



life

LEADERSHIP
FOR EQUITY

ANNUAL REPORT 2019-20

How far we have come in
our vision to 'build public
education systems that
refuse to let children down'

TABLE OF CONTENTS

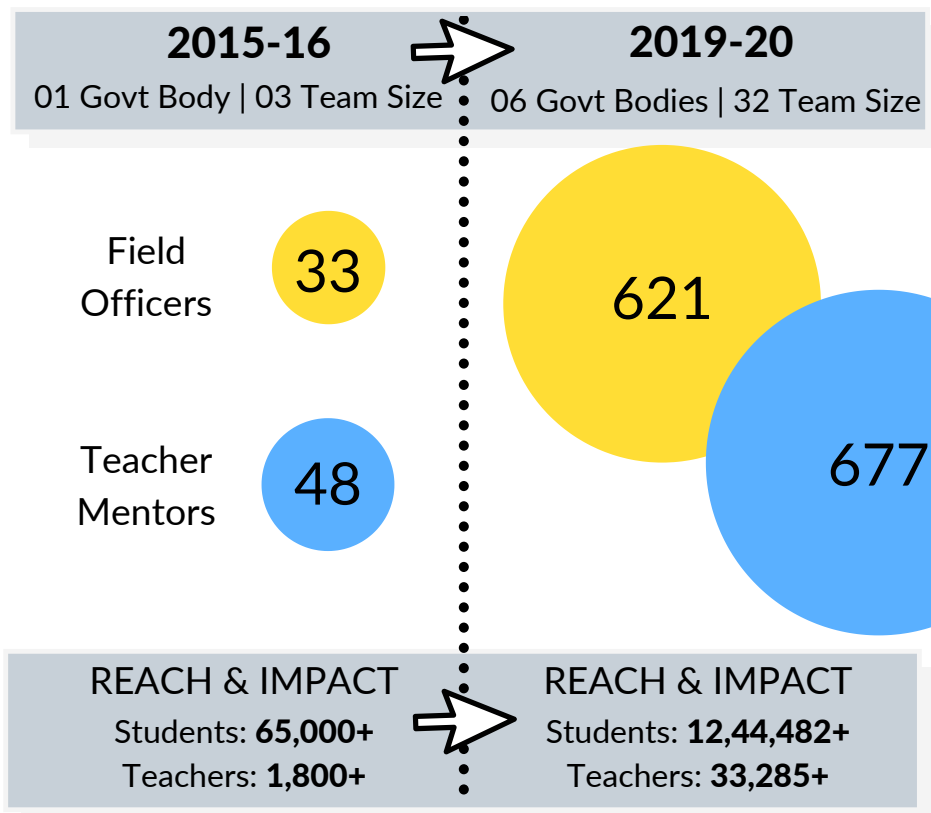
- 03 What makes an idea, a dream, into reality?
- 05 Vision, Mission & LFE's Pathways
- 08 Officer Development: Our work with Field Officers
- 12 Teacher Development: Our work with Teacher Mentors
- 18 Advisory & Advocacy Vertical
- 22 Research & Monitoring Vertical
- 24 LFE's Media & Outreach
- 25 Financials & Partners
- 26 Where do we go from here?
- 27 Our Team & Our Values

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**.

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

Influencing relationships & dynamics among and between Teachers, Officers and Senior leadership

