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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.8th 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 Smerely 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.
- We have reached out to over 12,000 kids through 300 trained teachers across 5 Districts in 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 Zilla Parishad schools cleared this test*)

HJ DETAILS OF THE PROJECT UNDERTAKEN IN THIS YEAR:

- ♦ **Teacher Channels** - In this year, we reached out to students through the following teachers:
 - **ZillaParishad School Teachers**-We signed a MOU with the Block Development Officer of the Maval Taluka in Pune District. As part of this agreement we trained ~800 teachers
 - **Ashram School Teachers**- As part of a formal agreement with the Project Officer (*Tribal Development Department*) we worked with ~25 Std. 3 & Std.4 teachers from 13 Ashram schools in the Igatpuri Taluka of Nashik District
 - **Teacher Entrepreneurs** - ~25 educated unemployed youth from Nashik & Shirpur were trained & certified to start English tuition classes in their respective communities. Of these, ~10 have begun teaching. For 2 hours of teaching every day, these youth earn Rs.2500 - Rs.3500 per month. For the student, this translates into Re.1- Rs.2 per day of learning
 - **Supplementary Class Teachers working for Education focused NGOs**: In this year, we partnered with ~25 new education focused NGOs. The total number of our NGO partners is now 40. These teachers are not proficient in English and hence are rarely capable of teaching the language to their students. We trained these teachers and the certified ones integrated LeapForWord's English literacy Program in their daily teaching.
- ♦ **Adoption of Village by Local Resident - Literate Joyada** - Making of arguably India's first English literate village

Gram Panchayat of this said village has set the first big goal for itself is to make every school going child in his village English literate. This is a fairly tall task considering there are close to 350 students attending 5 different Zilla Parishad schools in a 100% tribal village where not many parents value the importance of education. However the task is exciting - something we have waited to see for long. So, we lapped up the chance and offered our full support to head of education committee in this one-of-its kind (never tried before) endeavor with one condition - all players should come together to realize this.

On 30th July, a meeting was organized with the village Sarpanch& all 5 ZP school teachers. We had just 2 questions for them - Does the end-state of every child

English literate excite them and are they willing to participate in its making over the next 2 academic years? The answer to both was an emphatic **YES**.

With the intentionality of all parties confirmed, we agreed upon a simple plan -

Trained Local Youth will deliver LeapForWord English lessons 1-hour everyday outside of school hours.

Each of the 3 parties offered to do the following:

1. ZP school teachers: Identify, Screen and Long list the local youth (~10) | Encourage parents to send their kids to the class everyday

2. Gram Panchayat: Provide rent-free classrooms & a monthly Rs.500 stipend for each youth tutor | Encourage parents to pay a monthly tuition fee of ~Rs.15 that will go to the tutor

LeapForWord: Train & certify the tutors | Provide teaching aids & student workbooks | Conduct assessments & track every child's performance.

When the meeting ended, it appeared that all 3 of us - *Government employees, elected representatives and an External agency* - were on the same team. We launched the program on 15th August.

◆ **NGO Sensitization & Outreach Initiative:**

- On 1st October, 2016 we organized a Concept sharing workshop for NGOs in and around Mumbai. ~120 representatives from almost 58 NGO representatives attended this session. The intention of this workshop was to share our concepts with as many NGOs as possible. Post the workshop, we reached out to each participant to check if their organization would be interested in a formal engagement. To those who were not interested, we offered our content free of cost while we started conversations with those organizations which showed interest.
- Our experience thus far suggests, this being the most effective outreach mechanism moreso because it is not Sales in nature. Even those who choose not to work with us can learn the concepts as well as access learning material (*both Free*)
- We have signed-up 14 NGOs as partners since the workshop. We collectively believe this should be the standard outreach mechanism though it is lot of work to arrange such workshops.

I] EXPERIMENTS AND INNOVATION:

In this year, we consciously dedicated time and efforts to experiment different combinations for effective scaling. With fair amount of work already happened, learnings are beginning to set in.

A brief description of some of our scaling experiments is as follows:

1. Teacher Training: Training of teachers has always happened in the physical presence of a LeapForWord facilitator. However last month, [we remotely trained about 20 teachers from a village in the Sheopur district of Madhya Pradesh](#). Using a combination of video calling, phone calls and remote technical assistance, we successfully conducted our first remote training. Our NGO partner in this experiment was [Adharshila](#).

After encouraging results, we have decided to undertake another remote training in Kutch district of Gujarat. The target is to conduct few more pilot sessions to assess the feasibility of integration of remote training in engagement model

2. Student Assessments: All our tests till date have been conducted through the traditional paper-pencil format. Movement of papers (*from various classes to us*) adversely impacts turn-around-time while extensive data entry bears the risk of human errors. To correct these twin challenges, we opted for 2 experiments keeping in mind that scale ought to be achieved at a reasonable cost with no major capital investments

- OMR (Optical Mark Recognition - bubble sheets): Our last concluded testing round covering ~2,500 students happened exclusively using OMR. With a borrowed high-speed scanner and a limited validity subscription to a software, we struggled our way through exploring whether OMR would be our best bet to conduct assessments at scale? It's still early to make a call but it appears that OMR has the potential to offer teachers in remote locations an option to share their test scores and avail detailed analyses.
- Mobile Application: Using an open-source platform called EkStep, we have digitized some of our on-going tests. These tests can be accessed through a mobile application. [We will be implementing these digital tests in controlled environments](#) first before integrating digital-only tests in some of our locations to assess wider applicability.

