

MAKING INDIA ENGLISH LITERATE



**ANNUAL
REPORT
2020 - 2021**

ANNUAL REPORT

Much before Covid happened, LeapForWord began using WhatsApp to disseminate content and provide online support to teachers. As a result, we had some head start over others when it came to using this medium at scale. The teachers we engaged with had always taught kids inside the confines of a classroom using the traditional chalk & talk model. Thus, our entire product portfolio kept the teacher at the centre of this WhatsApp-based communication.

'20-'21 shut schools and necessitated that our products speak directly with the student instead of the teacher. The online engagement was thus far limited to the teacher & not the child. This put forth an additional challenge of tweaking our processes such that they continue to remain effective in the new context. Therefore, the entire content had to be re-purposed in a short span of time.

All along, our interaction with parents had been only via teachers. Our efforts over the years were to enable the teacher to have meaningful conversations with their customers (parents) so that the outlook of ZP schools in the parent community stays positive. The year also challenged this, as we were suddenly required to change gears and speak directly with the parent.

Since so much needed to change, undoubtedly, our learning was immense. This report intends to present our team's collective work (activities & projects), progress, achievements, challenges & learnings from the academic year '20 - '21, along with a brief insight into our plans for the upcoming year.

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1. SUPPORTERS

Individual donations & Institutional Grants continue to be the primary driver of all work at LeapForWord. We couldn't have achieved much had it not been for our amazing supporters.

We stay grateful for every rupee that has supported our mission so far. To stand true to the trust that our donors place in us has always been a cherished responsibility. We constantly remind ourselves that "Donor money" is expensive, but "Donor faith" is priceless. While donor money helps LeapForWord execute its different projects, donor faith in us ensures that we stand TRUE to the reason for which we started this effort in the first place.

The true measure of our success is when, at some point in time during their association with LeapForWord, our supporters too start to believe that this work is as much theirs as it is ours.

Our primary institutional funders in the academic year '20 - '21 are listed below.

