Dear Supporter,

We are super thrilled to share with you our Organizational Annual Report 2018-19!

2018 - 19 at LFE has been nothing less than inspiring - to continue to strive for smaller successes in ever-evolving government systems; to create meaningful policy shifts by deepening our existing government relationships, and to explore opportunities that will lead to a perceptible shift in improving the learning of the students.

Organizational growth & clarity
We have expanded our reach from 2 projects in Pune to 7 projects across Maharashtra; from a 5 member team to a 30 member team now; and from endlessly waiting in the halls of government offices to sitting in on government committees - we are super proud of how far we have come! More importantly, we have stayed true to our commitment to building:-

‘Public education systems that refuse to let children down’.

All this, while ensuring that we have built a strong team that is rooted in what’s right for the stakeholders we serve. Over the last academic year, we have also developed better clarity and articulation of our approach to effectively support the government education systems. LFE believes in the idea of working closely with the government bodies to co-create and co-develop different government programs - in the areas of officer development, teacher support, and technology-enabled learning. We have also constituted a research vertical at LFE with a two-fold intention - of influencing larger discourse in education by publishing sectoral reports, and of building a strong internal discipline towards monitoring & measuring our work. The last year has been quite a learning journey!

Projects & Programs
Over the course of the last few months, we have realized that LFE’s work needs to be communicated as addressing some of the systemic issues enabling poor learning outcomes. It is with that intention, LFE will be organising into a program approach this year - with Advisory & Advocacy; Officer Development; Teacher Support and Student Learning being the four programmatic pillars in the organisation. Our work on the ground will continue to remain the same, we are just bringing in clarity of thought and communication into our work.
Outcomes from last year
The last academic year was eventful for LFE in many ways. We have gained traction on multiple focus areas with the Maharashtra government - specifically in our ability to support the academic officers at SCERT, our ability to leverage technology in teacher training, and also effective e-content access through DIKSHA. While we execute projects, we are also finding ways to strengthen the data monitoring, usage, and evaluation mechanisms within the organisation.

Our work with the local bodies in Pune Municipal Corporation (PMC) in partnership with Pune City Connect (PCC) and with the Nashik Zilla Parishad has also seen some positive movement. Our Nashik work has pushed our learning around district transformation models and our understanding of the key levers of change in a ‘scale-unit’ of the district. Across all our projects, we are also observing a significant financial investment from the governments - over the last 2 years around 70% of project costs in terms of materials, infrastructure and resources were put in by different government bodies that LFE works closely with.

Research Partnerships
We have released 2 research reports in partnership with the 3D Program for Women & Girls and with Shyamchi Aai Foundation. We are currently finalising a report on ‘Systems Diagnostics of Khed Taluka’ along with the Forbes Marshall Foundation. LFE is also working closely with the Centre for Sustainable Development, Earth Institute, Columbia University to outline the e-content creation and usage guidelines and conduct research on the digital schools in Maharashtra.

It’s such a wonderful time to invest and be invested in working with governments. We believe that a lot of progressive reforms are being contemplated by the governments directly aligned to improving the quality of learning outcomes.

At LFE, we are constantly looking for opportunities to grow, partner and create a meaningful impact. In our strive to help improve the effectiveness of government systems, we are fortunate enough to have amazing individuals and organisations who have been guiding us on this path. We are overwhelmed by the kindness and support of our Board of Directors, Advisory Board, Funders & Government Partners who have been with us throughout this journey for the past many years. We’d also like to take this opportunity to thank you for your trust, guidance, and encouragement. Thank you for believing in our young team and in our beliefs to reach our audacious mission. We admire your support over the last year and looking forward to celebrating many more successful years with you.

Yours truly,
Siddesh & Madhukar

WE ARE GRATEFUL TO OUR PARTNERS

*Image Credits: Students, Teachers, Officers of PMC, Nashik ZP & SCERT Maharashtra and student interns of Symbiosis School of Photography
Leadership For Equity is a systems change & research organization that helps strengthen the effectiveness of government school systems.

MISSION
To develop low-cost, effective and replicable models for teacher performance, officer development and student learning.

