

# ANNUA REPORT 2022-23

Building Public Education Systems that Refuse to Let Children Down

# LEADERSHIP FOR EQUITY

#### LEADERSHIP FOR EQUITY is a program under

#### LEADERSHIP FOR SKILLED EDUCATION FOUNDATION

Non-Profit Organisation in Education based in Pune with project office in Vijayawada Registered under Section-8 of India Companies Act 2013 | CIN: U85300PN2017NPL170952

**Image credits**: All the Students, Teachers, Field Officers and other stakeholders involved in the different projects of LFE across Maharashtra, Andhra Pradesh, Tripura, Haryana & Nagaland

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# **BOARD OF DIRECTOR's NOTE**

It has been exhilarating for me to watch LFE's journey from the sidelines over the last seven years, and especially over the last year in a more formal capacity as a Board member. As someone who has had the privilege of working with several founders and social enterprises in their early growth stages, I often see the first ten years of their journey - their startup phase marked with a deep need to establish themselves as individual leaders in their specific domain.

What has always struck me about LFE, however, is that alongside this commitment to develop their core expertise, they've remained equally steadfast in their commitment to the collective. Every conversation, board meeting, or field visit that I've been a part of this past year has come with a deep sense of empathy, understanding, and respect for the many, many partners and stakeholders they work with.

In the zero to ten year journey of organizations, when growth, speed, constant learning, and pivoting are critical, keeping their own goals at equal footing with the goals of their partners can be a tough balancing act. Yet even amidst the most challenging moments that come with systems reform work, it has been heartening to see LFE do this with ease - an ease that stems from the utmost clarity of mission and the belief that working with the government and our nation's public system is critical to achieving educational equity. It is this DNA that makes LFE truly special to me - one of commitment to self and honing individual leadership, of commitment to the ecosystem and collaborative leadership, and last but not the least, a deep sense of commitment, ultimately, to the children in whose service LFE undertakes this work.

As the team crosses 100+ staff members this year, it will be critical to ensure this DNA is carried through in every new member LFE onboards, in new partnerships forged, and in the new programs and projects LFE undertakes. Scaling this core DNA will be as critical as scaling its processes, its tech, its curriculum, and more.

Amidst the myriad of critical stakeholders, the tall order of developing leaders at various levels of the government system, and strategically supplementing this work with building their research, advisory, and product capabilities, I'd urge LFE to now, more than ever, hold close the values that they started this work with. LFE is at an important inflection point in their journey today.

I hope the readers will go through this annual report not as a summary of events passed, but as a peek into the next stage of growth and impact that LFE aims to create. I wish LFE an incredible year ahead!



#### **AAKANKSHA GULATI**

Board of Director, LFE Director, ACT Grants

# FROM THE LEADERSHIP DESK:

# Celebrating Student Achievement, Partnerships and the Team Growth



MADHUKAR BANURI Chief Executive

Officer & Co-Founder



SIDDESH SARMA Chief Programs Officer & Co-Founder



DAMINI MAINKAR Chief Operations Officer

As we look back on the past year, it is with a deep sense of optimism that we celebrate the triumphant return of our students to public schools, full of resilience and determination despite the unprecedented challenges they faced. This has already started showing emergent signs of positive impact as children get back to their learning routines, socialising with their peers and overall we are seeing some improvements in their foundational literacy and numeracy skills. As we began putting together this annual report for the academic year 2022-23, filled with gratitude, and excitement for the coming months, we were able to reflect on a lot of important themes that have led us to this point.

Firstly, we have gained significant clarity on our strategic approach towards systemic change. In the journey towards achieving our collective vision of educational equity, clarity in purpose is something we have been obsessed with. In the past year, we **sharpened our strategic approach,** reaffirming our two-fold mission. Firstly, we reaffirmed our commitment to continue with innovative approaches to building the capacity of our system leaders, the architects of change within our educational institutions.

Secondly, we wholeheartedly embraced the challenge of supporting new policies and processes at the systemic level, supported across all strands with research as a cross-cutting function.



As one of the few organisations working in India by taking a more long term and collaborative approach towards educational change, we were heartened to see us cocreate our clarity while detailing our organisational Theory of Change and impact indicators through a rigorous 10month long process along with our senior leadership team.

Further, our mission, above all, is focused on the **academic achievement of the students** in our public schools. And this past year, we had the privilege of witnessing the beginnings of a remarkable transformation.

Through **rigorous third-party testing**, encompassing more than 10,000 students across five diverse geographies in Maharashtra, we discovered some cause for celebration. The data spoke volumes - **an average growth of 13.29%** in student learning outcomes (in **FLN** across Grades 1-5) compared to the previous academic year, with students showing a **gain of 23%** in grade 5 numeracy. While there are lots of nuances to unpack as we continue to analyze and feed this data into our program design, we definitely want to pause to celebrate this.

Simultaneously, we wanted to make sure we are forging excellent **partnerships** with **governments** and coalitions with other nonprofits and academic partners to meaningfully enrich and scale our work in other geographies to continue learning from and creating value for newer contexts. We are fortunate to have been recognized by established corporate partners and **multilateral development agencies** which has helped us consolidate and grow our work. In this regard, we would like to celebrate our government partnerships in **North East India**. Firstly, continuing our work in **Tripura** with SCERT & SSA, we are now planning to take our work to districts, in the ICDS and Anganwadis for FLN improvement. Additionally, we have an MoU with the Government of Nagaland to scale the classroom observation (TEACH) and support program as part of the **NECTAR program**. We have also grown our commitment to research by organizing what we hope is the first of many national-level research symposiums, in partnership with the FLAME University, on systems change in education involving practitioners, academicians, and bureaucrats by spotlighting this underresearched area and hoping to spark a lot more serious knowledge outputs and collaborations over the years.

With a focus on a community-based approach towards education systemic change, we also have established a partnership with **Panaah Communities** which was earlier incubated under LFE, and is now an independent entity running high-quality after-school community centers in Pune City. Apart from these, our strategic partnership with Mantra For Change, Bangalore continues to go strong with focus work in Andhra Pradesh. This year, in partnership with **Centre For Learning Resources (CLR)** we are significantly moving towards K-8 primary school education reform in 3 districts of Maharashtra, and also in Tripura.

Another feature that has strengthened us in all aspects of our work is the **adoption of different forms of technology** for organizational functioning and program implementation. The TEACH Classroom Observation App, developed (in collaboration with Samanvay Foundation) on the open-source **AVNI platform** has now been scaled from Andhra Pradesh to Nagaland and Maharashtra with strong demand coming in from other states as well. **Integration with chatbots (through Gliffic)** for user engagement as well as surveys and content dissemination has been strong.

This entire work has built our muscle in designing and implementing large scale technological solutions and working with government and third party technology companies. For the organization functions of finance, HR, learning and development, and recruitment have all seen high adoption of various forms of technology like the **KEKA platform** to optimise our processes and bring down our operational costs. The program teams have transitioned to utilizing more streamlined data collection tools, such as **Kobo Toolbox** to enhance the validation of our key indicators at the initial data entry stage, effectively eliminating the need for time-consuming manual data cleaning processes. We have been able to collectively map 40+ indicators from input to outcome stages across programs to set regularity and structured data mapping across all programs. Similarly, we have adopted **SurveyCTO** to transform our data collection and management of impact indicators at the student level across programs reaching more than 10,000 students across 7 jurisdictions.

The **G2O presidency** of **India** has seen a significant focus on education, particularly Foundational Literacy & Numeracy, which is one of the key focus areas at LFE. We were fortunate to have represented in multiple district, state, and national level events as a part of the G2O events across India. It was a truly humbling experience to have delegates and India's policymakers visit our stalls and engage with us.

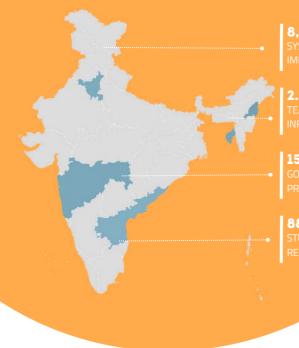
This year, our team has grown to **105 members** and we are still growing. This has been exciting yet a bit overwhelming to come to terms with! Driven by common values and commitment to excel in the field of working with public systems, our team members served as the backbone of all the projects being implemented across remote locations in vast landscapes across 5 states in India. The organization development team undertook various recruitment initiatives to attract talent from rural and urban areas and reached out to around 7 colleges for campus recruitments in the last year. This resulted in having a team comprising more than **80% of** people from the local context and speaking local languages and more than **85%** team holds master's degrees.

As we stand on the precipice of the future, we are guided by our **unwavering principles** — to remain grounded and connected to all our stakeholders, to stay inspired, and to sustain our unyielding commitment to excellent public service delivery of education to all children in India. We hope this annual report gives a glimpse into all the efforts and achievements of the academic year 2022-23 through our different projects.

Happy Reading!

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# **OUR FOOTPRINT & REACH**



8,750+

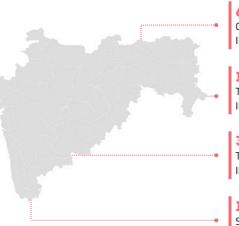
2.15 LAC+

88.81 LAC+

NAGALAND

40+ **OFFICERS &** TEACHER MENTORS IMPACTED

# MAHARASHTRA



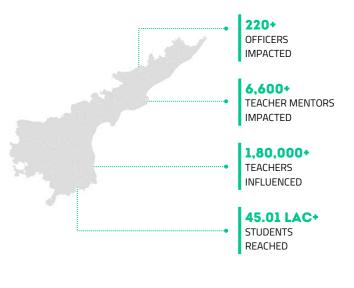
680+ OFFICERS IMPACTED

1.130+ TEACHER MENTORS IMPACTED

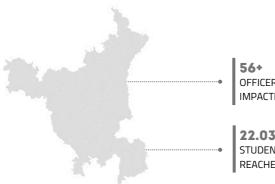
35.800+ TEACHERS INFLUENCED

12.41 LAC+ STUDENTS REACHED

# **ANDHRA PRADESH**



# HARYANA



OFFICERS IMPACTED

22.03 LAC+ STUDENTS REACHED

### **TRIPURA**



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# ACKNOWLEDGEMENTS

#### **GOVERNMENT PARTNERS**













# **OUR TEAM**



In a team of 100+ members,

90% of us are rooted in the local language and context
74% of us have experience in direct classroom instruction
87% have masters' degrees spanning MBA/M.Edu/Dev.
74% of us have at least 5 yrs experience in education



Certified for the second consecutive year!

#### **OUR BOARD OF DIRECTORS & ADVISORY MEMBERS**



Rati Forbes Director Forbes Marshall



<mark>Ujwal Thakar</mark> Chairman Educate Girls



Vivek Ragavan Trustee RG MFE Foundation



Murugan Vasudevan CEO Veddis Foundation



Nilesh Nimkar Founder Trustee QUEST, Sonale



Kavita Anand Founder Adhyayan



Aakanksha Gulati Director ACT Grants

#### LFE AT G20 INTERNATIONAL EDUCATION SUMMIT, JUNE 2023

LFE was one of the few organizations selected by the state education department to participate in the G20 Education Summit held in Pune in the month of June 2023. The final national and inter-country-level ministerial working group, themed on 'Foundational Literacy & Numeracy and blended education', brought together 1 lakh+ attendees, 100+ organizations, 15,000+ students & teachers, and several educationists, foreign G20 delegates, entrepreneurs, and public sector leaders from around the world.

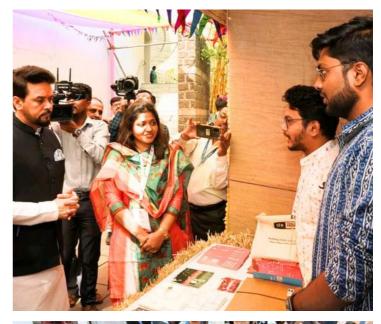
We had an opportunity to showcase our work to Shri Dharmendra Pradhan, Minister of Education; Shri. Anurag Thakur, Minister of Sports & Youth Affairs & Minister of Information and Broadcasting, Govt. of India and Shri. Deepak Kesarkar, Minister of School Education, Govt. of Maharashtra among other eminent guests.



आरत 2023 INDIA







5 States Govt. Bodies







#### LFE AT G20 STATE LEVEL & DISTRICT LEVEL EDUCATION SUMMITS, 2023

LFE is humbled to have represented at multiple district and state-level **G20 summits**, particularly themed under Foundational Literacy & Numeracy (FLN) in both **Maharashtra** and **Andhra Pradesh**. Particularly in Maharashtra, LFE was fortunate to have stall spaces to present our work in FLN and 21st-century skills learning, and our support to governments through our LEAD courses at 4 districts. It was extremely encouraging to spend time with teachers, field officers, and students to engage them in different conversations about our work and our programs.

We are extremely thankful to **Samagra Shiksha Offices & SCERTs of both MH & AP** along with all the district **DIETs and Zilla Parishads** for the opportunity and encouragement to showcase our work to diverse stakeholders across the G20 events.

