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**A] ABOUT LEAPFORWORD:**

LeapForWord is a registered non-profit organization committed to solving the English learning challenges faced by children & youth from regional language backgrounds.

**B] MISSION:**

To address and resolve a chronic legacy problem that limits higher education & employment possibilities for millions of Indian kids studying in regional language schools - English Illiteracy

**C] OBJECTIVES OF THE TRUST**

- To Provide Educational and training facilities to economically backward and underprivileged persons for making them fit to earn their livelihood.
- To implement educational schemes in Municipal or government school pertaining to English Literacy and English Teaching.
- To make people English Literate by way unique teaching methods.

**D] BACKGROUND:**

- Around 200 million students study in rural government schools. Of these, 82% cannot read simple English words while almost 86% cannot even recognise the alphabets
- In Maharashtra alone, almost 15 million students study in FREE government regional language schools, of which almost 9 million by the time they reach Std.8<sup>th</sup> cannot even read simple English sentences.
- In the last 5 years, about 15% regional language Government schools in Maharashtra have shut down and 80,000 students in Maharashtra have exited FREE government schools. In the same period Low Cost Private English medium schools have grown almost 2.5 times
- In India, professional education (*medicine, engineering, architecture etc...*) can be accessed only in English.
- According to The India Human Development Survey 2005, for same-skilled jobs, people who speak fluent English earn ~34% more and people who speak a little English earn ~13% more than those who cannot speak at all.
- ~55% of all content on the Internet is in English while only 1% is in regional languages. For millions of English Illiterate Indian youth with access to smart phones, internet has been reduced merely to become a medium for consuming photos & videos.

**E] PROBLEM CONTEXT:**

To almost 200 million school-going kids in India, English is what Swahili is to most of us - **A FOREIGN LANGUAGE.**

There are only four sources to learn a language from: An environment which speaks that language , | A peer network which converses in that language | An expert tutor who can teach in a structured manner | Technology which allows for self-learning

It is humanly impossible to learn any language in absence of any of these elements. Incumbent solutions however good, assume the presence of one or more of the above mentioned elements. Hence their ability to address the English learning challenge at best has been limited to urban & urban periphery geographies.

LeapForWord's definition of under-served is "A place where all the 4 learning sources are absent", which is true for most of rural India. In such places, the onus of teaching English to kids falls solely on the government school teacher who is a product of the same education system and as a result has neither the capabilities nor the confidence to teach English effectively.

Dependency on an English-competent teacher is the single biggest bottleneck in the pursuit of English Literacy

## **F] OUR SOLUTION:**

If the above context is accepted, then there are only 2 ways to solve this problem:

1. Recruit English-proficient teachers and send them to government schools at a pay which will compensate them adequately for the otherwise scarcely available skill

**OR**

2. Develop an alternate pedagogy that enables the existing network of varyingly abled teachers to effectively teach English and deliver measurable outcomes.

### **The primary elements of our solution are:**

- **Content:** Highly structured, Modular & Rule based
- **Delivery:** English can be taught like any other subject in any local language e.g. Marathi, Hindi, and Gujarati etc...
- **Economical:** At Rs.4 per day for a period of only 24 months
- **Measurable:** Through a proprietary assessment framework that allows effective measurement of individual student learning and recommendation of appropriate corrective teaching actions

Our solution completely eliminates the need of English expertise and enables existing teachers to take our students from English illiteracy to a stage where s/he can Read, Write, Comprehend & Structure grammatically correct sentences.