VISION
Public Education Systems That Refuse To Let Children Down
WHAT WE DO

We improve the effectiveness of the government school systems to deliver quality education at scale

HOW WE DO IT

We co-create government programs using existing government resources and people

FOCUS AREAS

Enabling Teachers to improve teaching practices, through learning communities and leveraging technology

Enabling academic & administrative officers to effectively design programs and run their departments

Advising senior leadership on designing policies in areas of teacher development, officer development and education technology
Government Institutions we work with

- Nashik Zilla Parishad (NZP)
- Pune Municipal Corporation (PMC)
- State Institute of English for Maharashtra (SIEM)
- Maharashtra State Council Of Education Research and Training (MSCERT)
- Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati)

OUR FOOTPRINT

- 821+ Officers
- 14,553+ Teachers
- 06 Govt. Bodies
- 8,18,000+ Students
- 3900+ Schools
Enable teacher mentors to provide effective in-classroom support by integrating technology

**Project**

**Sahyogi Dal Project**

*2015-16*

Enable teacher mentors to provide in-classroom support for level-based learning in Mathematics and Marathi

**Scope**

Teachers Trained: 1500

Officers Supported: 27

**Partner**

*S Pune Municipal Corporation (PMC)*

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**Blended Teacher Training Project**

*2016-17*

Enable SCERT departments to run teacher development programs by providing online and in-person support to improve skills among teachers

**Scope**

Teachers Trained: 553

Officers Supported: 3

**Partner**

State Institute of English Maharashtra (SIEM)

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**Shikshan Parishad Project**

*2017-18*

Enabling cluster level teacher mentors to provide in-classroom support for all school subjects

**Scope**

Teachers Trained: 12,500

Officers Supported: 260

**Partner**

Nashik Zilla Parishad (NZP)

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*in partnership with Pune City Connect*
Our longest running project, the Sahyogi Dal started off as a solution to solve the problem of lack of support for teachers in the schools run by Pune Municipal Corporation (PMC). We started the project by assisting the PMC in creating a cohort of 20 senior and experienced teachers as mentor trainers with the key role to help 1,100 teachers in improving their classroom teaching techniques through workshops and individual training sessions. Taking note of the project’s development, last year, we expanded the focus of the project at cluster levels with Assistant Administrative officers. We organised 52 cluster review meetings to facilitate synergy among officers and supervisors to lead the project. Another project of ours was the PMC Model school project which aimed to create low-cost and replicable models for improving student learning outcomes and encouraging innovative practices. In the last three years the project has led to a growth of 23% in student enrollments along with 40% of grade 3 students achieving the grade appropriate learning outcomes. Last year saw the closure of this project and the official handover to the PMC to yske the work forward.
The Blended Teacher Training Project aims at creating a unique model of teacher training with two key aims. Firstly, the program strives to resolve challenges that exist in the current teacher training process and the second being to enable officers to design, implement, monitor and evaluate training programs effectively. We collaborated with the Regional Academic Authority, Aurangabad (RAA) for their Spoken English Program by validating the process and sample content with 40 teachers and 2 mentors at Hingoli district. Post validation, a mini-pilot with 553 teachers and 30 mentors was done across 6 districts and 24 clusters. Almost 64% of the teachers who enrolled in the course have completed it when compared with the global average on online course completion being around 7% - 10%. The baseline and endline assessments conducted have indicated an overall increase in teacher mastery in 26 out of the 35 learning outcomes. Teachers have also reported an increase in their confidence and comfort in speaking English post training. Most of the teachers found the course easy, engaging and relevant.

| 26/35 Learning Outcomes mastered by teachers | 63% Completion rate of Spoken English Course | 85% Satisfaction rate for the course content |
Nashik is the third largest district in Maharashtra, and in the recent past has struggled with students dropping out of government schools, resource imbalance in terms of teacher deployment and severe lack of accountability within the department officials. As a result of these problems, in the recently conducted NAS assessments, Nashik featured in the bottom quartile of all districts in Maharashtra. LFE team in Nashik designed and instituted a new model for conducting cluster level Shikshan Parishads. In a period of over 9 months, LFE helped organise 1640 Shikshan Parishads in 278 clusters. These Shikshan Parishads have been very beneficial as almost 97.5% of teachers who were part of these Shikshan Parishads have implemented learnings in their classrooms.
Enable officers to design and implement effective academic and administrative programs