#### LFE AT G20 STATE LEVEL SUMMITS IN MH & AP





#### LFE AT G20 DISTRICT LEVEL SUMMIT IN NASHIK



#### G20 DISTRICT LEVEL SUMMIT IN CHANDRAPUR





LFE AT G20 DISTRICT SUMMIT, SINDHUDURG



# **OUR JOURNEY**

#### 2022-23

- **Partnerships** World Bank funded Nagaland Govt. NECTAR Project | Amazon Future Engineers CS Teacher Excellence Program scaled to 09 districts with an MoU with Govt. of Maharashtra
- **Project Expansion** Nagaland State, Sindhudurg, Ahmednagar & Chandrapur District
- **Recognition** Invited to showcase work at Global G20 Education Summit in Pune

#### 2021-22

- PMU /MoU FLN Mission MH | Tribal Dept. MH | DIKSHA HR | SCERT TR
- Partnerships World Bank: AP Govt. SALT Project | Amazon Future Engineers Project
- Project Expansion Nagpur City and District
- Recognition- Nudge Accelerator Program

# 2019-20

- PMU /MoU Advisory for MH State Leadership & National Level Committees for DIKSHA & SCERT Restructuring across India
- Partnerships MH Capacity Building Programs
- Project Expansion Pimpri-Chinchwad
- Awards SKOCH Order of Merit Awards

#### 2020-21

- Partnerships MH COVID-19 Education Response | LEAD Project Launch
- Project Expansion Satara, Pune & Akola districts
- **Recognition** Nominated on Multiple MH Edu Committees

#### 2018-19

- PMU /MoU MH Govt. | Capacity-Building Programs SCERT & DIET faculty across MH | MITRA reshapes into DIKSHA
- **Partnerships** SCERT MH First Blended Training Program on Spoken English
- Project Expansion Nashik District
- Recognition Nudge Incubator Program

#### 2017-18

- Registered LFE Registered as a Section-8 entity
- Project Launch PMC 2nd Project, Model School Transformation | PMC Remedial Program | MH - MITRA App for teacher resource
- Partnerships MH SCERT Support and Restructuring

# 2015-16

- Incubation Incubated under Thermax
   Foundation as Pune City Connect Initiative
- **Project Launch** Sahyogi Dal Project with Pune Municipal Corporation (PMC)
- **Partnerships** Initiated dialogue with SCERT Pune & State Education Department

# **OUR CHAMPIONS SPEAK**

An organization at the forefront of systems change, Leadership for Equity is on an audacious path to bring **evidence** of the ripple effect that investing in systems level outcomes can have. With the use of **data** and **technology**, LFE is demystifying the levers for change and there is no doubt it will continue to make great contributions in the field of education



#### SHRUTIKA JADHAV

Associate Director, Catalytic Philanthropy, Dasra

The partnership between LFE and Akanksha Foundation, on 'PCMC Project Setu' brings in the best of two organizations working on systemic reform. LFE's strength of working closely at multiple levels in the governments, their deep passion for the **capacity building** of **system leaders**, and **policy-level insights** - all of which coupled with Akanksha's strength of running **high-performing schools**, have built a strong trust within the PCMC's administrative leadership to impact all the **40 thousand children** across the city run schools. I hope LFE continues to build on NGO partnerships and create an amplifying systemic impact in India.



#### RAMESH SRINIVASAN

Senior Partner, McKinsey NewYork Dean of Bower Program Through our partnership with LFE in the last two years, we have delivered **Computer Science** & **21st-century skills** to **60,000+ students** studying in Zilla Parishad schools across Maharashtra. It has been particularly exciting to see the blended teacher training and **CS Teacher Excellence** program, in partnership with district-level bodies, come to life with participation from **7000+ teachers**. I feel confident and hopeful about such interventions and the lasting impact this project will have in Maharashtra!



#### ANITA KUMAR

Head - Amazon in Community, Amazon CSR India

We have been working with and supporting LFE for the past couple of years. Our partnership with the **Tribal Development Department Project** has given us many insights into the challenges faced by tribal families and their children. We have seen the impact LFE makes in their lives by imparting quality education through Ashram schools in liaison with Project officers. Our partnership with LFE for the **Haryana project** is another step towards our common objective of imparting quality education. We look forward to working together to positively impact the education system and uplift underserved communities by empowering young minds through quality education.



#### **SHILPA KARIA**

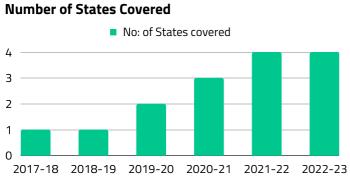
Head, Corporate Services, DSP Asset Managers

# **ORGANISATIONAL PROGRESS INDICATORS**

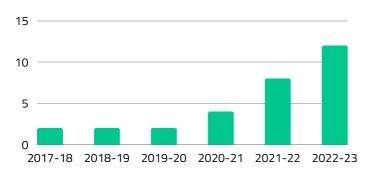
There are **46 parameters** at different levels of the organization that we capture at LFE - across reach, inputs, outputs, and outcomes. Please find the historical data in terms of our mapping over the years, right from the inception in 2017-18.

A lot of the parameters and measurements also evolved as we moved forward over the years, especially some of the **qualitative indicators** for measuring **outcomes** at different levels. In terms of impact, the **3rd party evaluation** of our student learning outcomes started only post-COVID, i.e. from 2021-22.





Number of Districts /Cities Covered



#### INFLUENCING SYSTEM PROCESSES

#### **OUTPUTS**

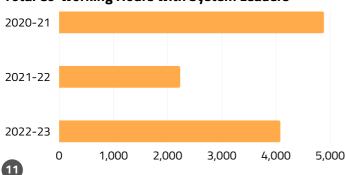
#### Number of Research Publications Published



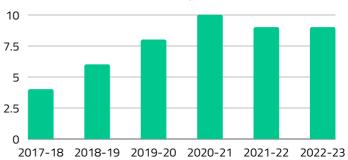
#### Number of Articles Published

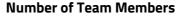
14	7	8	9
2019-20	2020-21	2021-22	2022-23

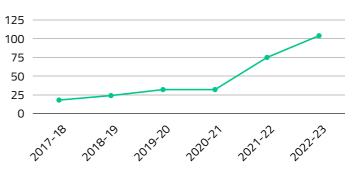
#### Total Co-working Hours with System Leaders



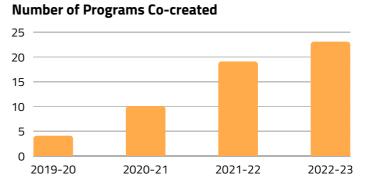
Number of Interventions (Projects)







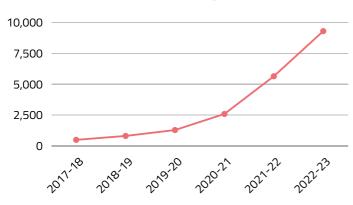
#### OUTCOMES







#### REACH



#### Number of SYSTEM LEADERS Impacted/Trained

#### **INPUTS**



Number of Hours of Content for System Leaders

#### **OUTPUTS**

#### Average Post + Feedback Responses (in %)



#### Average Usefulness Score (out of 4)

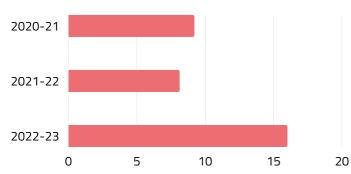
3.8	3.9	3.7
2020-21	2021-22	2022-23

#### Average Engagement Score (out of 4)

**3.79 4** 2020-21 2021-22

**3.6** 2022-23

#### Average Pre-Test /Post-Test Growth (% points)



#### **OUTPUTS (CONT.)**

#### Average Normalized Learning Gain (+-1)

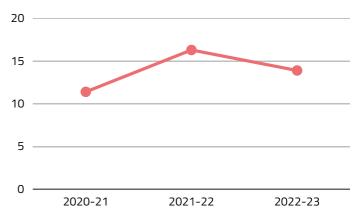
0.16	0.3	0.34
2020-21	2021-22	2022-23

#### Average Net Promoter Score (+- 100)



#### **OUTCOMES**

#### Average Growth of all Officers on Rubric (%)



#### Classroom Observation (TEACH) Adoption (2022-23)

**6600+** Certified & Reliable Observers **50,000+** Observations Conducted

#### 40,000+

Teachers Observed

#### 85%

Compliance steps followed by System Leaders for cascaded level training to the teachers (Shikshan Parishads in MH)

#### 300+

Documents co-created by the System Leaders in domains of M&E, Content and Teacher Training

#### 65%

ICTC Course Completion rate of Teachers on LMS platform (Firki) as led by System Leaders across MH

#### REACH

#### Number of Teachers Influenced 250,000 200,000 150,000 100,000 50,000 0 200,000 100,000 50,000 0 200,000 100,000100

#### **OUTPUTS**



#### OUTCOMES

% Teachers scoring high on standardized classroom observation app - TEACH



Average Pre-Test / Post-Test Growth on skills / knowledge (% points)



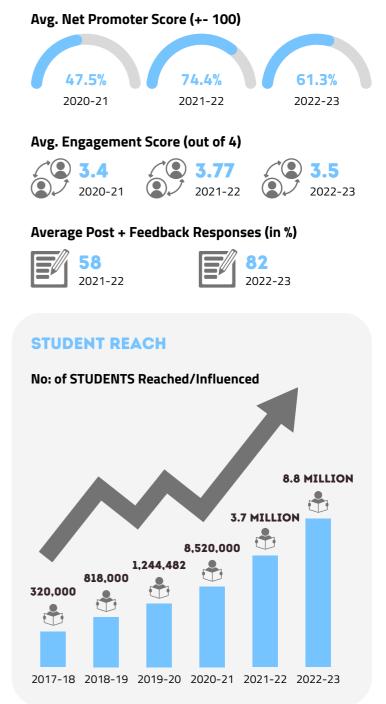
Average Normalized Learning Gain (+-1)



#### **INPUTS**

Number of Hours of content created for Teachers





13

#### STUDENT LEVEL IMPACT

Our 3rd Party Student Assessments is a **cohort analysis**, where results will be interpreted and shared **once every 3 years**. Currently, we have completed 2 years of assessments in the **Maharashtra** jurisdictions (districts and cities) where we work. The **summary of our 2-year study** for common **FLN competencies** (as per NIPUN Bharat) measured is as follows,

- Grade 1 Average total score growth of **13.96%** points for Literacy and **10.24%** points for Numeracy
- Grade 3 Average total score growth of 7.69% points for Literacy and 14.48% points for Numeracy
- Grade 5 Average total score growth of 10.06% points for Literacy and 23.32% points for Numeracy

Detailed analysis/results of the assessments will be made available on request

Third Party Assessments conducted are in Partnership with







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# SUPPORTING ANDHRA'S LEARNING TRANSFORMATION (SALT)

#### ANDHRA PRADESH

Supporting Andhra's Learning Transformation (SALT) is a visionary project undertaken by the Government of Andhra Pradesh with support from the World Bank. It aims to transform the state's school education system by strengthening the quality of foundational learning through various pathways including improving teacher professional development, classroom-based assessments, and early childhood education. LFE has been selected as a technical partner for the SALT Project, responsible for supporting the Department of School Education in the following key priority areas:

- Create and implement high-quality, need-based **blended learning courses** for teachers for in-service teacher development in collaboration with SCERT and DIETs.
- Designing structured **pedagogy** based lesson plan compendiums for all teachers.
- Institutionalize a cadre of teacher mentors at the school complex level to provide classroom-level pedagogical support to teachers in collaboration with SCERT and DIETs.
- Streamline the **e-content creation** and **curation process** for **DIKSHA** to ensure high-quality digital content for teachers and students.
- Digitize and manage the TEACH classroom observation tool to provide data-based insights on the quality of pedagogical practices to all stakeholders.

220+	
OFFICERS	
IMPACTED	

6,600+ TEACHER MENTORS CERTIFIED

50,000+ OBSERVATIONS CONDUCTED **40.000+** TEACHERS OBSERVED

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Last academic year, our team focussed on **deepening the** engagement of the TEACH tool, a standardized classroom observation tool, by training and certifying **4,668 teacher** mentors covering approximately **38,000 teachers** across **20,000 schools.** Increased adoption of the TEACH App enables structured observations of all classrooms of the state and helps more teachers understand where they stand with respect to their **pedagogical practices** and receive classroom-level support on their pedagogy. Further, we developed more modules for structured blended courses entitled 'Developing English Pedagogy' for all teachers in grades 6 - 10, in preparation for the implementation in the forthcoming academic year. In addition to this, **guidebooks** with **structured lesson plans** mapped to student learning outcomes for grades 3, 5, and 8 were created to support teachers with their **daily classroom interactions.** 

For the students, we aggregated and created **high-quality digital content** through DIKSHA and also helped the state optimise the internal processes related to DIKSHA. We collaborated with all the SALT project partners to collectively help Andhra Pradesh achieve its vision of **quality education** for all through its public schools.