3. Student Self-learning: In 2 very remote tribal residential schools, ~120 students from grade 4 & 5 divided into groups of 5 each are using Tablet PCs to access audio video explanation of concepts from our Elementary Reading program. The primary reason we invested in this project was to check if students from schools where teachers do not care can learn equally well (*compared to schools where teachers work*) on their own. We have 3 more weeks left in the academic calendar before we conduct a comprehensive test of these students. The early feedback from the field team is encouraging though.

4. NGO Partner Servicing: We have automated all the processes involved in servicing NGO partners using an open-source workflow software called Process Maker. Though we are currently testing the transition through limited implementation, early feedback seems to clearly indicate that the automated processes will allow us not just to service better but also to service many partners (*at the same time*) without the need to add more people to the team in a proportionate manner.

While technology is the common factor across all the above 4 experiments, a close read should suggest our conscious search for not very expensive developments but rather economical & sustainable hacks. We intend to keep making quick improvements and guide each of the above intervention to a stage where we could conclusively use our learning to integrate some / all of them in the eventual model for effective scale.

Plans for the next year

- ◆ Product completion - Between April & June, we will invest bandwidth & resources to complete to complete all pending elements of the English Literacy Program.
- ◆ Product Digitization - All learning levels will be converted into a mobile application using an open source platform called EkStep.
- ◆ Distribution - We will explore newer ways to take our content to more number of teachers spread across the country. This will necessitate changes to the business model leading to something which is lesser in engagement and comprising technology interventions.
- ◆ Numerically, the target for the next year is as follows:
 - #of teachers = ~2,500
 - #of students = ~25,000

J] 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

K] OUTCOME

Institutions reached:

- No of NGO partners = 40
- Government Schools = 218
- Average no of teachers per (NGO) partner = 16
- Largest NGO partner = Gyan Mata Sadan Society, Talasari (~2,300 students, ~42 teachers)

Students reached:

- # of teachers trained = 2,014
- # of student enrollments across different learning levels = 11,995
- # of Languages content is currently deployed in = 3 (Marathi, Hindi, Gujarati & *being translated in Kannada*)

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 2016 - 31st March 2017

LJ FINANCIAL:

No	Account Name	Bank	Opening Balance	Inflow	Expenses
1	LeapForWord	HDFC	Rs.8,31,691	Rs.72,07,383	Rs. 27,58,675
2	LeapForWord Account Donation	HDFC	Rs.21,92,280	Rs.29,74,997	Rs. 37,94,102

MJ DONATION

1. Sources of Donations:

- ◆ Institutional Donation = Rs.62,94,335
- ◆ Individual Donation = Rs. 21, 73, 798
- ◆ Earned Income(*including interest*)= Rs. 17,14,246

2. Donor Profiles:

- Institutional Donors:

- ◆ EdelGive Foundation,
- ◆ SWITZ Foods Pvt. Ltd,
- ◆ Sai Life Sciences
- ◆ Tata Trusts
- ◆ UnLtd India

- Individual Donors:

- ◆ No of donations: 60
- ◆ Highest donation: 500,000
- ◆ Average Individual donation = Rs. 20,000

NJ TEAM:

	Employee	Professional	Total
Male	5	9	14
Female	2	5	7
Total	7	14	21

Remuneration Details

Highest Remuneration	Rs 75,000/- per month
Lowes Remuneration	Rs 10,000/- per month
Average Remuneration	Rs 34,000/- per month

O] Governance:

1. Resignations:

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

2. New Appointments:

Name		Date of Appointment
Mr.Mandar Gite	Trustee	21-03-2016
Mr.Arun Fulara	Trustee	21-03-2016
Mr. .Pranil Naik	Chief Functionary Officer	01-03-2107

3. Attendance in Board meetings conducted

Name	Age	Position on Board	Occupation	Area of Competence	Meetings Held On
Mr. Tushar Mohite	33	Trustee	Employed	Accounts	April & July
Mr. Pranil Naik	36	Trustee	Employed	Content	April & July
Mr. Tushar Mohite	33	Trustee	Employed	Accounts	Nov. & Dec
Mr. Pranil Naik	36	Trustee	Employed	Content	Nov. & Dec
Mr. Mandar Gite	36	Trustee	Employed	Finance	Nov. & Dec
Mr. Arun Fulara	36	Trustee	Employed	Social Media and Networking	February
Mr. Pranil Naik	36	Trustee	Employed	Content	February
Mr. Mandar Gite	36	Trustee	Employed	Finance	February
Mr. Arun Fulara	36	Trustee	Employed	Social Media and Networking	February
Mr. Tushar Mohite	33	Trustee	Employed	Accounts	March
Mr. Pranil Naik	36	Trustee	Employed	Content	March
Mr. Mandar Gite	36	Trustee	Employed	Finance	March
Mr. Arun Fulara	36	Trustee		Social Media and Networking	March

P] LEAPFORWORD IN MEDIA

- ◆ LeapForWord was covered on national television via the following 2 special series:
 - ◆ [Breaking Barriers on NDTV](#)
 - ◆ [The Good Crusaders on Times Now](#)

- ◆ Work on LeapForWord was covered in online media namely [The Better India](#) and [The Bayside Journal](#)