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<tr>
<th>Year</th>
<th>Project</th>
<th>Scope</th>
<th>Partner</th>
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<tbody>
<tr>
<td>2015-16</td>
<td>SCERT OPD Project</td>
<td>Conduct capacity building workshops to enable officers to design and implement administrative and academic programs</td>
<td>Maharashtra State Council of Education Research and Training (MSCERT)</td>
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<tr>
<td>2016-17</td>
<td>Nashik OPD Project</td>
<td>Train cluster heads to deliver Shikshan Parishads effectively</td>
<td>Nashik Zilla Parishad (NZP)</td>
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<tr>
<td>2017-18</td>
<td></td>
<td>Officers Supported 100</td>
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<tr>
<td>2018-19</td>
<td></td>
<td>Officers Supported 260</td>
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Our work with the Maharashtra State Council of Educational Research and Training (MSCERT) has focused on developing the capacities of the officers in the education department by facilitating logistical and policy inputs. We emphasise on bridging the gap in the support structures for their professional and organisational development. This was implemented through conducting a series of workshops with more than 120 officers from across the state with more than 90% finding it beneficial in their respective job roles. As a step towards facilitating capacity development of officers we had organised blended training programs aimed at developing the job specific skills required to deliver their roles. These workshops have been received very well with almost 88% of the officers observing improved efficiency and productivity in their deliverables. Our workshops have been positively received with almost 87% of the officers rating our support accessible and helpful. Our biggest take away was that over 95% of the officers have evaluated our work as strong and quality centric.
LFE began working with Nashik’s district administration with a mission to improve the learning outcomes of students. LFE’s projects in Nashik touch upon critical themes in the area of education and governance. Focus areas for these projects span across revamping teacher training by introducing easy-to-access digital infrastructure, building the capacity of the education department on designing interventions to support teachers on improving learning outcomes and supporting a comprehensive system-wide transformation for primary education in the district. Our support to the Zilla Parishad’s Education Department has shown positive changes with improved efficiency of 8 district level processes. Our work has reached out to 248 Kendra Pramukhs and Vistar Adhikaris with 78% of them rating our assistance very useful. On lines of our work in Pune, LFE also established an NGO-CSR Cell within the Nashik Zilla Parishad’s Education Department.

Nashik Officer Development Project
Support teachers to create, access and adopt low cost contextualised digital content for students

### Project

#### 2015-16

**MITRA Project**
- Support SCERT to curate digital content and promote adoption of MITRA app

#### 2016-17

**DIKSHA Project**
- Support SCERT & Balbharti to curate digital content and promote adoption of DIKSHA app

#### 2017-18

**Partner**
- Maharashtra State Council of Education Research and Training (MSCERT)

#### 2018-19

**Partner**
- Maharashtra State Council of Education Research and Training (MSCERT)
- Maharashtra State Bureau of Textbook Production & Curriculum Research (Balbharati)

### Scope

- **Users reached**
  - MITRA Project: 1,20,000
  - DIKSHA Project: 1,49,000

- **Teacher Community**
  - MITRA Project: 220
  - DIKSHA Project: 586
Our work with the DIKSHA project primarily focuses on two key areas, the first being creation and aggregation of digital content and linking it to the QR codes and the second to drive adoption of DIKSHA among teachers. We have assisted the state in printing about 13,200 QR codes for 622 textbook across grades 1-10 in eight different mediums. Our efforts have shown positive results with 100% digital content coverage in Marathi and English medium and 90% for the rest of the 6 mediums. With 1.5 lakh teachers in Maharashtra adopting digital teaching techniques, the trend for digital transformation seems to be moving towards the desired goals.
Engage policy makers to multiply the impact of our existing programs and processes by institutionalizing at the highest levels of policy.