#### **PLAN FOR NEXT YEAR**

One of the primary goals for the year 2023-24 that we are working towards along with the state government is to train and certify **10,000+ new teacher mentors** to ensure that all the **1.8 lakh teachers** in the state have **access** to a trained teacher mentor. Along with this, teacher learning material customised to the needs identified by the observation data will be provided to teachers. This will shift the **teacher's professional development** from a topdown to a more data-driven bottom-up approach.

Similarly, need based blended learning courses will be rolled out across the state providing spaces for teachers to **learn asynchronously** and leverage **peer networks** to learn from each other. We will also be contributing towards **creating a repository** of structured lesson plans specifically designed to push the **learning outcomes of students** across multiple grades and subjects.



# TEACHER GUIDEBOOKS & TEACHING LEARNING MATERIALS (TLM)

#### ANDHRA PRADESH

During the previous academic year, the AP SALT team worked on supporting SCERT in editing **need-based teacher guidebooks** spanning all grades, subjects, and competencies. This included providing the template and **designing** or **reviewing** academic activities for all subjects as per the learning outcomes shortlisted by SCERT.

To continue that work, LFE has worked on creating **structured lesson plans** for all the **NAS-related subjects** for grades 3,5 and 8 with the work set to span across 2 academic years. To date, lesson plans for **47 chapters** coming to about **200+ period-based plans** have been created.

For the upcoming year, lesson plans for the remaining **90 chapters** as well as further grades and subjects will be taken up and delivered. The gradual release of responsibility model as recommended by **NCF 2022** is adopted for the structured lesson plans.

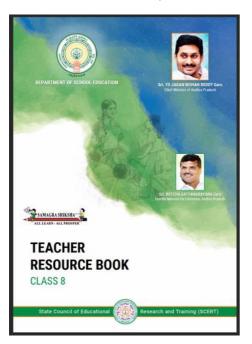




Figure 1: Diagram of Gradual Release of Responsibility from NCF 2022 - Foundational Stage

# **INCLUSIVE EDUCATION**

#### ANDHRA PRADESH

Following thorough research, as conducted in the previous year, into the state of **inclusive education**, the subsequent actions were deliberated and reached by unanimous agreement among all stakeholders. In September 2022, an **Inter-departmental Convergence meeting** was convened to foster alignment among key stakeholders in the field of inclusive education. This included national experts in inclusion, representatives from the health department, and prominent NGOs in Andhra Pradesh and the rest of the country.

This marked the first step in a **transformative journey of inclusive education** for the state. By February 2023, the **Inclusive Education Roadmap** was unveiled, delineating three critical focus areas: the capacity enhancement of **Individualized Education Plan Review Committees (IERPs)** and teachers, the establishment of an **Inclusive Education Advisory Board**, and the creation of accessible infrastructure.

As the year progressed, from December 2022 to March 2023, meticulous planning for a pilot initiative was carried out in one Mandal - Kankipadu in Krishna District. This initiative aimed to enhance **inclusive classroom practices, develop accessible infrastructure**, and **assistive technology.** In April 2023, an Inclusive Education Advisory Board, composed of experts from various government departments and experienced NGOs was formed to guide the state's inclusive education initiatives. One of their key recommendations was to **integrate accessible infrastructure improvements** into Phase 2 of the **Nadu Nedu program**, thereby ensuring that all schools become accessible.

The subsequent months, from May onwards, are to be dedicated to implementing the pilot project in the selected Mandal. The primary focus is to foster **collaboration** between **teachers** and **special educators** to better support **children with special needs (CwSN)**. The project's content was meticulously vetted by external experts, with Phase 1 successfully completed, and Phase 2 slated to commence in October 2023.

These strategic steps collectively symbolize a **comprehensive** and forward-looking approach to inclusive education, with the promise of transforming the educational landscape for all students, including those with special needs.

# **TEACH TOOL: STATE ROLL OUT**

#### ANDHRA PRADESH

The SALT project is actively engaged in the implementation of the TEACH Tool, alongside the training of a dedicated cadre of teacher mentors within their system to fulfill its overarching objectives. TEACH Tool, developed by the World Bank, serves as a standardized classroom observation tool, capable of arriving at a picture of the quality of teachers' pedagogical practices at scale, and forming the basis of teachers receiving constructive feedback on their teaching and learning practices.

The data generated through the Teach App forms the foundation upon which teacher mentors base their **in-person mentorship** and **coaching activities** with teachers. The state leadership envisions this tool as a day-to-day guide that **simplifies** operations, **motivates** stakeholders, and **offers** actionable insights to beneficiaries ranging from the school level to the state leadership.

Consequently, this tool assumes a pivotal role in the intervention, as the **scores derived from observations** using this framework dictate the nature of professional development, content delivery, and mentoring support for each teacher, school, and educational complex.

In order to **seamlessly integrate** the TEACH Tool into the system and equip teacher mentors with the skills to effectively support teachers, a **cascading training approach** has been devised. This approach comprises **three phases**, aimed at encompassing approximately **13,000 teacher mentors** within the system, who will subsequently observe **1.8 lakh teachers**. As of March 2023, two phases of Teach training have been successfully completed, with a total of **6,667 mentors** trained.





LFE's commitment, high-quality training, and **datadriven** approach have influenced the way we understand and make decisions on **pedagogical processes** and teacher support. Their strong implementation capabilities to work with the government at scale through innovative programs that are tailored to our specific needs have been great to see. The team exemplifies **professionalism** and **adaptability**, **consistently** aligning with the evolving priorities of our state and proactively suggesting innovative solutions toward urgent requirements. I look forward to our continuing **engagement** for the positive impact we can achieve together.



#### SRINIVASA RAO (IAS)

State Project Director Samagra Shiksha Govt. of Andhra Pradesh

# TEACHER PROFESSIONAL DEVELOPMENT COURSES ANDHRA PRADESH

The first blended course for the state, titled **'Developing English Pedagogy'** spans **10 hours,** including 4 hours of E-content, 2 hours of assignments, and 4 hours of Peer Learning Circle.

Significant time and effort have gone into creating an **evidence focused course** based on published research on language learning in the Indian context and getting it validated by experts. Additionally, the choice of **FIRKI** as the Learning Management System (LMS) platform was finalized, and the course is readily accessible through this platform.

A pilot test of the content was successfully conducted, based on which SCERT approved the course for launch at scale in the forthcoming academic year. Looking ahead, the next steps in achieving this milestone entail providing login credentials to **30,000 teachers** with month-wise modules scheduled for release. We are excited to see the results this course can generate among the teachers in the state.



# **CLASSROOM OBSERVATION: TEACH STATEWIDE ROLLOUT**

#### NAGALAND

According to a research study, in Nagaland, **16.90%** of teacher educators are on a **high** level of professional development, **63.38%** are on **average** professional development and **19.72%** are found to have **less** professional development.

Therefore, in a state like Nagaland where concern for education quality has become the need of the hour, it is imperative that **teacher educators' professional development** is given due importance for the development of education.

With the objective of accelerating progress towards learning outcomes, and in alignment with key guidelines prescribed by NEP 2020, the **Nagaland: Enhancing Classroom Teaching And Resources (NECTAR)** project aims to:

- Enhance the governance of schools across the state; and
- Improve teaching practices and learning environments in selected school complexes.

The **World Bank's** Project Appraisal Document (PAD) for NECTAR highlights the **absence of career management systems** in Nagaland, resulting in a lack of specialized positions for school leadership. The selection of Head Teachers or Principals is predominantly determined by seniority rather than a dedicated leadership cadre that is focused on the **academic development** of teachers and students.

The state's teacher professional development and support systems are limited, and **in-service training** programs provided by the State Council of Educational Research and Training (SCERT) are primarily ad-hoc interventions. Similarly, through a series of consultations with different government departments, it was found that there is a lack of a **uniform observation tool** to systematically assess **teaching** and **learning practices** at the classroom level.

A key focus of the **NECTAR project** is on **strengthening governance** and **teacher professional development systems** in the state for better education quality and accountability.

To facilitate this, the project will support DoSE, SCERT, and other relevant stakeholders to build **internal capacity** 

within the state, and to **monitor** the **quality of teaching** and **learning practices** based on **improved teacherstudent interactions** in the classroom.

In this context, Leadership for Equity, will be responsible for facilitating this, by **implementing** the **TEACH tool** that will help inform teacher development practices in the state.

We aim to build the **capacity** of a **selected cadre of system leaders** such as dedicated observers, mentors/coaches (If the state wants to extend from TEACH to COACH) to support teachers academically within the classroom context. This will result in a datadriven approach to teacher **professional development** ultimately leading to improvement in **learning outcomes**.



We are happy to collaborate with Leadership For Equity as a **technical partner** for the NECTAR project to support the State of Nagaland in the **implementation of TEACH tool training** for school leaders. We are looking forward to your collaboration that helps us understand the status of the **teaching quality** of teachers in the state.

This will help the state to design continuous teacher professional development and decentralized teacher support structures based on the data that will be collected through this tool.



#### THAVASEELAN K (IAS)

Principal Director, Lighthouse-NECTAR Project, State of Nagaland

#### **ROADMAP FOR TEACH IMPLEMENTATION**

The roadmap for TEACH implementation under the NECTAR project is a well-structured plan aimed at **improving** the **quality of teaching** across the state of Nagaland. It begins with the formation of a dedicated **Teach Core team** responsible for designing, implementing, and overseeing the intervention.

The implementation also emphasizes the importance of **contextualized training materials**, which will incorporate video content from Nagaland classrooms, tailored to meet the specific needs of the state. Prior to training commencement, these materials will undergo **stakeholder approval**.

A significant aspect of the implementation involves the **digitization** of the **TEACH tool** into a dedicated app, customized to meet the requirements of the Nagaland government. This app will facilitate **data synchronization** and **management**, ensuring that teacher observations are easily accessible to both state and district authorities, enabling them to take informed actions for teacher professional development.

A reporting dashboard will be developed to capture dynamic **teacher observation data**. To ensure the scalability of the project, training will be carried out in two levels. TEACH-certified Master Trainers from LFE will conduct the initial training for nominated members of the **Nagaland Core Team (NCT)** and selected master trainers from the state.

Subsequently, these certified master trainers from level-1 training will further train selected observers who will play a crucial role in conducting **classroom observations** and collecting **baseline teaching-quality data** across the entire state.

This multi-level training approach ensures that the TEACH program can reach a broad audience and have a meaningful impact on improving teaching quality in Nagaland.







<image>



# **LEAD TRAINING & DIGITAL LEARNING INITIATIVES**

#### HARYANA

Leadership For Equity started working with the State Council of Educational Research and Training (SCERT) Haryana's Education Technology department for a 6month-long project in 2021 to strengthen the **state's repository of e-learning content** on the **DIKSHA platform**. The primary objective of this project was to ensure the **availability of a minimum of one quality content** for all the **textbooks of grades 1-12** with their corresponding chapters in an organized structure.

After the successful completion of this project, the LFE team signed a 3-year MoU in the year 2022 with Haryana SCERT to expand the work on two key strands;

- **Curation and dissemination** of pedagogically relevant e-learning content on the DIKSHA platform
- **Capacity building** of state education officers to strengthen program management and implementation.

22 LAC+ STUDENTS REACHED 2,700 CONTENT PIECES RECEIVED

96,000+ TEACHERS INFLUENCED

#### 430+ WORKSHEETS CREATED

In the academic year 2022-23, our team supported SCERT Haryana with four broad objectives, launching **new initiatives** related to DIKSHA, **building** the **capacity** of the system for the national platform, and **establishing processes** that will be useful in the future implementation of the program. Another important work area for this year was the launch of the pilot program of **LEAD** on **Monitoring & Evaluation**.

The program saw a huge acceptance by the participants, where 19 out of 21 DIETs showed representation and **76 participants** from the DIETs took part in the pilot study of the program. The program was executed with **53 participants** successfully completing the modules of the M&E course and getting felicitated.

Last year, our team collaborated with multiple partners to integrate e-content into the state's existing pool of resources in addition to receiving **2700 e-content** through **8 verified** and **vetted partners** of which **456 content pieces** were uploaded on the state DIKSHA portal. In the past year, we conducted DIKSHA outreach sessions in **15 schools** reaching out to more than **10,000 students** and **150 teachers** for the usage and awareness of the platform.

Our team also supported the state in the creation of a **state-level e-content review document** which will streamline content review and ensure faster uploads on the portal. As the course and the structure of the LEAD course got huge acceptance by the participants and officers of SCERT and DIETs, we will be rolling out the scale-up of the program in the next academic year.

One of the most important highlights of the year was the contribution to the **SCERT Annual Work Plan**. Through co-working with the department head of the educational technology wing of the SCERT on the AWP.