PROOF POINTS OF HIGH PERFORMING EDUCATION SYSTEM

People, Processes and Policies supporting

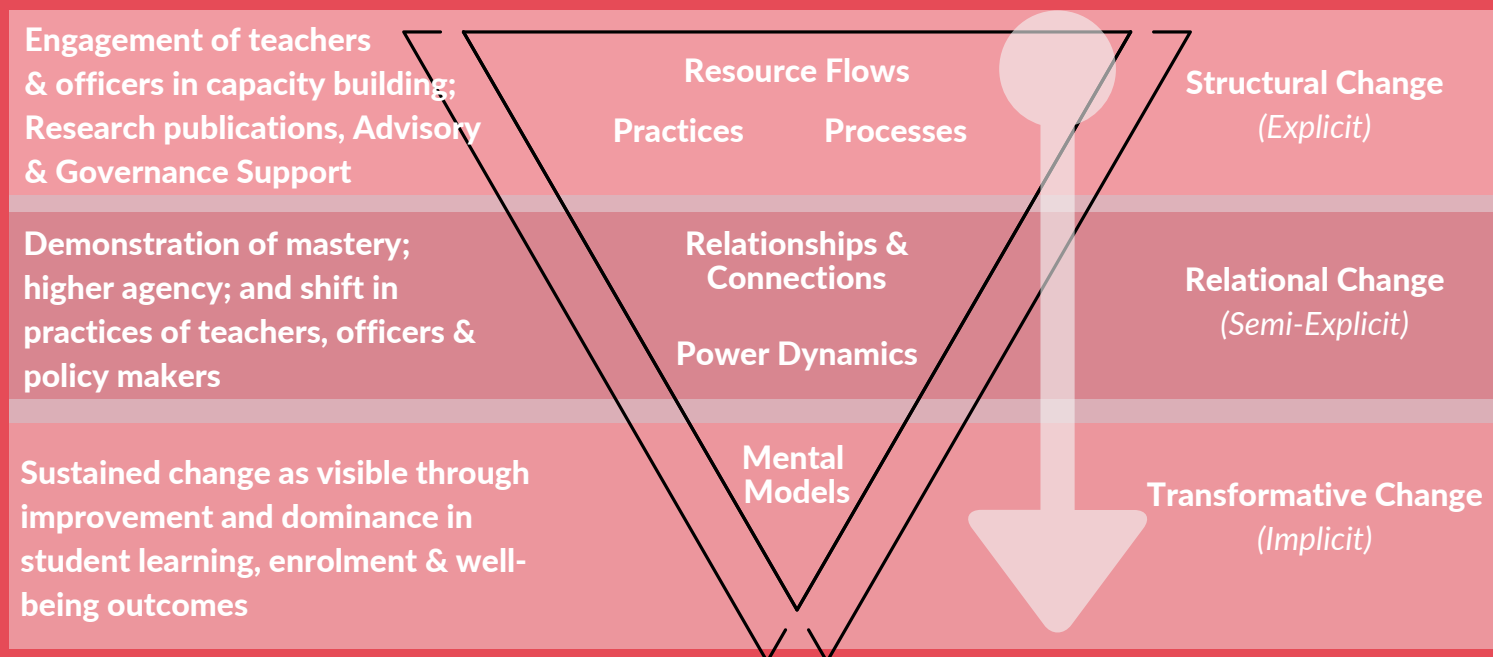
- students, teachers & officers to achieve their full potential
- dominant share of enrolment in government run schools
- internationally competitive student learning outcomes & well-being

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.

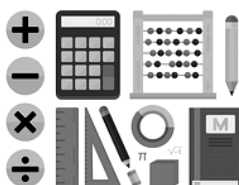


MEASUREMENT & IMPACT METRICS

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

412+ Officers Trained | 1616+ hours of proximate support
670+ Mentors | 04 programs co-created with 04 departments