**What sets us apart from the rest?**

- **Pedagogical Innovation:** The core of our solution is a set of rules that allows translation from English into any Indian regional language and vice versa. Limited testing has shown translation results to be grammatically better than the most commonly used Google translator
- **Flexibility:** Our solution can be delivered in *any* local language by a person who need not know how to speak English. Kids can enter into any of the 5 learning levels depending on their enrollment capabilities.
- **Economical:** We are arguably the cheapest classroom learning solution on a per hour learning cost basis.
- **Holistic:** Our proprietary Assessment Framework allows collection of feedback, recommendation of corrective teaching actions and sharing of results with parents, donors and other involved stakeholders
- **Operational Sustainability:** Educated unemployed youth are trained and certified to become “Teacher Entrepreneurs”. They are assisted in setting-up English learning centers where they teach kids for a small fee. These youth earn about Rs. 3,500 - 4,000 per month for about 3 hours of teaching every day.
- **Offline virtual content:** All our content is digitized and delivered through Micro SD data cards which play even on low-end mobile phones.

## G] IMPACT

- We have extensively tested our content through the TEACHER ENTREPRENEURS' (TEs) in our pilot test-bed of Shirpur District Dhule, Maharashtra.
- Since 2009 our average performance across both formal & non-formal education system has been ~71% i.e. between 69% - 74% of all kids enrolled in a particular level exit having achieved the desired learning outcome.
- More than 75 young people in rural Maharashtra have been certified as LFW Teacher Entrepreneurs.
- About 25 students in our captive geography of Shirpur have cleared English entrance exams to secure admissions in military schools run by the Maharashtra State Government (*For the first time in the last 60 years in this Taluka these many students studying in Marathi medium ZillaParishad schools cleared this test*)

## H] SNAPSHOT OF THE YEAR

Three broad themes defined our work in 2015:

### 1] CONSOLIDATION:

For the first time, with a full team to work with, we consolidated our energies into completing all pending content. Today, our content is not just limited to student workbooks but a complete package comprising self-study material, certification tests, teaching aids, audio video learning units, assessment packs & data driven communication.

2] FOCUS: We took stock of all the products we had developed over the years (18 & counting) and asked ourselves, if we had to let go of everything and retain just one program what would that be? This seemingly innocent question led to a lot of heart burns as some very close- to- our- heart products / programs had to be set aside in the pursuit of that one thing which would justify the past many years of struggles. EdelGive Foundation facilitated these sessions over a period of almost 3 months to help us bring focus on what is now our flagship project - The English Literacy Program to be delivered through teachers belonging to education focused non-profit organizations. We have set ourselves a target of 500 NGO partners, 10,000 trained teachers & 165,000 students by June 2018. We have already made a decent start by partnering with 12 organizations, training 110 teachers and reaching out to 1700 students in the last 3 months (we look good to meet our 1st year numbers)

3] SCALE: While 165,000 is almost 20 times of what we have done till date, it is nowhere close to what should be reached if English illiteracy has to be addressed in totality. But, it is imperative for us to pursue & meet these numbers purely for the learning that will build our capability. We realize that for an English Literate end-state, a disruption is necessary which can be affected only through a technology intervention. With support

from our current partner Central Square Foundation we have started work on building a technology platform that will help disseminate the solution in an effective manner.

## I] PROJECTS UNDERTAKEN DURING THE YEAR:

- ♦ **NGO Partners:** In this year we focused on taking our program to teachers running supplementary classes for NGOs. These teachers are not formally trained and in absence of English proficiency do not feel the confidence to teach English to their kids. Our English Literacy Program is designed especially for such teachers. In this year we partnered with the following NGOs:
  1. Nareshwadi Learning Center - Dahanu, Palghar District, Maharashtra
  2. Sahyog - Mumbai
  3. Pride India - Mumbai
  4. Rallis India - Mumbai
  5. Door Step Schools - Mumbai
  6. Jeevan Vikas Kendra - Raigad
  7. Sakarwadi Marathi Medium School (Somaiya Trust) - Shirdi
  8. Maharashtra Prabodhini Seva Mandal - Nashik
  9. Vidya Schools - Mumbai
  10. Save the Children - Mumbai
  11. Divya Jyoti Jagriti Sansthan - Saharsa, Bihar
  12. Buniyaad - Basti, Uttar Pradesh
  13. Nai Taleem - Jalgaon, Maharashtra
  14. Somdutta - Volunteer (*Project was undertaken with a community in Govandi*)
  