In the realm of **program execution**, **process management**, **presentation**, and **documentation**, the LFE's contributions to SCERT are noteworthy. Their work amplifies the impact of vital initiatives, from the urgent **outreach of DIKSHA**, making a **vast repository accessible** for on-ground use, to the ambitious goal of empowering **1800 block-level functionaries** through the LEAD M&E online program. With a commitment to **eContent** quality assurance, guided by newly developed standards, LFE's expertise is set to enrich SCERT's online programs on **Moodle** and **DIKSHA**, forging a brighter educational future



#### MANOJ KAUSHIK

Head, Education Technology Wing, SCERT Haryana

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#### **PLAN FOR NEXT YEAR**

In the coming academic year, 2023-24, we will continue working on strengthening the existing partnerships with the government and building on new ones to continue working on the key aspect of LFE, i.e. on the **capacity building** of the **middle managers** of the education department.

We will continue working on **enriching the content repository** on the state's instance of DIKSHA along with supporting the state in the outreach to increase the usage among students, and teachers.

We will be scaling up our efforts on capacity building of middle management officers across the state through the LEAD (Leadership Enhancement and Academic Development) program.

This year our emphasis will be to venture into districts through our **District Transformation Project** and also to explore a possible partnership with the **Samagra Shiksha** office. The details of the proposed work are given below:

LEAD





Transformation

LEAD Course (Haryana)

Digital Teacher Initiative I have always been excited to learn new things related to my work, especially when it comes to effectively managing DIET work. When SCERT and LFE asked for nominations for the **LEAD** online course on **Monitoring & Evaluation**, I was the first one to nominate myself from my DIET.

My decision to take part in the LEAD course has been very successful. I learned different theories related to **monitoring** & **evaluation**, **program planning**, and **SMART goals** and the most important thing I learned was **backward planning**.

I have also started to see the impact of this course on my work. I have started extracting **evidencebased data** from one of my projects related to **improving board class performance** among children in the district. I wish to be part of such courses organised by LFE in the future.



#### **REKHA CHALIHA**

Assistant Professor, Mathematics Department, DIET Karal, Haryana



# **STRENGTHENING SCERT & DIETS ACROSS STATE**

#### TRIPURA

Leadership for Equity has partnered with **Samagra Shiksha, Tripura** to support the **restructuring** of the state SCERT and DIETs in accordance with the national guidelines. The project aims to restructure the apex state **teacher education** & **support bodies** in addition to building the **capacity** of **administrative** and **academic** education officers. To improve the quality of education across all government-run schools in Tripura, our partnership with the School Education Department, Tripura focuses on :

#### Restructuring and Role Clarity of SCERT, DIETs

The LFE team will support the restructuring of SCERT and DIETs as per the 2017 and 2018 MHRD and NCERT guidelines for SCERT and DIETs. Previous experience of LFE in Maharashtra for restructuring of SCERT and DIETs will also be useful to decide on processes to adopt/remove.

#### **Capacity Building of Field Officers**

Providing recommendations for better performance of the academic, and administrative bodies by undertaking capacity development of the officers across the state using workshops, PLCs, and Self-learning courses.



#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Our work in Tripura emphasizes supporting **structural reforms** and **enhancing** the **capacities** of **academic** and **administrative** officers of the SCERT, Tripura. Our initiatives have focused on building relevant **skills** by bridging and mitigating system-level gaps and challenges.

Through the need-analysis survey, we conducted last year, our approach has been mended by incorporating the feedback from follow-up conversations with officers.

230+ CO-WORKING HOURS

10+ DOCUMENTS CO-CREATED

40+ OFFICERS IMPACTED

~17% GROWTH IN OFFICER KNOWLEDGE



All the participants **benefited** through this 2-day workshop. Since COVID-19, all kinds of work are related to the internet and mobile phones. The sessions on **Google Drive/Google Meet** are really **helpful** and we can use them to do our day-to-day work more efficiently. Though I have been part of many workshops, I really enjoyed this one, full of **technical learning** and **relevant** to the need of the hour. I want to thank the team, also looking forward to more such workshops through which we can learn more.



#### **PINKY CHAKRABORTY**

Pedagogy Coordinator Gomati

#### I'm very happy and excited to be a participant in this program and it is very special for me. This workshop will be very effective for all of us, actually, I knew nothing. Though I heard about Google Drive, I had no idea about the practical use of it. After this **capacity building** workshop now I know about its use in my work and I feel **confident** about exploring it.



#### **SIMON LUCHAI**

Tripura Tribal Areas Autonomous District Council

#### **PLAN FOR NEXT YEAR**

As per the learning and reflections identified from the last academic year, in the academic year 2023-24, our team will be working closely with the officials of SCERT, Tripura, and will be visiting all **8 district education offices** to interact with the District, Block, Cluster, and School level stakeholders.



LFE's unwavering **dedication** to education, coupled with its exceptional **technical support**, has been very helpful to us. Their professionalism, responsiveness, and collaborative spirit have made our **partnership** truly productive. I extend my best wishes to LFE for their remarkable **contributions** to our state's **educational landscape**, and I am confident that their dedication and expertise will undoubtedly leave a lasting, **positive impact** on our educational system.



#### **DR. AMBALIKA DUTTA**

Deputy Director, SCERT, Tripura



# FLN REFORM & NIPUN BHARAT

#### MAHARASHTRA

Leadership For Equity supports the School Education Department of Maharashtra in implementing a statewide program that aims to meet the foundational literacy and numeracy (FLN) goals for all students of the state as per the NIPUN Bharat guidelines released in 2021. As a technical partner for the project, we work on streamlining implementation processes and building measurable work plans to meet the state FLN mission goals. In addition, our efforts are focused on planning contextualized district-level implementation models that are in tune with state-level policies of SCERT and Samagra Shiksha Maharashtra housed within Maharashtra Prathamik Shikshan Parishad, Mumbai.

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Over the past year, our primary focus has been on enhancing the capacity of government system leaders and influencing system processes within the education sector. Through strategic partnerships with local and state education authorities in Maharashtra, we've developed and executed programs aimed at transforming teaching and learning methods, ultimately leading to improved student learning outcomes and overall wellbeing.

Furthermore, our efforts have extended to rigorous research endeavors and the provision of **strategic advisory support**, contributing to the formulation of policies with a lasting impact on India's public education systems. We've actively supported the MSCERT and MPSP in implementing a comprehensive statewide program designed to achieve foundational literacy and numeracy goals for all students, aligning with the **NIPUN Bharat** guidelines released in 2021.

Additionally, we've introduced **innovative educational interventions** in **Chandrapur** and **Sindhudurg**, collaborating with DIETs and MPSP for program implementation. In our commitment to holistic education, we've worked on integrating ICDS with primary education, collaborating closely with SCERT, DIETs, and district administration. We've also co-created a **NIPUN Summary document** with SCERT to inform teachers about the learning outcomes associated with NIPUN Bharat, currently undergoing review. Beyond these initiatives, we've facilitated collaboration with NGOs for the FLN Mission, contributed to the selection of Academic Coordinators for Vidya Samiksha Kendra to enhance monitoring systems, and organized conferences on early childhood care and education (ECCE) and foundational literacy and numeracy (FLN).



270+ OFFICERS IMPACTED 31,000+ TEACHERS INFLUENCED 60+ TLMs CO-CREATED



# 760+0602CO-WORKINGWORKSHOPSNEW DISTRICTHOURSCO-CONDUCTEDINTERVENTIONS

 F
 has been a trusted thought partner of SCERT for the FLN mission since the beginning of the mission. Their team continues to provide insights and act as our planning partner for various aspects of the mission. Their support to us in teacher capacity building, and contextualising the NIPUN

documents for **Maharashtra** has ensured that these are timely available for officers, and teachers in the districts. We look forward to continuing close association with the LFE team in the coming years



DR. KAMALADEVI AWATE

Deputy Director, SCERT, Pune

#### **PLAN FOR NEXT YEAR**

The plan for the upcoming year focuses on **10 key initiatives** aimed at **enhancing** the **quality of education** in the state. We will focus on building a yearly **teacher training plan** that will be developed based on Teacher Needs Analysis, with a strong emphasis on building Foundational Literacy and Numeracy (FLN) competencies and **effective teaching-learning practices**.

We will continue to support state education bodies with the **capacity-building** of officers to drive awareness campaigns for the state FLN and NIPUN missions. In the upcoming academic year, policies will be co-created and advised, with a focus on implementing policy-level changes to strengthen **in-classroom teaching practices**.

In addition to these initiatives, our team hopes to **strengthen** the monthly and quarterly review meetings **structure** for field-level officers along with supporting teachers to effectively utilize **teaching-learning materials (TLMs).** 

Our efforts will also focus on the adoption of **standardized tools** for classroom observation, the creation of remediation programs, conducting student assessment structures, and **engaging parents** and the community in the education of their children.



# FLN REFORM & NIPUN BHARAT

#### MAHARASHTRA

The **2020 National Education Policy (NEP)** in India places top priority on achieving universal foundational literacy and numeracy (FLN) skills among primary school students by 2026-27. NEP recognizes that many elementary students **lack** these **essential skills,** necessitating prompt action for quality education.

This mission also extends to Maharashtra. NEP aims to ensure **all children attain FLN by Grade 3** through a comprehensive approach, including curriculum development, engaging materials, clear learning outcomes, teacher training, and assessment methods.

To achieve this, the Government of India has launched the "National Initiative for Proficiency in Reading with Understanding and Numeracy (**NIPUN Bharat**)" under the **Samagra Shiksha** scheme, focusing on ages 3-9, with additional support for Grades 4-5 to bridge FLN gaps through **teacher guidance, peer support**, and **ageappropriate materials**, both digital and printed. NIPUN Bharat is a crucial step toward universal FLN and **strong foundational learning** for Indian children.

#### Broad Areas of Focus for Successful NIPUN Implementation



Goal Setting and Planning Rooted in Students' Learning Level



Targeted and Mindful Use of Teaching Learning Materials (Handbooks, Workbooks) to Enhance Classroom Instructions



Rigorous Teacher and Teacher Mentor Strengthening with Consistent Classroom Observations



Robust Monitoring and Review Mechanisms Rooted in Data to Ensure Accountability Towards Mission Goals

#### WHY THE NEED FOR FLN IN MAHARASHTRA

In 2015, the Government of Maharashtra initiated the '**Pragat Shaikshanik Maharashtra**' program to provide quality education to all children. The program aimed for every student to master **basic competencies** through **regular assessments** and strong **support** from officials, school administrations, and primary teachers. This approach resulted in **significant success**, as evidenced by comparative studies of **ASER** in 2014, 2016, and 2018. However, the current **COVID-19 pandemic** has brought forth several **challenges**, including extensive learning loss, disrupted education, difficulties in implementing effective distance learning, economic setbacks, and a rise in dropout rates. UNESCO estimates **long-lasting effects** on students due to interrupted learning.

Given the **prolonged school closures**, it is now crucial for foundational learning, including reading, writing, and basic mathematics skills, to form the **basis of all future education** in Maharashtra. Failing to attain these foundational skills by Grade 3, leaves students **illprepared** for **advanced curriculum challenges** beyond this stage.



#### THE RESOLUTION: FLN MISSION FOR MAHARASHTRA

The state of Maharashtra is adopting the **FLN Mission** (NIPUN Bharat) with the goal of ensuring that **every child** in the state **achieves** foundational literacy and numeracy (**FLN**) skills by **2026-27**. The focus is on **skills** like oral language development, phonological awareness, decoding, vocabulary, reading comprehension, reading fluency, and a culture of reading. Additionally, **foundational numeracy** and **mathematics skills** such as pre-number concepts, numbers and operations, measurement, shapes, and patterns are emphasized.

The **minimum learning commitments** by Grade 3 include reading sentences, recognizing numerals, and basic addition and subtraction skills. The mission also prioritizes children's **well-being** and **teacher sensitization** on **social-emotional well-being**.

#### EMPHASIZE INCLUSIVE EDUCATION OF FLN GOALS FOR EVERY CHILD

The Central Government's 2016 notification emphasized inclusive education for students with disabilities, aligning with the Right to Person with Disability Act (RPWD) and the RTE Act of 2009. Maharashtra's FLN mission aims to include differently-abled and special needs children comprehensively.

While teaching, learning, and evaluation will be **tailored** to individual needs, the FLN Mission's goals remain uniform for all students. It seeks the **holistic development** of children from pre-primary to Grade 3, fostering progress through **differentiated learning methods.** 

To achieve this, teachers and support officials must prioritize **equity**, provide targeted support, build personal relationships, innovate in evaluation, and adapt to diverse learning styles.

CSF's partnership with LFE started from the earliest days of LFE getting set up. LFE continues to be our partner for work on **FLN** in **Maharashtra**, and we are excited about taking this work further in partnership with the state government and leadership. LFE's **commitment**, **strong government relationships**, and **solution orientation** at district levels give us the confidence to see the work through to learning impact in all classrooms.