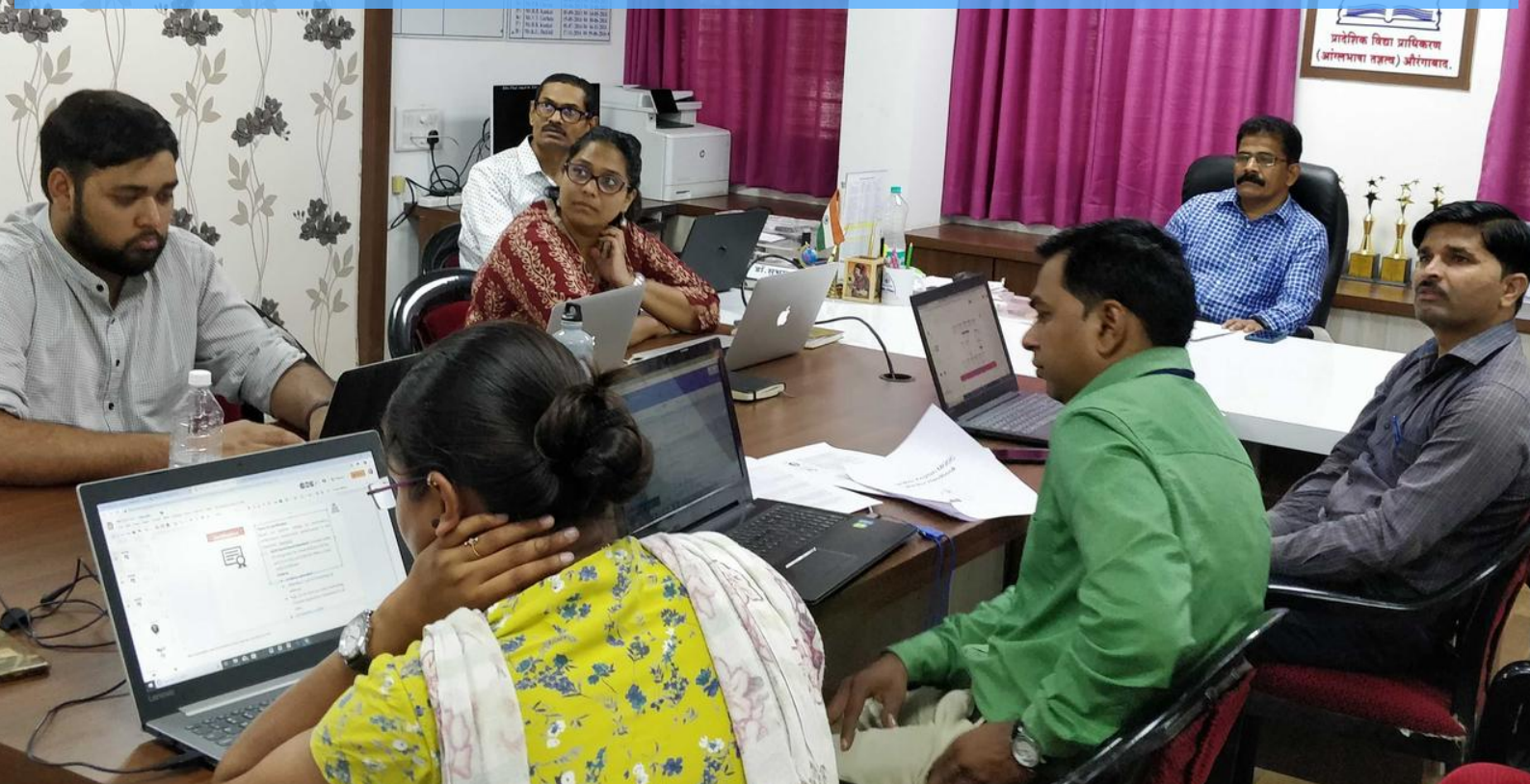
Officer Development

To enable Field Officers to design and implement effective academic and administrative program

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 Promotor 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

BLENDED TEACHER TRAINING THROUGH PROXIMATE SUPPORT OF OFFICERS

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

03

Courses

200

Minutes of Content Created

OUR GOVERNMENT PARTNERS SPEAK

" 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

विद्यार्थ्यांच्या गुणवत्तावाढीसाठी शिक्षक आणि अधिकारी नेहमीच प्रयत्नशील असतात आणि त्याचा सकारात्मक परिणामही नियमित दिसत असतो. परंतु या प्रयत्नांना एक संरचनात्मक स्वरूपात अधिकचे सहकार्य मिळाले तर त्यातून अपेक्षित असलेला परिणाम हा लवकर मिळण्याची शक्यता असते. आणि हीच गोष्ट गणित मित्र उपक्रमामुळे पिंपरी चिंचवड मनपा संचालित शाळांमध्ये होऊ घातलेली आहे. गणित विषयामध्ये शिक्षकांना प्रशिक्षणातून मार्गदर्शन, प्रशिक्षणात सांगितलेले वर्गपातळीवर राबविताना अडचण येऊ नये त्याकरिता वर्गभेटी ह्या या उपक्रमाच्या जमेच्या बाजू आहेत. आणि त्यामुळेच शिक्षकांच्या संकल्पना अधिक स्पष्ट होण्यास, त्या वर्ग अध्यापनामध्ये राबविण्यास आणि त्याद्वारे विद्यार्थ्यांची गणित विषयांमधील गुणवत्ता वाढ या सर्व गोष्टी अगदी सहज साध्य होतील असे वाटते. यासोबतच LFE टीमने शिक्षणोत्सव आयोजित करण्यासाठी केलेले सहकार्य, लॉकडाऊनच्या काळात सुद्धा ऑनलाईन पद्धतीने शिक्षकांशी नियमित साधलेला संवाद हे उत्साहवर्धक आणि कौतुकास्पद होते. तरी शिक्षण विभागाच्या वतीने LFE संस्थेचे मनपूर्वक अभिनंदन आणि आभार. LFE संस्थेचे सहकार्य असेच पुढील शैक्षणिक वर्षात चालू राहील हीच अपेक्षा आणि खात्री.