- ♦ **Teacher Entrepreneurs:** The Teacher Entrepreneur program wherein educated unemployed youth are trained and certified to become English tuition teachers till date was always operational in Shirpur. For the first time, we experimented with this program in Nashik where 8 young people were invested in. We undertook an extensive community outreach program to create awareness about LeapForWord and the certified teacher in the villages. 5 people eventually started the classes
  
- ♦ **Training of Office Boy staff from Signet Chemical Corporation (SCC):** SCC is a large corporate actively engaged in philanthropic activities. They requested LeapForWord to design and deliver an English Enhancement program for their Office Boys staff - ~20 in nos. For a period of ~2 months, we conducted Sunday sessions (*every Sunday for 4 hours*) for this group. The participants were divided into 2 groups - One which could read and the other which couldn't. The former group was taken through a "Communication Enhancement Program" while the latter through "The Reading Program". The test at the end of the contact sessions revealed encouraging results

- In the Reading Program, every participant learnt how to read
- In the Communications Program - 8 out of 14 scored more than 50%
  
- ◆ **Sharing English teaching techniques with the PCMC school teachers through THERMAX foundation:** Thermax Foundation runs a flagship project called LIFT (Leadership institute for Training). As part of this program they engage with teachers from Pune Chinchwad Municipal Corporation (PCMC) and offer them inputs on various aspects of classroom engagement. They wanted to do something in the area of English teaching and they invited us to explore if we could work with them. We conducted a 4-hour exploratory session in the month of April before confirming the year long engagement. As part of this engagement, we were supposed to run 3 contact sessions of 4-hours each once each in June, October and March. These contact sessions were supposed to be interspersed with home assignments for participating teachers. We concluded the engagement in March 2016 however declined to continue further for the following reasons:
  - Only 12 hours of contact sessions in 1 year seemed way too less to deliver any significant value
  - Participating teachers did not have any motivation to complete home assignments. As a result while they found value in the session, it was not long lasting as teachers seemed to forget most of what was taught
  - Also, it was important to run this project in the spirit of true partnership without which the content could never have been improved which could not happen.
  
- ◆ **Outside of State Trainings:** For the first time, LeapForWord conducted a comprehensive teacher training program outside of the state of Maharashtra. Our trainers travelled to the following 2 locations to conduct the training:
  - Divya Jyoti Jagriti Sansthan (DJJS) - This organization based in Saharsa (Bihar) runs after-school classes for children in its community. They had invited us to train their supplementary class teachers in the Elementary Reading Program
  - Buniyaad - This organization based in Basti (Uttar Pradesh) works with Affordable Private schools. This organization had invited us to train teachers from about 50 odd schools in this location

- ♦ 1- day workshop for sharing concepts from the “Communication Enhancement Program” was arranged for about 45 night school teachers. This workshop was in partnership with a NGO named Masoom

## **J] OUTREACH NUMBERS:**

- No of NGO partners = 14
- No of teachers trained = 229
- No of student enrollments across different learning levels = 2,342
- No of classrooms in which the English Literacy Program was deployed = 46

## **K] OTHER DETAILS:**

### **1. IDENTITY:**

- Through multiple discussions with stakeholders & mentors, this year we articulated our identity and the value proposition we have to offer.
- We now introduce ourselves as Developers of a English Learning solution which can be delivered in one’s regional language by an individual who need not know how to speak English. Our primary customer is the ‘Teacher’
- We fine-tuned our product portfolio to focus on our flagship program - The English Literacy Program and set number targets to be achieved over the next 10 quarters. All our efforts are now consolidated to further this one project

### **2. CONTENT:**

- Content got streamlined in this year. Deliverables were consolidated to make the English Literacy Program a 3-level / 5 sub-level program
- 2 out of the 5 levels have been digitized
- Digitized content is available in Hindi & Marathi.
- Books have been printed for 3 out of the maximum 5 levels