#### SHAVETA SHARMA KUKREJA

CEO & Managing Director, Central Square Foundation



#### IMPLEMENTING THE FLN MISSION IN MAHARASHTRA

The NIPUN Mission in Maharashtra is structured around **six key pillars** aimed at achieving universal FLN skills for all children by 2026-27. These pillars are designed to ensure that children can read and learn effectively by the end of Grade 3, a critical educational milestone.

- Diagnostics of Critical Enablers
- Goal Setting and Salience
- High-Quality FLN Teaching and Learning Materials
- Teacher Professional Development
- Academic Capacity for Teacher Support
- Student Assessments

Through SSA & SCERT, our overarching goal of the NIPUN Mission in Maharashtra is to ensure that no child is left behind in their learning journey, particularly during the critical early years, which can have a long-term impact on their adult lives.



# TRIBAL EDUCATION REFORM

#### MAHARASHTRA

Leadership For Equity has joined hands with the **Tribal Development Department (TDD), Maharashtra** to improve the learning outcomes & well-being of **4.5 lakh+ students** across Maharashtra's tribal schools.

Our two-part intervention comprises establishing an **Education Resource Cell (ERC)** in tribal schools to support the professional development of officers and teachers along with building a **strong cadre of school-level teacher mentors**.

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Last year, our team focussed on forming **Education Resource Cells (ERCs)** across all the **29 tribal Project Offices (POs) of Maharashtra**, and also focussing on the professional development of the cadre of **Vishay Mitras** who will support and mentor teachers and officers in tribal schools. Vishay Mitras are trainers who provide capacity building and training to teachers in their respective Project Offices.

They are also seen as **intervention planners** for improving the quality of education in their respective POs. The selection process for Vishay Mitras was **rigorous** and conducted in **multiple phases** to ensure impartiality and meritocracy.

To build the capacities and relevant skills of Vishay Mitras, our team supported the **Tribal Development Department (TDD)** in conducting **four residential training workshops** covering **topics** such as pedagogy, experiential learning, and new trends in education. The workshops aimed to equip the Vishay Mitras with the necessary **skills** to serve as **effective** trainers and leaders. Furthermore, **orientation sessions** were conducted for assistant project officers and extension officers of all the POs and Additional Tribal Commissioner (ATC) level officers to familiarize them with the **concepts** of the ERC and their roles and responsibilities as integral parts of ERC. **Co-working** with government stakeholders and officers throughout the project is being set as practice.

One of the key initiatives implemented was the monthly state-wide teacher training program called **"EduFest."** Vishay Mitras led these training and covered different **subjects** relevant to **classroom pedagogy** and **learning**.

A highlight of the academic year has been the celebrations of significant days such as **Geography Day** in memory of Mr. Chandrasekhar Deshpande, **Marathi Bhasha Gaurav Divas,** and **National Science Day**. In the upcoming year, we will continue to strengthen our efforts toward capacity building of Vishya Mitra, teacher mentors, and officers along with sustaining and improving the ERC structure to improve the learning outcomes and well-being of students in tribal schools.

**50+** VISHAY MITRAS IMPACTED

#### **970+** ΤΕΔCHER ME

TEACHER MENTORS

300+ OFFICERS IMPACTED 1000+ SCHOOLS REACHED







#### **PLAN FOR NEXT YEAR**

We invested last year in laying the foundation of the Education Resource Cell in the Tribal Development Department. Taking into consideration the learnings of the previous year, we intend to take the following steps for the next year:



n Institutional Support to 🖌 POs & Tribal Dept.

Teacher Training & Support



Capacity Building of 🔼 Vishay Mitras



System Leaders Capacity Building



Monitoring and **Evaluation of Learning** 



**Quality Learning** Policies & Initiatives Capacity Building of Vishay Mitras is being done through the ERC. Since all the tribal department schools are **residential**, it is crucial to plan the activities accordingly. Currently, work is in progress to design and implement new activities in a scientific manner, developing literature through research. This will really prove beneficial for students who have suffered learning loss during COVID-19.



#### **VARSHA SANAP**

**Tribal Development** Department (TDD), Nashik, Maharashtra



# LEADERSHIP ENHANCEMENT & ACADEMIC DEVELOPMENT (LEAD) PROGRAM

#### MAHARASHTRA

Leadership For Equity and the Maharashtra Institute Of Educational Planning & Administration (MIEPA) are committed to creating opportunities that foster the professional development of officers from the state education department of Maharashtra through the Leadership Enhancement and Academic Development (LEAD) Program.

LEAD is a first of its kind **government-certified**, **blended learning course** for officers in the education department that is offered in **regional languages**.

With strong research-backed content, the LEAD courses consist of **contextualized** field-based **examples** and **case studies** that focus on program design, implementation skills and organizational skills like team management.

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

In the last academic year, our team worked on the delivery of **high-quality courses**, **peer learning sessions**, and **customized training initiatives**. The program's approach involved three key components:

- Training: Collaborative blended courses were conducted in partnership with organizations like MIEPA and TRTI, covering essential topics such as Monitoring and Evaluation and 21st-century skills. Challenges in course implementation were addressed in response to government priorities.
- **Professional Development Workshops**: System leaders participated in workshops focused on diverse themes, including the effective use of technology in their daily roles. These workshops were delivered both virtually and in-person, tailored to the specific needs of officials.
- **Content Creation**: The program focused on developing and enhancing courses, including the translation of materials into Hindi for broader accessibility. Courses like Google Workspace were introduced while existing ones were revamped to enhance interactivity.

Additionally, the program extended support to government partners, particularly MIEPA, in the implementation of initiatives like the **STARS Program**, which aimed to strengthen the **capacity** of **school leaders.** 

This collaborative engagement facilitated a closer working relationship, a deeper understanding of stakeholder needs and challenges, and ultimately, the improved implementation of programs.



40+ OFFICERS PARTICIPATED IN PEER LEARNING CIRCLES 100+ OFFICERS IMPACTED

27% GROWTH IN PARTICIPANTS KNOWLEDGE



#### **PLAN FOR NEXT YEAR**

The year 2022-23 has been a remarkable and fruitful period for the Content Team, marked by significant **achievements** and promising **developments**. Notably, we achieved a major milestone by crafting a course entirely **in-house**, a first for our team. This endeavour was accompanied by a deep exploration of **best practices** within the content creation process, enhancing our expertise and capabilities.

In addition to our content creation accomplishments, we expanded our horizons by providing comprehensive **support** to **government stakeholders**, enabling them to implement their programs more effectively. Looking ahead to the upcoming LFE year, we have ambitious goals. We aspire to establish **partnerships** with different government entities, enabling us to **scale up** the **LEAD** Program. Our vision extends to reaching the **block** and **cluster levels** for Professional Development Training, harnessing the support of district teams.

To elevate the quality of our courses, we plan to introduce a "**Quality Benchmark Framework**" for standardization. This framework will be closely monitored in alignment with Chapman's Framework, streamlining our operations for greater efficiency. LEAD कोर्सच्या अंतर्गत आदिवासी विभागाच्या शिक्षकांसाठी व अधिकाऱ्यांसाठी **सामाजिक भावनिक शिक्षण (SEL)** तसेच **संनियंत्रण** व **मूल्यमापन** असे दोन कोर्सेस आत्तापर्यंत राबविण्यात आले. हे दोन्हीही कोर्सेस अत्यंत अभ्यासपूर्व बनविण्यात आलेले होते. यामधील एकूणच रचना उत्तम होती. त्यामुळे अधिकारी व शिक्षक आपल्या वेळेनुसार तो अभ्यासू शकत होते. यामध्ये जी **ऑनलाईन** होणारी सत्र आहेत ती अतिशय गुंतवून ठेवणारी आणि चर्चात्मक अशी होती. तसेच शिक्षकांना आणि अधिकाऱ्यांना उपयुक्त अशा केस स्टडी चा समावेश यामध्ये केलेला आहे.

SEL हा कोर्स खूपच छान बनविलेला होता. **आदिवासी आश्रम** शाळांमधील विद्यार्थी हे निवासी असल्याने त्याच्या भावनिक विकासात शिक्षकांची भूमिका फार महत्वाची आहे व ती सक्षमपणे पार पाडण्यासाठी या कोर्सचा छान उपयोग होत आहे. एकूणच LEAD कार्यक्रमांतर्गत अधिकारी **सक्षम** होण्यास मदत तर होतेच आहे त्याचबरोबर नवनवीन ज्ञान पोहचवण्यास हा कार्यक्रम सक्षम आहे.



#### SHAMKANT DAUNDKAR

Tribal Research and Training Institute, Pune



#### **CONTENT CREATION**

The foundation of the LEAD program rests on the **development** of **course content** by our dedicated team. The selection of course topics is rooted in the results of a Training Need Analysis previously conducted by our team. In the current year, **seven hours** of content created on **"Introduction to Effective Tech Tools for Workspaces"** for officers, which includes 5 mini-courses on using different **G-suite** applications. This course is designed to empower officers with comprehensive knowledge of the tools available within the Google Workspace suite.

#### Introduction to Effective Tech Tools for Workspaces

One of our major achievements this year was **creating** a **new course** on **G-Suite** for the officers. The aim of this course was to provide a **comprehensive** and **engaging learning experience** that would enable the officers to effectively use G-Suite applications in their day-to-day work.

The course development process involved extensive research, collaboration, and articulation of the content in a clear and concise manner. Before we started developing the course, we conducted a **Needs Analysis (NA)** with the government officers to understand their **professional needs** and **challenges**. The NA helped us gain valuable insights into the specific skills and knowledge that the officers wanted to learn and improve.

Based on the NA results, we decided that a course on G-Suite would be highly **beneficial** for their professional development and productivity. We then designed the course with clear and relevant **learning objectives** that aligned with the officers' needs and expectations.

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# AMAZON FUTURE ENGINEER PROJECT

#### MAHARASHTRA

Leadership For Equity in partnership with the **District Institute for Education and Training (DIET), Pune** and **Amazon India CSR** is committed to creating opportunities that foster 21st-century skills like critical thinking and problem-solving for students in government schools of Maharashtra through the **Amazon Future Engineers Program.** 

By incorporating state partnerships, cultivating educators, leveraging technology and continuing to build on the grassroots proof points, we can build a scalable & affordable learning ecosystem for **Computer Science Education** in Maharashtra.

The AFE program was divided into three parts.

- Teacher Training through the Certification Course for Coding Fundamentals
  - Developing Model Computer Science Labs in ZP schools of Pune district

Organizing events to develop understanding of Computer Science Concepts



### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

In the academic year 2022-2023, our team has undertaken several initiatives in the field of computer science education in rural areas, specifically in **Ahmednagar** and **Pune**. Through a partnership with **Code to Enhance Learning (CEL)**, **26 rural schools** and the **Panaah Community Center** have established computer science labs, marking a total of **55 labs** to be established by the conclusion of the academic year 2023-2024.

These labs have been instrumental in providing weekly computer science classes taught by dedicated instructors, aligning with CEL's **CS Fundamentals Curriculum** and benefiting a total of **2,525 students** spanning grades 6 to 8.

Furthermore, a standardized **Computational Thinking (CT) assessment** has been conducted for all students in these schools, yielding an impressive **13% average growth** in computing knowledge, skills, and mindsets. The commitment to advancing computer science awareness extends beyond the classroom, with **initiatives** like AFE Class Chat, Hour of Code, and CS Hackathon Utsav aimed at fostering advocacy among students, teachers, and government officials.

The collaboration has reached a pivotal point with the signing of a Memorandum of Understanding (MoU) with the Maharashtra State School Education Department, paving the way for comprehensive **computer science education programs** for both **teachers** and **students**, geared towards equipping them with essential 21st-century skills.

26 CS LABS SET-UP ACROSS MH **~28,000** STUDENTS REACHED

13% STUDENTS' GROWTH IN TECH SUBJECTS

#### HACKATHON

A highlight of last year was the **two-day Hackathon** conducted as part of the program in collaboration with **DIET Samgamner, Amazon Future Engineer**, and **Code to Enhance Learning (CEL)**. The event featured a select group of **36 students** and their dedicated teachers out of over **7,000 students** from Ahmednagar district.



#### **PLAN FOR NEXT YEAR**

The next phase of the AFE project involves **expanding** its impact to a **new state.** It begins with **assessing** the educational **needs** in the target region. A **mentorship program** for teachers in computer science will be implemented at the state level, **empowering educators**. Collaborative efforts with Maharashtra state authorities will design a **CS curriculum framework** for widespread adoption.

Structured processes will be developed with partner organizations to provide **infrastructure** and **instructional support**. This will focus on top educators in the AFE Computer Science Teacher Education program, ensuring the successful **integration** of **computer science education** into the **curriculum** in the new state.



These young minds showcased their **coding skills** while addressing real-world challenges, ranging from tackling **gender inequity** in education to addressing the impact of **poverty** on learning opportunities, among others.