**Partner Government Body**

- **2015-16**
  - GoM State Education Department
  - Incorporate learnings from our various projects into the advisory process for formulating MSCERT policies.

- **2016-17**
  - GoM State Education Department
  - Incorporate learnings from our various projects into the advisory process for formulating MSCERT policies.

- **2017-18**
  - Nashik Zilla Parishad
  - Support the district leadership to help improve Education Department’s processes and programs

- **2018-19**
  - State Textbook Production Bureau (Balbharati)
  - Support Balbharati on the strategy and organisational processes for digital content.

**Scope**

- Academic Policies centered around Teacher Support, Officer Development & Education Technology

- Whole District Transformation to improve Nashik in the PGI Indicators and bring the performance of Nashik in the top quartile of the State

- Digital content creation and aggregation along with improving the overall efficiency of processes
Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati) writes, produces and distributes textbooks in alignment with the syllabus and curriculum outlined by the Government of Maharashtra. Balbharati has taken a bold initiative in their evolution as an organization to establish an apex body for education technology in the state called E-Balbharati. We signed an MoU in March to become the official project management unit tasked with being strategic advisor to the Director of Balbharati and implementation partners in setting up E-Balbharati. We have been actively engaged in pilot projects to create affordable and high-quality digital content aligned to the state curriculum. Firstly, Balbharati launched a YouTube channel sharing videos to help with Grade 10 board exam preparation which received a strong response of almost 2 million views in just six months. Most of our efforts this year have been focused on the second project - working with specialised vendors to create e-Learning material for Grade 10 students in Marathi, Urdu and English medium schools across Maharashtra. Finally, we have also played a crucial role in developing an in-house content creation team within Balbharati which could be responsible for e-content in the longer term.

E-BALBHARATI Project

1.7 Million Views on the Balbharati YouTube Channel
81% E-content for grade 10 created in English and Marathi mediums
Rs 6.3 Crore Invested to develop e-learning content for students in Maharashtra
The research vertical at LFE was started with a vision of providing high-quality inputs to the system and measure program effectiveness. As a result, the research vertical worked in partnership with 3D Project for Girls and Women to provide a Quality of Services report, which aimed at outlining a framework to measure the quality of services for women. Such services directly affect the day to day lives of women and also their access to quality education. Furthermore, the research vertical worked with Shyamchi Aai Foundation (SAF) to analyse trends around student's interest, in 7 different interest streams, from 5 states. Towards the end of the last academic year, the research vertical started working with Forbes Marshall foundation to compile a needs analysis of the entire Khed taluka in Maharashtra. The aim of the study is to diagnose the education system of Khed to identify problematic hotspots and provide concrete recommendations around areas of improvement in the education system.
LOOKING AHEAD

Our 5-year Goal

WORK in 3 States
VALIDATE 5 models
IMPACT 15 million students

LFE is perfectly poised to leverage its learning from working with officers, teachers and students in the State of Maharashtra. Be it the blended courses for Teachers and Officers that will be co-created with the government; or the pilot to gather research-based evidence to integrate technology in the classroom through handheld devices; or the initiative to create high-quality digital content by teachers and the focus on institutionalising all our interventions - the next academic year 2019-20 will surely bring in lots of new learnings that will help LFE to move closer to its vision.

We anticipate 2019-20 to be an exciting year at LFE. The coming academic year, in a way, is a ‘reorganizing-year’ at LFE. Our work was predominantly seen as running multiple projects across geographies and government bodies. As we move into a programmatic approach to deliver impact, we not only wish to expand our footprint to a new local government (Pimpri Chinchwad Municipal Corporation), but also deepen our existing work in the area of Officer Development and Teacher Support. As we strive to strengthen our monitoring evaluation structures through our Research & Evaluation vertical, we also wish to forge newer partnerships with both non-profit organisations and also the CSR & Grant making foundations across India. As we enter into Year-3 of our operations, we truly commit ourselves to reach our 5 year goal and ensure that children across government schools are learning and thus government schools are getting better every single day.

So here’s to an amazing 2019-20!
Public Education Systems That Refuse To Let Children Down

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