- Dr. Rajesh Bankar
Senior Lecturer, DIET Pune

LFE टीम शिक्षण क्षेत्रातील मूलभूत प्रश्नांवर शास्त्रीय पद्धतीने विचार करणारी संस्था आहे. अगदी तळापर्यंत शिक्षणातले कोणते प्रश्न आहेत याचा विचार करून ते सोडवण्यासाठी वास्तववादी प्रयत्न ही संस्था करताना दिसून येते. हे प्रयत्न सर्वसमावेशक असतात. कामाच्याप्रति सकारात्मकता, सातत्यपूर्ण काम, त्या कामाच्या परिणामकारकतेचे विश्लेषण, विश्लेषणातून प्राप्त माहितीद्वारे पुन्हा नवीन प्रक्रिया राबवणे अशी काही वैशिष्ट्ये या संस्थेची सांगता येतील. LFE ही संस्था सातत्याने महाराष्ट्रातील शालेय शिक्षणामध्ये असणाऱ्या समस्या सोडवण्यासाठी शालेय शिक्षणाची गुणवत्ता वाढण्यासाठी संस्थेचे सर्व सदस्य अतिशय सकारात्मकतेने विविध अधिकारी, पदाधिकारी शिक्षक आणि इतर घटकांसोबत काम करत आहे हे काम शाश्वत स्वरूपाचे होण्यासाठी साठी LFE संस्था प्रयत्नशील असते.

- Mrs. Jyotsna Shinde
Education Officer, PCMC

LFE सोबत काम करताना अनेक बाबी नकळत शिकता आल्या. प्रत्येक कार्यक्रम कसा राबवावा आणि त्यात अगदी छोट्या छोट्या बाबींचा विचार करावा याची माहिती नेहमीच मिळत राहिली..

Perfect planning = LFE हे माझं समीकरण तयार झालं. MOOC राबवताना अनेक बाबी बारकाईने समजून घेता आल्या.

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

13,066 + Teachers Supported | 291+ Teacher Mentors
6,693 hours of capacity building | 3,69,037+ students impacted

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**, **PCMC 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



NASHIK DISTRICT STRENGTHENING: SHIKSHAN PARISHAD PROJECT

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

98%

Quality of support by LFE
to Mentors (CRGs)

99%

Teacher Quality Rating on
Shikshan Parishads

244

Clusters

274

Teacher Mentors

11,911

Teachers

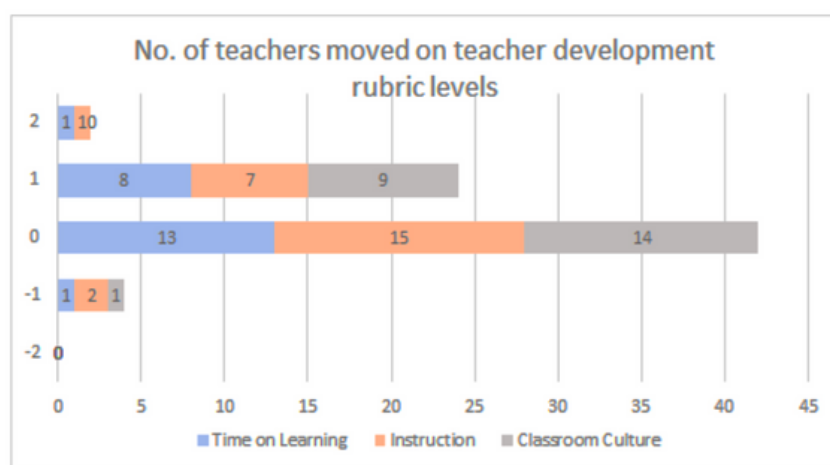


PCMC SHIKSHANTAR 2.0 PROJECT

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



**Tech
Mahindra
FOUNDATION**



HIGHLIGHTS

95%

Teachers finding content useful

60%

Feel confident to mentor others

65%

Teacher show improved skills

20

Training Days

146

Classroom Observations

07

Webinars

34

Schools

46

Teachers

1691

Students

TEACHING WITH TECHNOLOGY: NALANDA PROJECT

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 *Tantrasaarathi* 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



