+ print articles in leading newspapers of MH.
LFE FINANCIALS SNAPSHOT - FY 2019-20

Admin+Overheads 8.9%
Program Costs 11.9%
Capital Costs 2.2%
People Costs 77%

F.Y 2019-20 (Audited)
Total Revenue: 2.46 cr. INR
Total Expenditure: 2.15 cr. INR

LFE FUNDING, PROGRAM & GOVERNMENT PARTNERS
Enabling a robust Public Sector led response to COVID-19 crisis

Leveraging our strength of co-implementing with government leaders, we aim to support the local and State governments, in overcoming the current challenges of ensuring equitable reach of educational programs to all children. We will do this through a combination of online and in-person initiatives. A strong unifying factor will be integration of SEL practices aligned to self-awareness and self-management, in a holistic way, across all educational activities, recognising that the need of the hour is much more than academics alone. For this, we will continue working with teacher mentors and officers, to proliferate home grown, government and community led solutions. While very much being immersed in the present moment with all the above initiatives and challenges, we haven’t shifted from our optimistic outlook towards the future. Our priorities will be to:

1. Ensure maximum reach of students through multiple online and offline learning platforms
2. Integrate Social-Emotional learning into foundational learning & teaching practices
3. Streamline communication, data-based decision making and policy support for Governments

Looking Ahead to mindful expansion

In the next 24 months, we are eager to expand our advisory and capacity-building work with teacher mentors and middle management to two new states, aligned to contextual needs and demands from the system. We are hopeful of expanding the network of public education champions by enabling more officers and teachers to serve children effectively through additional government partnerships. As we do that, we will definitely be mindful towards the vast learnings that we will imbibe and generate through this process.

Contribute to macro-education discourse

Over the next 24 months, we look forward to co-publish sectoral research reports in collaboration with national/international NGOs, research organizations, and State government bodies. We want to create public goods & learning resources on the core issues of public education systems from a systems change perspective, focusing on middle management capacity, teacher development at scale, and adoption of equitable ed-tech; all in service of foundational learning and well-being of all students, especially those from underserved communities.

Establish a continuing legacy

And lastly, we want to initiate our ambitious long-term dream of creating a ‘Center for Public Leadership in Education’ which

- enhances the capacity of public sector leaders to deliver aspirationally high quality education for all children;
- undertakes systems change and policy research on building effective public school systems; and
- promotes the faith in government-run schools, making them the first choice of school for parents across the country.

As we look forward to our impactful years ahead, we will continue to seek support, invite partnerships, keep learning, muster the courage, and chip away at the problem of educational inequity.

Thank you for being wayfarers on this journey with us!
LFE is grateful to have a highly committed, diverse, and sincere team members. Our team represents 8 states of India and 9 districts of Maharashtra. With a retention rate of 90% in 2019-20, which includes the four-member founding team from 2015, we are now 32 people strong!

LFE team's diversity:
80% Direct Classroom experience | 60% Masters Degree | 30% Previous Corporate Experience
40% team has experience in the Education Sector for at least 5 years

OUR CORE VALUES

**EMPATHY**
Ability to identify, understand and act on the emotions and perspectives of others around me

**OWNERSHIP**
Ability to assess the situation and initiate action independently

**EFFECTIVENESS**
Commitment to achieving intended results

**INTEGRITY**
Quality of being ethical in our actions

**PATIENCE**
Capacity to accept or tolerate delay or problems without becoming annoyed or anxious

**COLLABORATION**
Willingness to work together towards a collective objective