#### **CODING WORKSHOP**

In collaboration with **AFE** and **Code.org**, a residential CS fundamentals workshop was organized by LFE in November 2022. The event drew participation from over **45 enthusiastic attendees**, representing a diverse spectrum of AFE India partners. This event was a convergence of like-minded organizations and individuals who share a common vision of advancing **computer science education** and **coding** in public schools.

The workshop provided an invaluable platform for knowledge sharing, bringing together **seven organizations** from various corners of the country. This collaborative effort was a giant leap towards **democratizing computer science education**, making it **accessible** to all, and **fostering** a **culture** of **innovation** and coding in public education.







# AMAZON DELIVERING SMILES

#### MAHARASHTRA

महाराष्ट्र शासन

Through the AFE Computer Science Teaching Excellence (CSTE) program, an incentivized online self-paced teacher training initiative, more than 9000 teachers enrolled in the course, with over 5000 teachers successfully completing it in three states: Maharashtra, Karnataka, and Tamil Nadu.

This program focused on **Computational Thinking** and **coding** and had a positive impact on approximately **70,000 students**. In Karnataka and Tamil Nadu, the **Learning Links Foundation (LLF)** partnered with LFE to implement the AFE CSTE program.

As a result of their participation in the program, these teachers demonstrated a **20% improvement** in their **knowledge** and **skills** related to computer science fundamentals.

A total of **800 teachers** who displayed outstanding performance were rewarded with **digital incentives** for their schools, which included resources such as computer lab setups, laptops, smart TVs, and tablets.

#### PROJECT PARTNERS

amazon future engineer
CS Teaching Excellence

#### **TEACHER TRAINING - BLENDED COURSES**

In the last academic year, AFE team developed **two comprehensive Teacher Training Blended courses** to empower educators with the necessary skills and knowledge for the digital age.

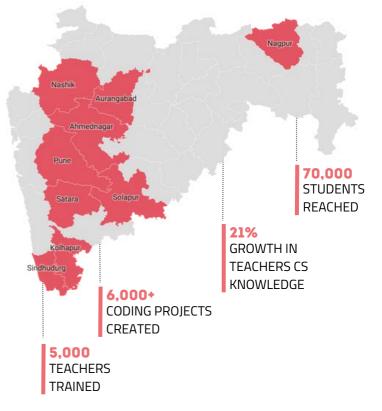
In Course 1, titled "**Demystifying Technology**," participants learned about the fundamental concepts of **technology**. This course covers a wide array of topics, including introductions to technology itself, the Internet, cybersecurity, computer science, coding, and the indispensable role of technology in modern education.

Course 2, named "Introduction to Computational Thinking," delved into the essence of computational thinking and its relevance in the **21st century**. Educators explored key concepts such as computational thinking, the development of crucial 21st-century skills, and the intricacies of algorithms. Amazon Future Engineer program believes in the transformative power of initiatives like the Computer Science Teaching Excellence Program. By empowering teachers and promoting 21st-century coding skills, we are shaping the future of education. We are proud to be at the forefront of empowering communities and advancing to the next level of this initiative by providing digital infrastructure and resources to recognize and reward the incredible work of our teachers. Collectively, we are building a strong foundation for a technologically advanced and inclusive society.



#### **AKSHAY KASHYAP**

India Lead, Amazon Future Engineer



The course also provided hands-on experience with **block-based coding** through the innovative **Scratch** platform, ensuring that teachers are equipped to impart these vital skills to the next generation of digital learners.

These courses stand as valuable tools for educators seeking to navigate the digital landscape effectively and foster a new generation of tech-savvy students.

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# **AFE-COMPUTER SCIENCE TEACHING EXCELLENCE PROGRAM**

MAHARASHTRA





Ħ NASHIK





SOLAPUR

UP THE TAXABLE











My journey into **technology** and **coding** began with the AFE CSTE program in March. While teaching Science, I verbally explained the COVID-19 variant's symptoms to my students. However, after learning block-based programming, I discovered it is a very engaging approach.

I created a Scratch story on COVID-19 and precautions, with block-based coding for student engagement. This experience has got me excited to learn coding for my students, and I'm eager to enrol in more courses to enhance my teaching methods further.



#### NAZIYA PATANI

ZPPS Naygaon, Aurangabad

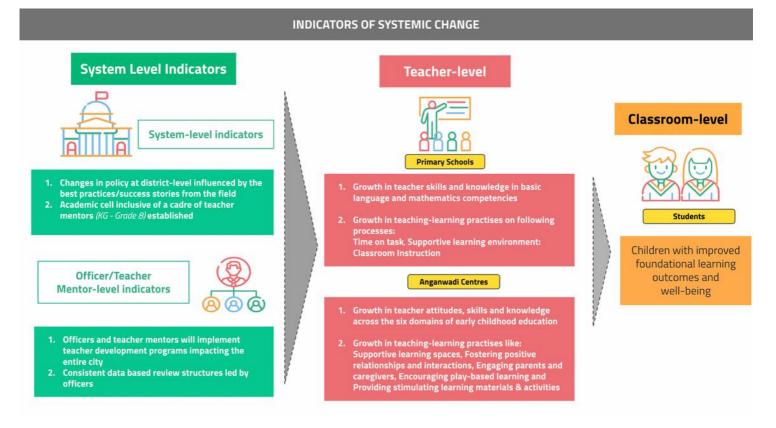


# **OUR APPROACH TO DISTRICT TRANSFORMATION (DTP)**

In 2018-19, LFE realised its biggest gaps in **influencing** the state-level work were centered around, firstly, a **deeper understanding** of rural & tribal school systems; and secondly, the experience to **scale innovations**/ implement govt programs via multi-stakeholders at a block/district, closer to the ground where the-rubber-meets-the-road, to measure impact on students.

LFE started its district reform journey with Nashik in 2018-19, and expanded into **6 more districts** (Pune, Ahmednagar, Chandrapur, Nagpur, Sindudurg & Akola) in MH; while the demand to work from at least **3 more districts** have emerged in the last few months. The project aims to build the capacity of multi-cadre education officers for strengthening teacher training and support models and effectively implementing state-level education policies and programs. Using a '**training and coworking approach**', LFE builds the capacity of these officers to effectively design and implement collaborative teacher development models such as the Shikshan Parishad.

Through a combination of **online** and **in-person training**, officers are also trained in the necessary skills to run educational programs, build effective student learning materials, and improve parent engagement.



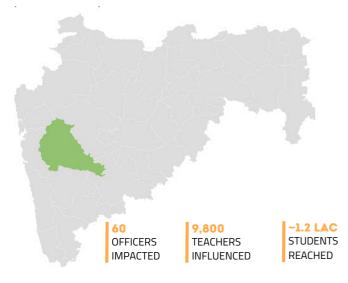
# OUR 5-YEAR GOAL FOR DISTRICT EDUCATION REFORM (DTP)

**IMPACT 800+ System Leaders** across pre-K-8 who collectively will influence **53,000+ educators and caregivers** transforming the school readiness, learning and well-being of **900,000+ children** from underserved communities studying in government-run schools and anganwadi centers across Maharashtra.

# DISTRICT EDUCATION REFORM

MAHARASHTRA

# **PUNE DISTRICT**



#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Last year, we concluded our **third year** of intervention with the Zilla Parishad Pune and Pune DIET. Our key focus areas were to ensure that all students have **access** to **learning** and are supported to **ensure social and emotional well-being**. In partnership with Pune DIET, district-wide programs like **NIPUN Bharat Gunvatta Vruddhi Programme**, professional development sessions, Mata leader capacity development, district and block review meetings, student assessments, **Shikshan Parishad**, co-working with officers and content development, among others were completed in the academic year 2022-23.

The NIPUN Bharat Gunvatta Vrudhi program, implemented by DIET and Zilla Parishad Pune, showed an **8% learning growth** in **literacy** and **numeracy** among students. Taking the momentum of the second year, the third year was planned to ensure that **teaching-learning** best practices are taken ahead and new initiatives are planned to meet the challenges and needs of the system. NASHIK DISTRICT

50+ OFFICERS IMPACTED

11,000

TEACHERS

INFLUENCED

80+

**~1.8 LAC** STUDENTS REACHED Learn more about Nashik DTP Journey

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

TEACHER MENTORS

In the last academic year, our work in Nashik covered several pressing needs of education bodies in the district. With the overall objective of **successful implementation** of the FLN mission in the district, we continued to support district interventions such as Shikshan Parishad and **Block Monitoring Cell** meetings that aim to train teachers with essential skills that would add value to the implementation of FLN. We also supported FLN **District Project Management Unit (PMU)** meetings for setting the **goals** for the district and **advising** on actions on how to meet those goals.

These structures have been instrumental in not only emphasising aspects of literacy and numeracy but also social-emotional learning. Additionally, **training sessions** with grassroots-level officers and educators have significantly helped **disseminate information** about the national/state initiatives/programs. Along with this, we have also supported district bodies toward the **integration** of **ICDS** with the Education department as suggested by the **NEP 2020** by conducting professional development sessions for officers.

As governments, we work a lot on inputs, and this is where LFE's focus on driving **outputs** and **outcomes** in improving **quality learning** becomes extremely important for our efforts in education delivery. I ensure LFE's presence in our **quality** education discussions as much as possible because they provide **perspectives** on making interventions **sustainable** and **impactful**. Together LFE & Nashik ZP can do much more in the coming years!

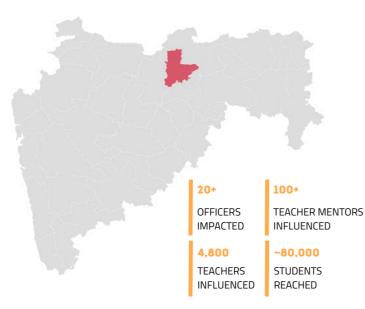


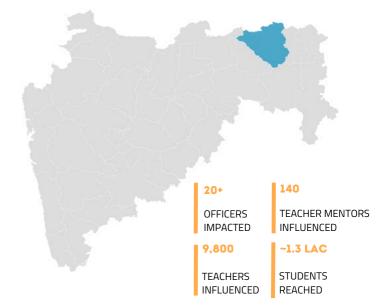
#### ASHIMA MITTAL (IAS)

Chief Executive Officer Zilla Parishad, Nashik

# **AKOLA DISTRICT**

### **NAGPUR DISTRICT**





#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

Our initiatives in the Akola district have been focussing on enhancing the capabilities of system leaders by providing them with co-working opportunities, professional development, and advice. With the support of the Akola Zilla Parishad and District Institute of Education Training (DIET), Akola, the capacity-building workshops we conducted have received a positive response from participants indicating high levels of **usefulness** and engagement, with **85%** of sessions being rated positively.

Another important area of our interventions in Akola has been the capacity building of **teacher mentors** through regular professional development sessions focussing on various aspects of classroom pedagogy and best practices for improving **student learning outcomes.** Drawing from emerging studies, our team has worked on **increasing parent engagement** through a unique program **'Palak Parishad'** along with focusing on improving the socialemotional skills of students.

#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

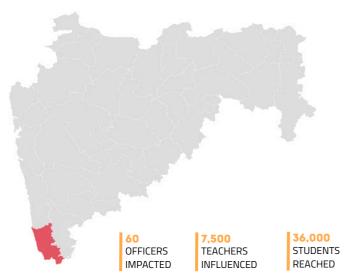
Our work in the Nagpur district is focused on building the capacities of officers and the professional development of teacher mentors. Last year, our efforts focussed on **strengthening existing structures** like the Shikshan Parishad, a monthly training platform for all teachers of the district.

In addition, we supported Nagpur Zilla Parishad and District Institute of Education Training, Nagpur in developing the **professional capabilities** of teacher mentors through training sessions on various **skills** relevant to classroom **pedagogy** and **technology** integration in schools.

A highlight of the year was the launch of the **ICTC Course** which was launched in Nagpur where **800+ teachers** enrolled and learnt about Computer Science and Coding Fundamentals.



# SINDHUDURG DISTRICT



#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

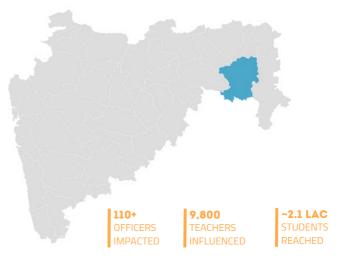
In the last academic year, our team conducted a workshop for field officers in the Sindhudurg district with the aim of raising **awareness** about the **NIPUN Bharat Abhiyaan** and its implementation on the ground.

The workshop focused on several key objectives, including enhancing cluster-level officers' understanding of the necessary classroom shifts for successful **NIPUN Bharat** implementation and empowering field officers to effectively coach, and mentor teachers in making these shifts to ensure all children meet their goals.