HIGHLIGHTS

90%

Improved classroom practices

70%

Teachers using technology for differentiation (instruction)

75%

Teachers felt they learnt new skill of integrated pedagogy

20%

Average growth in Teacher skills

20

Classrooms/Teachers

846

Students

10

Training Sessions

165

Classroom Observations

394+

Hours of capacity building

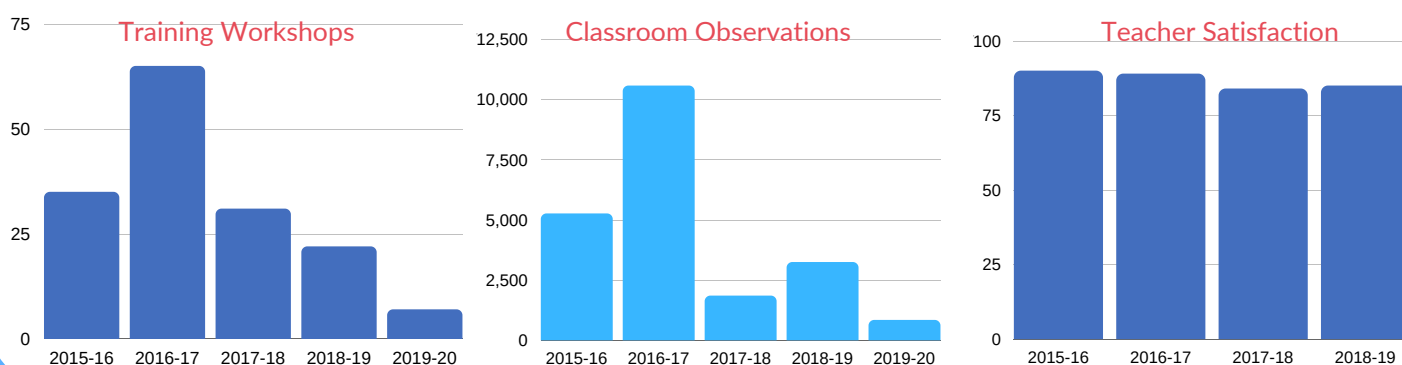
PMC SAHYOGI DAL PROJECT

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



Pune City Connect



HIGHLIGHTS

3.9/4.0

Rating on Quality of Trainings

83%

Rating on Support provided by LFE

100%

Mentors who feel confident in supporting teachers

From 2015,

21,800+

classrooms observations conducted!

14

Clusters

15

Mentors

1200+

Teachers

LFE EMBRACES TECHNOLOGY IN OFFICER & TEACHER CAPACITY BUILDING INTERVENTIONS & GOVERNANCE

PROJECT	FOCUS AREAS OF WORK	PLATFORM & REACH
Nalanda - Teaching with Technology Project (Nashik ZP Schools)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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