### **3. PRODUCT:**

- Comprehensive tool-kits were made for 2 out of the 5 levels
- Tool-kits for both effective class facilitation & self-consumption got made. LeapForWord now has a portfolio of 18 products (*created till date*)
- We developed a “Vale Based Assessment” framework to precisely capture how much value got lost in the system
- We arrived at a definite pricing model for all the learning levels

### **4. PROCESS**

- We created a process map for the entire customer - engagement. All elements of the engagement right from community outreach to teacher training &



assessments are now driven by set processes thus helping in standardization and reducing dependency on senior members

**5. OTHER:**

- We conducted the 3<sup>rd</sup> edition of The Word Power Championship this year in Shirpur
- For the first time, in addition to Shirpur, the event was conducted for a partner too. This year, the event will cover all our partners.

**LJ ORGANISATION DETAILS:**

- ◆ Constitution : Trust (BPT Act, 1950)
- ◆ Trust Registration No: E-25680
- ◆ Registration Date: 24-April-2009
- ◆ TAN = MUMML07539A
- ◆ PAN = AAATL 7223L
- ◆ 12A available = TR/42846 ( 15-01-2010)
- ◆ 80G available = Yes
- ◆ FCRA available = No

**Area of Operation:**

Presence in States	2 - Maharashtra, Gujarat
No of Districts	5 - Raigad, Pune, Nashik, Dhule & Mumbai
Languages in which the content is available	3 - Marathi, Hindi & Gujarati)

**PERIOD OF REPORTING:** 1st April 2015 - 31st March 2016

**M] FINANCIAL:**

No	Account Name	Bank	Opening Balance	Inflow	Expenses
1	LeapForWord	HDFC	Rs.4,12,339	Rs.20,41,248	Rs. 16,21,896
2	LeapForWord Account Donation	HDFC	Rs.18,07,750	Rs.23,24,760	Rs. 19,39,691

**N] DONATION**

**1. Sources of Donations:**

- ♦ Institutional Donation = Rs. 31,86,125
- ♦ Individual Donation = Rs. 2,40,251
- ♦ Earned Income(including interest)= Rs. 9,39,632

**2. Donor Profiles:**

- ♦ Institutional Donors:
  - EdelGive Foundation,
  - Tata Trusts,
  - UnLtd India.
- ♦ Individual Donors:
  - No of individual donations: 25
  - Highest individual contribution: Rs.30,000/-
  - Average individual contribution: Rs.7,000/-

**OJ TEAM:**

Particular	Employee	Professional	Total
Male	2	3	5
Female	2	1	3
Total	4	4	8

Remuneration Details

Highest Remuneration	Rs 65,000/- per month
Lowes Remuneration	Rs 10,000/- per month
Average Remuneration	Rs 31,000/- per month

**P] GOVERNANCE:**

**1. Resignations:**

<b>Name</b>	<b>Date of resignation</b>	<b>Reason for Resignation</b>
Ms. Sudesha Das	15-10-2015	Personal / Non-availability of time
Mr. Aniket Dani	15-10-2015	Personal / Non-availability of time

**2. New Appointments**

<b>Name</b>	<b>Designation</b>	<b>Date of Appointment</b>
Mr. Mandar Gite	Trustee	21-03-2016
Mr. Arun Fulara	Trustee	21-03-2016

**3. Attendance in Board Meetings Conducted**

<b>Name</b>	<b>Age</b>	<b>Position on Board</b>	<b>Occupation</b>	<b>Area of Competence</b>	<b>Meetings Attended</b>
Ms. Sudesha Das	34	Trustee	Employed	Content	April, July & October
Mr. Aniket Dani	34	Trustee	Employed	Finance	April, July & October
Mr. Tushar Mohite	32	Trustee	Employed	Accounts	April, July, October & February
Mr. Pranil Naik	35	Trustee	Employed	Content	April, July, October & February