In Sindhudurg, our work focuses on **supporting** the district education bodies to **empower officers** by conducting sessions on **five key themes** which include the NIPUN Bharat competency-based learning model, the integration of the **Akar curriculum** with NIPUN Competencies and Learning Outcomes (LOS), literacy goals, health and wellbeing, numeracy goals, and instructional design.



# CHANDRAPUR DISTRICT



#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

In the academic year 2022-23, our team has been supporting district-level interventions in Chandrapur by supporting the Zilla Parishad Chandrapur and District Institute for Education and Training (DIET), Chandrapur. We have been actively engaged in supporting education efforts at the district level, with a specific focus on field **officers' training** to enhance the implementation of the Foundational Literacy and Numeracy (FLN) mission.

We conducted **training** workshops for field-level officers and mentor teachers of the district to make the necessary shifts with ease and ensure all children are **meeting** their respective **goals**.

A highlight of our work in Chandrapur has been our work in conducting **21st Century Training** workshops for teachers of the district to ensure teachers are comfortable using **tech tools** in **classrooms** and **adopt e-learning platforms.** We have supported DIET Chandrapur to structure the available data on district-level **assessments** on FLN, Children With Special Needs (CWSN), and scholarships as well as classroom observations and draw insights to strengthen existing education programs.

Last year, we also conducted assessments for Foundational Literacy and Numeracy (FLN) and **Socialemotional Learning (SEL)** in the district on a sample basis. The data from the assessments will be used to plan for interventions for the coming year.

















# URBAN EDUCATION REFORM

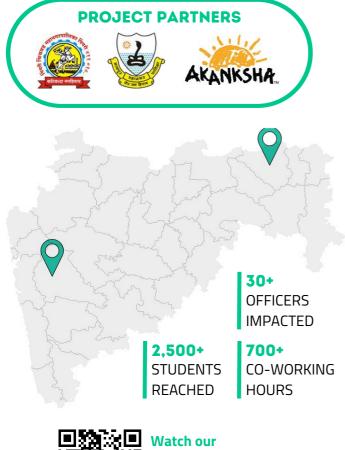
# **URBAN EDUCATION REFORM**

#### MAHARASHTRA

Urban reform initiatives are being implemented in collaboration with **The Akanksha Foundation** at the municipal corporations of two cities across Maharashtra -**Pimpri Chinchwad** and **Nagpur**. This initiative aims to build a **cadre of skilled teacher mentors** who will support and guide fellow teachers to improve **teaching-learning practices** in primary school classrooms across municipal corporation **schools**.

The **two-fold approach** of the project aims to focus on **building** the **capacity** of teacher mentors in addition to **cultivating ownership** among education officers to drive academic initiatives across municipal corporation schools in these cities.

Through a structured approach, we support the officers to **develop** the **necessary skills** needed to guide **schools** and co-work with them to achieve academic **goals** and **outcomes**. Started with Pune Municipal Corporation in 2015, the program is now been replicated in two other municipal corporations in Maharashtra - Pimpri Chinchwad & Nagpur.



Watch our Shikshak Mitra Project for transforming PCMC Schools At PCMC we have embarked on the journey of transforming the PCMC schools into one of the best school systems out there. LFE has been our close partner in this journey. Through the PMU set-up and capacity building initiatives we are able to drive multiple quality education initiatives. We have created a core team of teachers who are envisioned to be a group of academic experts who can lead the initiatives from within the system in a sustainable way. With support from team LFE, we are seeing significant momentum in this on-field. Through our partnership, we hope to make significant growth in the holistic learning and well-being of all our PCMC school students.



#### SHEKHAR SINGH (IAS)

Commissioner, Pimpri Chinchwad Municipal Corporation (PCMC)



#### **SNAPSHOT OF ACADEMIC YEAR 2022-23**

In the academic year 2022-23, our team worked on building relationships with government stakeholders and supporting efforts toward their capacity building. During this period, multiple communication channels were established to develop various initiatives through coworking with the leadership of Nagpur Municipal Corporation (NMC) and Pimpri Chinchwad Municipal Corporation (PCMC). We explored ways to understand the needs and areas of improvement in schools run by NMC & PCMC.

The last year saw the development and launch of **"Mazi** Shala-Saksham Shala" and **"PCMC Pattern"** towards holistic development of all the schools in NMC & PCMC respectively. As we join hands with **The Akansha** Foundation we doubled down on the planning and implementation strength. Together we have also set up a project management unit (PMU) through which we aim to improve the overall education governance in both these cities.

Currently, efforts are ongoing in both cities to formalize the **teacher mentor model** and create sustainable ways of **continuous teacher professional development**. Coworking and co-creation will continue to stay the focus so that the internal capacity of the system is strengthened.

An important aspect of our work focused on highlighting and promoting the school's **best practices of teachers** and understanding the challenges faced by academic and administrative officers. Throughout the process, we have been consistently providing **support** to **officers** by planning **co-visit** and building professional development workshops which majorly focused on building **relevant skills**. पिंपरी चिंचवड महानगर पालिकेच्या महानगरपालिकेच्या मार्पत शैक्षणिक गुणवत्तेचे अनेक नाविण्यपूर्ण उपक्रम राबवले जातात . शैक्षणिक **गुणवत्ताया** साठी आराखडा बनवणे, ppt बनवणे, **ऑनलाईन** मीटिंग घेणे , **शिक्षकांना** प्रशिक्षण घेणे यासाठी LFE या स्वयंसेवी संस्थेची खूपच चांगली मदत मिळत आहे. LFE चे सर्व प्रोजेक्ट असोसिएट यांची चांगली मदत होत आहे . सर्वांचं मनापासून अभिनंदन!



#### SANJAY NAIKADE

Education Officer, Pimpri Chinchwad Municipal Corporation

Thank you to the officials of LFE and Akanksha Foundation for giving good **suggestions** about the plan to bring progress in **teaching** using **new methods** to the NMC Schools through the "Mazi Shala Saksham Shala" orientation program.



#### **RAJENDRA SUKE**

Assistant Education Officer Nagpur Municipal Corporation



#### **PLAN FOR NEXT YEAR**

As we continue to work closely with both PCMC and NMC our understanding of the systems continues to increase and together we are able to improve the current practices. The first half of the last year was spent majorly on the setup and launch of the PCMC pattern, the Mazi Shala Saksham Shala program, initiating training programs, school visits, and setting up the cadence of regular project updates and reviews. The major inputs were focused on doing needs assessments, baseline and professional development sessions, and school visits.

The second half of the year was focused on **selecting** and getting on **board** with the core team/teacher mentors concept and involving the officers in ideating, planning, and executing **systemic initiatives**. As we have been ideating and preparing the academic calendar with the department, we look forward to bringing a larger **integration** of teacher mentors in **academic initiatives** in PCMC and NMC schools.

In the new academic year, along with **The Akanksha Foundation**, the focus will continue to be on high-rigour program implementation and looking more closely at the program outcomes. All **5 pillars** viz Officer professional development, Teacher Mentor development, HM capacity building, Early Childhood Education improvement and English Language teaching improvement will see in-depth implementation along with a focus on in-school support.

The work under the PMU is expected to pick up much more **speed** and we hope to set up stronger **structures** and **processes** that will drive better **governance**.







# RESEARCH, PUBLICATIONS & EVENTS

वर्गशिक्षिका सौ. माधुरी दिपक बांदल B.A., D. Ed. नो.सु.ता. 27/10/1993

# **RESEARCH AND PUBLICATIONS**

Through our work in research, we aim to shape the discourse on the **role of government bodies** in the provision of **high-quality education**. We seek to provide a transparent lens to look at the challenges and successes of **public education**; and consolidate our learnings from practice in **systems change** to further enhance the current understanding of the education system. This is reflected in the work we undertook in 2022-23. We began the year with a deep dive into the measurement of **Student's Social and Emotional competencies**, the need for which was exacerbated in the post-pandemic era.

Through a collaboration with Prof. Shalaka and Prof. Shivakumar from **FLAME University**, we developed a **28item scale** that was the basis of our assessment in **4 districts** and **2 municipalities** covering a total of **2,537 students** from grades 6,7 and 8 in public schools in Maharashtra. The scope of this study was then expanded to include **1,536 students** from TDD schools as well. The analysis revealed many interesting insights that will be shared with administrative and academic stakeholders in each of these jurisdictions to help build **readiness** to implement **student well-being programs.** 

This year we also had the opportunity to take a closer look at education governance systems in **Tripura**, particularly how its State Council of Educational Research and

Over time, LFE has shown sincere dedication to the practice of research and applying the same to effect change in the field of education. Their efforts towards building a strong research team, securing **prestigious grants**, publishing across different platforms and engaging in **research dissemination** activities stand testimony to this. Furthermore, they have and continue to show promise in **improving education outcomes** for all students, particularly those from **marginalized communities** of Maharashtra and India. Their commitment to **equity**, **innovation**, and **collaboration** makes them a valuable partner



#### AYUSH PRASAD (IAS)

Former CEO, Pune Zilla Parishad Training (SCERT) and District Institute for Education and Training (DIETs) function. Based on the data collected we were able to map the existing scenario against the benchmark set in the Centrally Sponsored Scheme on **Teacher Education (CSSTE) 2012 (MHRD)** guidelines and LFE's own governance rubric.

The report created a rich **collaborative** platform to hear from the **stakeholders** in Tripura and shape a **strategic plan** to meet **short-term** and **long-term** goals. In continuation with our work on officer development and **middle management capacity** building, we created multiple opportunities to communicate our research findings with the leadership in government bodies, and to the sector at large. This year we have expanded the relevance of our work by building a **deeper understanding of relevant literature** and also making it available to diverse stakeholders.

During school closures, **parent engagement** was at the forefront of many interventions. In the post-pandemic era, we leveraged the same momentum in our pilot of the **Conversation Starter Tool** in Satara. This tool was developed as part of the **Brookings' Family and School Engagement Playbook**. We have since been partnering with them to not only improve the tool but also bring it to our stakeholders to test its real-world applicability.

Parents and teachers from **6 Zilla Parishad schools** in Satara's Mahabaleshwar block participated in the exercise. Based on the data collected we will provide **insights** to the block administrators, teachers, and parents on the levels of alignment and trust regarding the **purpose** of **schooling** and the **value** of **parent engagement**. This will form the basis of all our interventions planned in the coming year.



Know more about our Research & Publication work In keeping with our **commitment** to constantly **refine** and **improve** program processes, we have spent considerable time this year learning about **feedback mechanisms**, testing a few development tools that best capture the experience of stakeholders during training, and attempting to navigate bias in **data capturing**. Given the cultural context in general and the specifics of the **organizational culture** in public service organizations, we provided clear recommendations to redesign some of LFE's **feedback mechanisms** and **develop tools** that are more effective in reflecting ground realities.

During the academic years 2022-2023, LFE provided considerable support to **DIET Chandrapur** in **documenting** their **investigations** into the impact of **inclusive education** on learning outcomes for children with special needs in resource-poor settings, and their research on the effects of foundational literacy and numeracy interventions on **student outcomes**.

Our partnership with SCERT Tripura also led us to study the **impact** of **early marriage on education** in Tripura state. The culminating report from this study, comprising a comprehensive set of recommendations, has been submitted to SCERT Tripura for further steps on mitigating the effects and **minimizing instances** of this custom.

In the year 2022-23, we have also initiated a research project titled **"Study on Status of In-service Teacher Training,"** This project is an initiative through which we aim to **assess the current status** of **in-service teacher training** in India and create a framework of indicators to assess the status of in-service training on a year-on-year basis. Our project aims to enhance the quality of education by **ensuring effective** and **equitable in-service teacher training** for continuous professional development.

Accordingly, we aim to develop a framework and indicators to

- Measure the quality of in-service teacher training
- Identify best practices at the state level

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• Provide policy recommendations for improving the status of in-service training in India

We have successfully developed **data collection framework** and by using this framework we have also created data collection **tools** where, Form A will be used to collect **quantitative administrative** data on all the training happen in one academic year.

#### EVIDENCE ON PUBLIC VS PRIVATE EDUCATION IN INDIA



COVID-19 impacted all **sectors** adversely. However educational **enrollment** in government schools has shown a **positive trend** since the cost of educating children is low in the government-aided schools which are called public schools. It made parents enrol their children in **public schools.** 

The literature review published on our website focuses on evidence on **public vs. private school outcomes** in India. It explains the current state of the topic and identifies gaps in existing studies for potential future research on **complex education systems** to support schooling outcomes, building on the literature and regional examples.

This literature review article on our website proposes a generic framework as well as a complementary set of questions and principles for action that can help **policymakers** design, analyze, and implement educational **research processes** and **policies**.

Form B will be used to collect qualitative data from **teachers**, form C will be used to collect qualitative data from **resource persons** and Form D will be used to conduct **observations** on implementation of in-service teacher training.

We have also collaborated with organizations like the **Simple Education Foundation** and the **Foster and Forge Foundation** to leverage their presence in different states for collecting the necessary data. We have also initiated collaboration conversations with the **National Education Institute for Planning and Administration (NIEPA)** to initiate data collection at a national level.