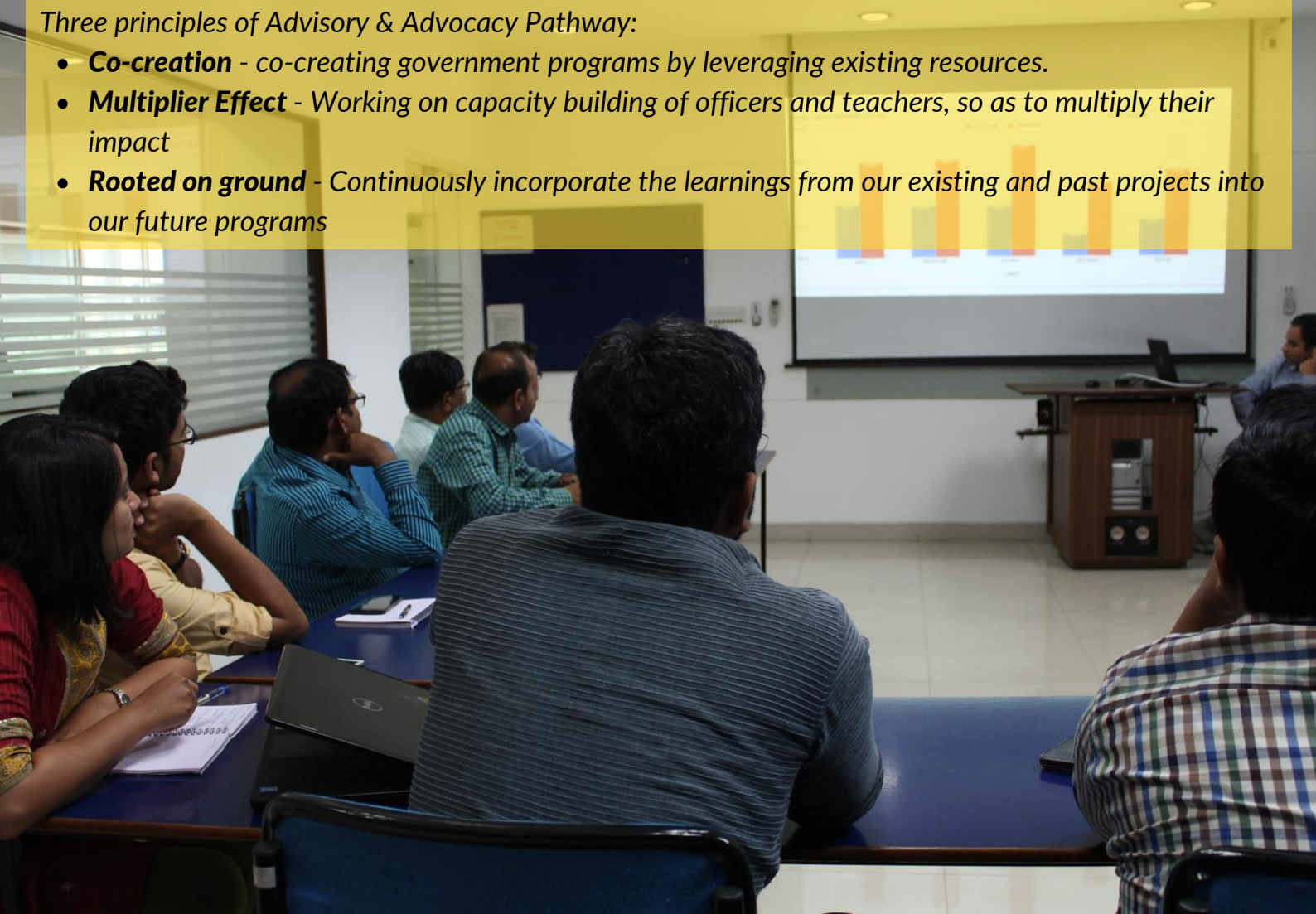
Supported in **drafting 08 Govt Resolutions**, 06 were passed
300+ hours of advisory support | **Nashik CSR-NGO Collective**

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



IN 2019-20, LFE PROVIDED ADVISORY SUPPORT TO FOLLOWING GOVERNMENT PARTNERS



महाराष्ट्र शासन

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



महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.



महाराष्ट्र राज्य पाठ्यपुस्तक विनिर्देशन व अध्यापक संशोधन मंडळ



DIKSHA

State PMU for implementing **DIKSHA**

SCERT, Maharashtra for supporting state wide adoption operations, content aggregation & project management

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



MOTIVATION for EXCELLENCE



CENTRAL SQUARE FOUNDATION

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

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



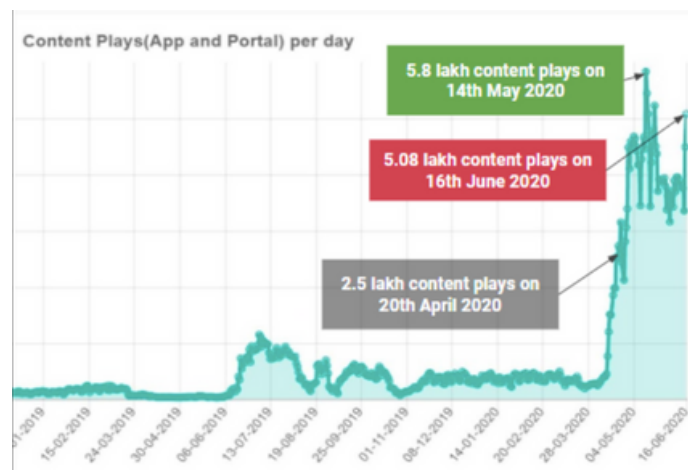
CENTRAL SQUARE FOUNDATION

2017-18	2018-19	2019-20
584 Textbooks	634 Textbooks	712 Textbooks
12,230 QR codes	12,929 QR codes	13,007 QR codes
Grade: 1st to 10th Mediums: 8	Grade: 1st to 11th Mediums: 10	Grade: 1st to 12th Mediums: 10

Outreach & Adoption Initiatives undertaken



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.



Abhyasmala campaign led to increased Content Plays

HIGHLIGHTS: AS ON JUNE 2020

SCERT Abhyasmala Initiative
(COVID Response)

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

सध्याच्या परिस्थितीत प्रत्येकाचे देशासाठी चे असणारे योगदान महत्वाचे ठरणार आहे. शैक्षणिक क्षेत्रातही या सगळ्याचा होणारा परिणाम लक्षात घेऊन LFE या टीम ने SCERT चा अधिकारी व्यावसायिक विकास मंच याद्वारे ऑनलाइन प्रशिक्षण घेऊन या क्षेत्रातील घटकांना अनमोल असे मार्गदर्शन केले.विशेषतः विविध क्षेत्रातील जाणकार व्यक्तींना आमंत्रित करून त्यांच्या द्वारे मिळालेले मार्गदर्शन हे निश्चितच पथदर्शी ठरणार आहे यात शंका नाही. LFE च्या सगळ्या टीम मेंबर चे खूप छान सहकार्य ही आम्हाला लाभले. यांच्या ऑनलाइन उपक्रमाचा प्रशासनातील अधिकारी, केंद्रप्रमुख, शिक्षक, अशा सर्व स्तरातील घटकांना येत्या काळात शैक्षणिक बदलांना सामोरे जाताना होईल याची खात्री आहे. LFE च्या परिवारास खूप शुभेच्छा

श्री राजश्री टिटकारे
(अधिव्याख्याता), DIET सातारा

LFE या संस्थेच्या वतीने राज्यात राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद च्या सोबत विविध उपक्रमात सक्रीय सहभाग राहिला आहे.परिषदेच्या वतीने आयोजित विविध कार्यशाळांमध्ये संस्थेच्या सभासदांनी अत्यंत उत्तम रीतीने मार्गदर्शन केले आहे. मराठी भाषा विभागाच्यावतीने मूलभूत वाचन ,प्रारंभिक भाषा विकास यासारख्या विविध प्रशिक्षणादरम्यान तांत्रिक साह्या बरोबरच सत्राचे नियोजन ,कार्यवाही यासारख्या विविध घटकांशी संबंधित मार्गदर्शन केले आहे. संगमनेर येथे MSRG, अधिकाऱ्यांसाठी ची असणाऱ्या ओडी कार्यशाळा प्रशिक्षणादरम्यान देखील अत्यंत उत्तम मार्गदर्शन केले आहे.. नाशिक जिल्ह्यामध्ये शिक्षण परिषदांसाठी विषयांची निश्चिती, त्यासाठीच पूरक साहित्य यादरम्यान विकसित करून शिक्षकांच्या फिडबॅक यासंदर्भातलं विश्लेषण या गोष्टी व्याख्यानाच्या निमित्ताने मी अनुभवल्या आहेत.त्याचबरोबर अधिकारी विकास मंच वरती ऑनलाईन विविध प्रकारची व्याख्याने आयोजित करून शिक्षक, अधिकारी या सर्वांना समृद्ध करण्याचा प्रयत्न उल्लेखनीय म्हणायला हवा.. एकूणच या संस्थेचे सर्व कार्यकर्ते शिक्षणाच्या प्रक्रियेत स्वतःला झोकून देऊन शासनासोबत मदतीचा हात देत आहे. याबद्दल त्यांचे अभिनंदन करायला हवेच.. पुढील वाटचालीसाठी शुभेच्छा..