These endeavours collectively underscore our commitment to addressing **diverse educational** and **societal challenges** with the intent of fostering positive and lasting impacts, particularly on the **Education System** and **Society**.

#### **PLAN FOR NEXT YEAR**

In the next academic year, we will undertake steps for bringing our **current projects** to closure and exploring **newer research** subjects through a **well-structured timeline** and clear objectives. In our **in-service teacher training project**, we are working closely with partner organizations to collect essential data.

By October 2023, we aim to have all the necessary information in hand and will proceed to meticulously document our findings. Following this, the final **analysis** and **comprehensive reporting** will be completed by November 2023.

Simultaneously, our **parent engagement study** is in full swing. We are actively **engaged** in conversations within **schools** and collaborating with **stakeholders** to design effective strategies for increasing parental involvement. This project is expected to conclude by September 2023.

Lastly, we have started working on drafting a '**Realist Evaluation of Mental Health and Well-Being Intervention in Tribal Schools'** project proposal where we aim to develop a program theory. By using the initial program theory we will design, implement and evaluate **mental health** and **well-being interventions** in **tribal** schools. This project will be implemented in 2 cycles to come up with more clear and data-informed program theory and interventions.

LFE's position as a **systems change** 

organization that believes in using research as a tool for long-term sustainable change provides a unique position in the social sector. It is commendable that the team not only works to translate **knowledge into practice** but also invests wholeheartedly in shaping policy discussions with data and evidence on current debates. LFE has been able to create a unique position for themselves where they have roots among public education's frontline workers as well as its **leadership** and **decision-makers**.



#### PROF. SHIVKUMAR JOLAD

Associate Professor - Public Policy, FLAME University Forbes Foundation has been a proponent of Leadership For Equity for the **past three years** and aligns with their approach of working with **government systems** and **influencing system processes**. We recognise the huge importance that research plays in informing crucial actions and ardently support LFE's research vertical toward their work in the areas of **teacher education**, **capacity building of government officers** and **parent engagement**. Over the years LFE's research vertical has grown and diversified in the kind of tasks that they manage.

The organizational leadership has also bolstered the research team and **partnered** with international think tanks, state and district-level government agencies, and other non-governmental organizations. It is heartening to see their **focus** and **commitment** towards **research**.

We see LFE as one of the few organizations that leverage insights from field-based research projects to lead systems change in Indian education. This is reflected in the way they approach problems in the field and consequently develop **sustainable** and **scalable solutions**. We wish them all the best in their future endeavors.



#### **NIHARIKA NAUTIYAL**

Program Coordinator, Forbes Marshall Foundation



# **OUR EVENTS & CONFERENCES**

#### CONFERENCE ON HEALTH-NUTRITION AND FOUNDATIONAL LEARNING IN NANDURBAR: MAY 2023

LFE in collaboration with **Centre for Learning Resources** (**CLR**) co-facilitated a conference in **Nandurbar** focused on 'Health-Nutrition and Foundational Learning in Maharashtra.' which was attended by **90 people**. This gathering brought together **changemakers** from various sectors, including education, health, ICDS, and agriculture, to collaboratively brainstorm solutions to pressing issues like malnutrition.

The event featured influential speakers such as **Mr. Radhakrishna Game** (Divisional Commissioner, Nashik), **Smt. Manisha Khatri** (Collector, Nandurbar), and **Mr. Raghunath Gawade** (CEO, Nandurbar). The ceremony also recognized **15 outstanding achievers** as Champions of Nandurbar, acknowledging their significant contributions to health, education, and agriculture in the district, with their projects serving as blueprints for Nandurbar's future **development**.



#### INCLUSION & EQUITY IN EDUCATION: A SYSTEMS DIALOGUE: MARCH 2023

In March 2023, LFE hosted a conference on **'Inclusion & Equity in Education: A Systems Dialogue'** to build a platform that discusses ways to build an **inclusive public education system** and hear from champions who have time and again created pathways to make our education system **inclusive** and **accessible**. This was a small effort, from our end, to try and understand ways that create a public education system that encompasses every child's needs and delivers quality education at scale.

We were honoured to have some of the most prominent voices from the sector grace the event and share their thoughts on the subject including **Dr. Shamin Mehrotra**, Umeed Development Center; **Noopur Jhunjhunwala**, Changeinkk and **Anurag Kundu**, Delhi Commission For Protection of Child Rights (DCPCR) among others.







Systemsthat Resuse to let andren down





Catch a glimpse of the "Inclusion and Equity in Education Conference"

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#### STRENGTHENING PUBLIC SYSTEM FOR FOUNDATIONAL EDUCATION IN MH, APRIL 2023

On the occasion of the **130th birth anniversary** of **Padma Bhushan Late Tarabai Modak**, LFE in collaboration with the **Centre for Learning Resources (CLR)** organized a oneday conference '**Strengthening Public System For Foundational Education In Maharashtra'.** The event hosted educators, implementers, subject experts, and policymakers to come together and discuss the **purpose**, **provision, and practice of 'Foundational Learning' in Maharashtra.** 

The primary objective of the event was to navigate a roadmap for the state where all major stakeholders and advocacy groups collaborate for an upward integration of **early childhood care and education (ECCE)** along with **primary education.** 





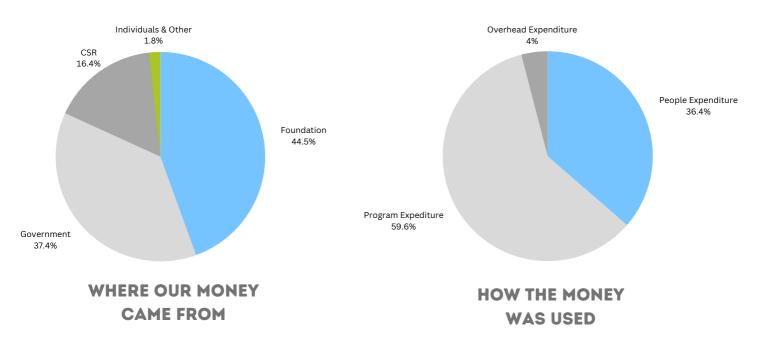






Catch a glimpse of the FLN Conference

# **FINANCIAL SNAPSHOT FY 2022-23**

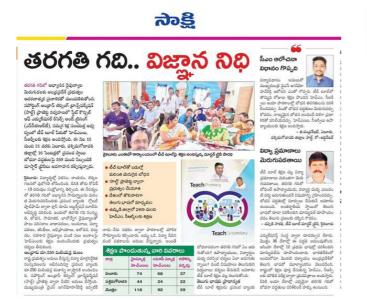


#### **SNAPSHOT OF REVENUE AND EXPENDITURE**





## PRINT AND DIGITAL MEDIA COVERAGE





September 9, 2022 COLLABORATION

# Five strategies for working with government

Working with government systems can be challenging, but reward too. Here's how nonprofits can foster sustainable and impactful partnerships with the government.

by MADHUKAR BANURI, SAIPRASAD SALE, SIDDESH SARMA

31°C

#### THE TIMES OF INDIA

#### Maths in stories, a designed reading plan for ZP schools TNN I Jul 19, 2023, 08:15 AM IS



PUNE: The education department will identify mathematical concepts taught in school and make them into simple stories. A hour included in the weekly study plan will soon have a designed reading plan.

Schools under Pune zilla parishad will be the first in the state to accredit themselves on Acharya Vinoba Bhave app as per the draft parameters designed by the committee formed by the state government.

म. टा. प्रतिनिधी, पिंपरी

'विंगरी-चिंचवड महापालिकेच्या त्व्यंमधील शिक्षणाचा दर्जा दविष्ण्यात्साठी आणि त्या अनुषंगाने वविष्ण्यात येण्णाऱ्या उपक्रमांसाठी शिष्ण विभागाने १८ सदस्यीय संघाची कोअर टीम) रस्वापना केली आहे,'

र टाम) स्वापना कल्ला आह,' माहिती आयुक्त रोखर सिंह दिली. 'शिक्षण विभागामार्फत ते जाणारे विविध कार्यक्रम, , उपक्रम, तंसेय या कार्यक्रमांचे न, अंमलक्षजावणी आणि 11 घेण्यासाटी कोअर टीम्ची

से सिंह यांनी नमूद केले. शिक्षण विभागाये

आहे, महत्त्वाची असणार

सहायक

# 🞟 Hindustan Times

icket	Education	India	India World	Mumbai	Entertainment	
20	HT Premium	World Cup 2	2023 Schedule	Web Stories	Trending	Quiz

News / Cities / Pune News / Pune ZP conducts foundational literacy and numerac.

Pune ZP conducts foundational literacy and numeracy survey of students across district

By Dheeraj Bengrut

Mar 08, 2023 09:58 PM IST 믭 0 A Concle New

During this eight-week-long drive, teachers taught students the learning competencies as outlined by Nipun Bharat

### టీచ్ టూల్ శిక్షణను పరిశీరించిన ప్రపంచ బ్యాంక్ ప్రతినిధులు

#### ෂංයුකුධ් ් సమగ్ర శిక్ష సహకారంతో ఎస్సీఈఆల్టీ

రాయచోటి, డిసెంబర్ 15 మనం న్యూస్: "బోధనా సాధనాల ఆధారం గా తరగతి గది పరిశీలన" అనే అంశంపై రాయచోటిలోని ప్రభుత్వ ఉన్నత పాఠశాలలో ప్రధానోపాధ్యా యులకు నిర్వహిస్తున్న శిక్షణా కార్య క్రమాన్ని గురువారం మధ్యాహ్నం డ్రపంచ బ్యాంకు టెక్నికల్ (పరి నిధులు సిద్దేశ్, రాష్ట్ర పరిశీలకులు పాండవుల సాయిరాం పరిశీలం చారు. ఈ సందర్భంగా వారు మాట్లాదుతూ పలుదేశాలలో తరగతి గదులలో బోధనా కార్యక్రమం ఎలా

EDUCATION -



పరిశోధన చేసి 54 -850 కార్యక్రమాన్ని ప్రారం బోధనలో ఉపాధ్యాయులకు సహకా రం అందించే ఉద్దేశంతో దీచ్ టూల్ కార్యక్రమాన్ని నిరంహి ధ్వాయులకు స్తున్నామన్నారు. అంధ్ర ప్రదేశ్ లో

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HEALTHCARE

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IDEAS

'कोअर टीम'ची कार्यपढती 🛚 शिक्षण विभाग व शाळा यांतील दुवा. कार्यक्रमांचा आढावा आणि

श्वमतां बांधणीसाठी कार्यशाळा

आयुक्त विजयकुमार खेरात म्हणाले, 'आयुकांच्या संकल्पनेतून शिक्षण विभागच्या मदतीसाठी कोअर टीमची प्राथमिक व माध्यमिक विभागासाठी स्थतंत्र स्थापना करण्यात आली आहे. ही टीम शिक्षण विभागामार्फत राष्ट्रविल्व जाणाऱ्या शैक्षणिक उपक्रमांच्या

शाळामध्य नवान शक्ष मदत होत आहे. ही प्रदि मूल्यमापन, = झालेल्या कामाचा दरमहा आ अहवाल तयार करून पाठविणे

- श्रोखर सिंह, आयुक्त, पिंपरी-चिंचवड महापालिका

ध्ये; तसेच अध्यापनासंदर्भात साह्यकारक ठरेल असे काम करणार आहे.' महापालिकेच्या शाळांव्यतिरिक्त इतर शाळांमध्ये शिक्षणाची प्रक्रिया कशी क्त इतर पा कशी

दुर्जा वाढविण्यासाठी शिक्षण विभागाची 'कोअर टीम'

दृष्टिकोनातून क्षमता बांधणीसाठी या टीममधील सदस्यांसोवल अभ्यास दौऱ्यांचा कार्यक्रम आयोजित करण्यात धान्यभा आला होता. 'या कार्यक्रमांतर्गत तंत्रज्ञानाचे एकत्रीकरण आणि विद्यार्थ्यांमध्ये जिज्ञासा यादेल असे वातावरण

शैक्षणिक दूरदृष्टिकोन घेऊन विविध धोरण आणि उपक्रम आखले जाणार आहेत,' असे थोरात यांनी सांगितले. भाग सागतल. 'महापालिका शाळेत शिकणाऱ्या विद्यार्थ्यासती शिक्षण हा प्रेरणादायी अनुषय बनवण्यासाठी महापालिका नेहमीच प्रयत्नशील असते. यासाठी भविष्यात 'कोअर टीम'च्या साह्याने 'दिल्ली पब्लिक स्कूल'ला भेट देण्याचे योजना आखत आहोत,' असे थोरात

विभागाकडून

स्पष्ट केले.

ण विभागाकडून केली नामांकित सार्वजनिक

विचारात

भेट देण्याबाबत शिक्षण

Tech companies and nonprofits are joining hands to train students in





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