श्री संदीप वाकचौरे
विषय सहायक, DIET, अहमदनगर

LFE टीम आणि SCERT....एक उत्कृष्ट समनव्यातुन साकार झालेली....शैक्षणिक गुणवत्तेची वेल जी आता गगनभरारी घेतेय....SCERT संस्थेचा एक भक्कम अकॅडेमिक आधार आणि LFE टीम ची कल्पकता व्यावसायिक विकासाच्या प्रवासातील एक महत्त्वपूर्ण टप्पा ठरलाय. उल्लेखनीय बाब म्हणजे....अवघ्या महाराष्ट्रातील शिक्षण क्षेत्रातील प्रत्येक घटकाला दिलेली व्यावसायिक विकासाची ऊर्जा आणि दुसरी महत्त्वाची बाब म्हणजे प्रत्येकाच्या हृदयात निर्माण केलेली आपलेपणाची जागा.....जिथे आपलेपणा निर्माण होतो तिथे सारं काही शक्य असतं जे LFE.. जिगरबाज टीम ने करून दाखवलंय खूप खूप शुभेच्छा !

श्री निंबाजी गिते,
विषय सहायक, RAA, मुंबई



Teachers Day event: Our Teachers. Our Heroes

LFE celebrated Teacher's Day 2019 by organising an event to express gratitude to our teachers and emphasise the significance of the teaching profession in the 21st century. We were honoured to host dignitaries which included **Atul Kulkarni**, Marathi Actor & Trustee - QUEST, Mr **Vishal Solanki**, IAS, Education Commissioner, Government of Maharashtra, **Ujwal Thakar**, Chairman, Educate Girls and **Murugan Vasudevan**, Head of Innovation & CSR, CISCO India.



Launch of Nashik Collective

LFE launched the Nashik Collective, a forum for facilitating collective action between CSRs, NGOs and the District Government and discuss possibilities of collaborations among organisations in the social - development sector in Nashik. **Ms. Buvaneshwari**, IAS - CEO of Nashik Zilla Parishad along with the ZP elected representatives present at the event.



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 DIECPD. 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.

04 Publications | 50+ Monitoring Tools | 120 indicators
Building rigour in Org. M&E | Influencing Education discourse



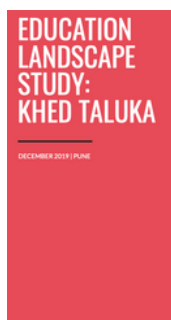
Research & Monitoring

To measure program effectiveness and influence sectoral dialogue through research

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

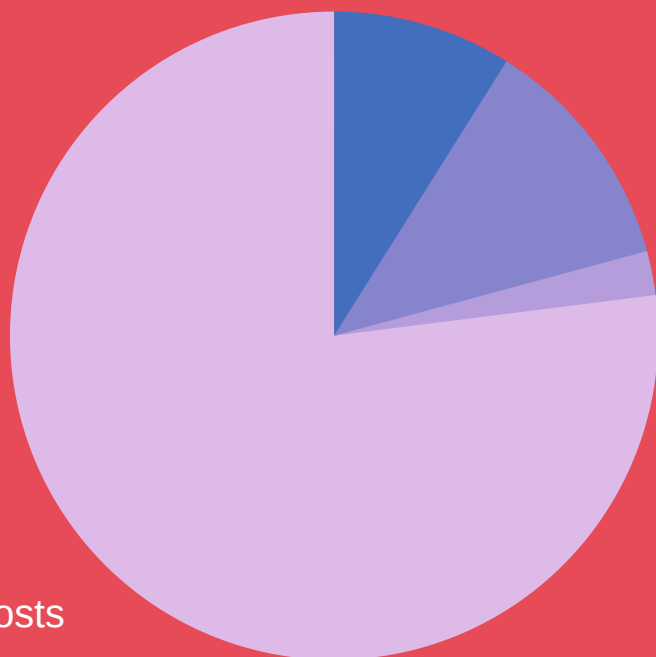
LFE FINANCIALS SNAPSHOT - FY 2019-20

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



THE
TEACHER
TRAINING
PORTAL



ShikshaLokam
Education Leadership Platform



महाराष्ट्र शासन



महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.



WHERE DO WE GO FROM HERE?

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!

OUR TEAM



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 atleast 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



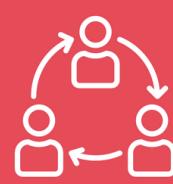
INTEGRITY

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

ANNUAL REPORT 2019-20



Leadership For Equity | August 2020

Programme under Non-Profit Section-8 Company

Leadership for Skilled Education Foundation

CIN: **U85300PN2017NPL170952**

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lfe

**LEADERSHIP
FOR EQUITY**