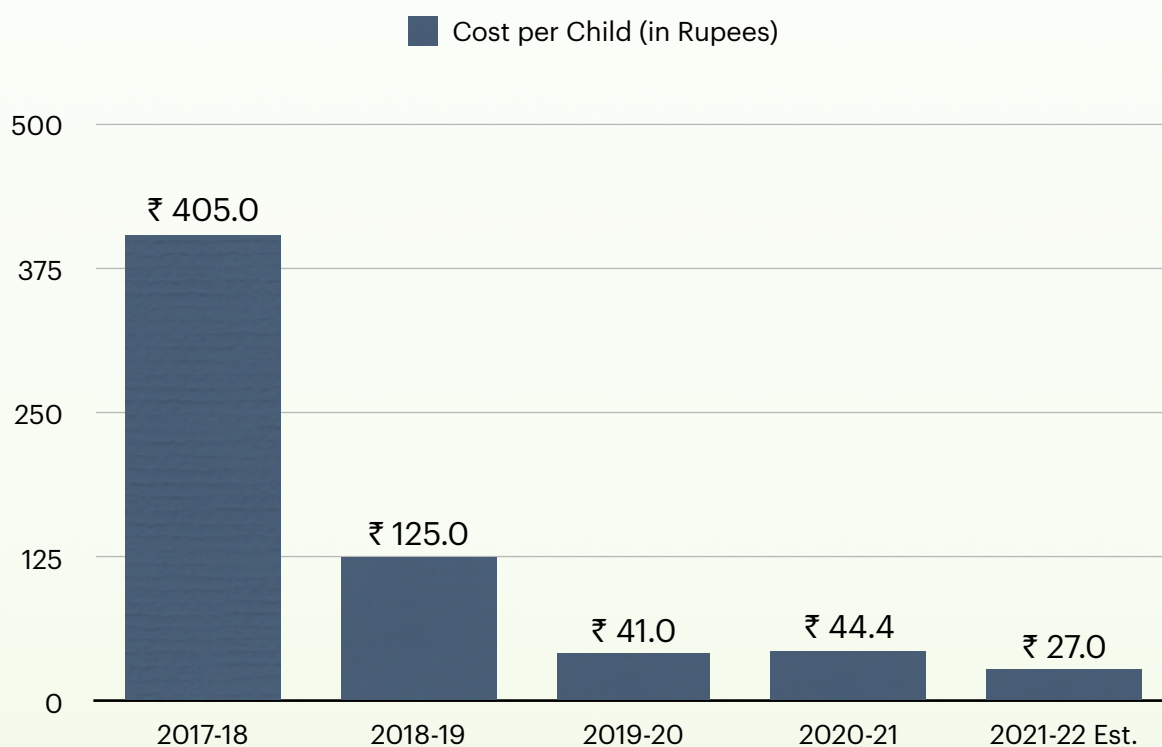


2. KEY NUMBERS

	15 - '16	16 - '17	17 - '18	18 - '19	19 - '20	20 - '21	'21 - '22 <i>est.</i>	Increase
Languages	1	1	2	2	3	3	6	6X
States	1	1	1	1	4	3	10	10X
Districts	1	3	5	36	43	89	275	275X
Teachers	300	1,100	1,600	40,000	1,17,000	1,55,000	5,00,000	1600X
Students	2,400	12,000	25,000	1,25,000	4,52,000	4,97,000	20,00,000	833X
Team Size	6	15	19	25	28	40	65	11X
Inflow in Lakh	51	90	143	214	379	419	540	11X

LFW has a target and is on track to make The English Literacy Program, **the most economical learning program** in the world. We believe that the cost can be eventually brought down to **Rs.3 per child per year**.













Cost per child per year over the years has reduced as follows:



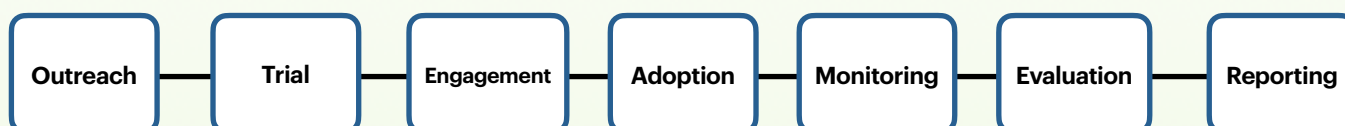
3. ENGLISH LITERACY PROGRAM

The English Literacy Program is LeapForWord's flagship solution for bringing English proficiency to students from regional language backgrounds. The English Literacy Program enables teachers who cannot speak English to use simple teaching techniques in their **mother tongue** and take their respective students from Complete English Illiteracy to a stage where they can Read, Write, Comprehend & Structure Grammatically correct sentences. We collaborate with teachers who are responsible for teaching English in a location where the children have little opportunity to improve their English capabilities.

The English Literacy Program has 4 learning levels:

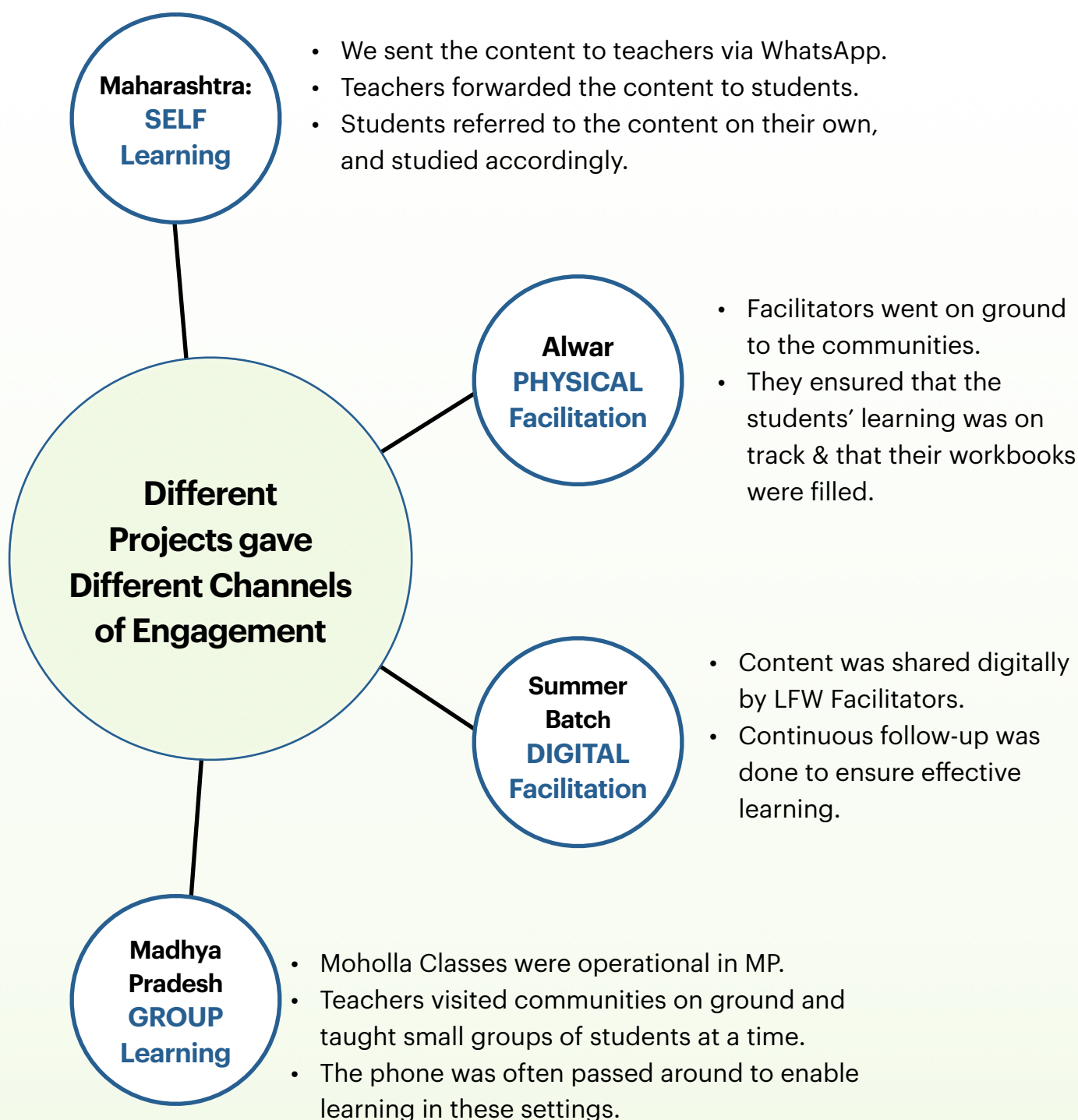
	Objective	Pre-condition
 Elementary Reading 	<ul style="list-style-type: none"> • To Read, Write & Spell any single syllable English word. • To develop a 550 words vocabulary. 	 Knowledge of alphabet.
 Elementary Comprehension 	<ul style="list-style-type: none"> • To comprehend & structure grammatically correct sentences made of single syllable words in simple tense forms. • To develop a 250 words vocabulary. 	 Should know to read simple English sentences.
 Advance Reading 	<ul style="list-style-type: none"> • To Read, Write & Spell almost any English word. • To develop a 750 words vocabulary. 	 Should know to read simple English sentences.
 Advance Comprehension 	<ul style="list-style-type: none"> • To comprehend & structure grammatically correct sentences made of any English word in any Tense • To develop a 350 words vocabulary 	 Should know to read simple English sentences.

The Model includes the following steps:



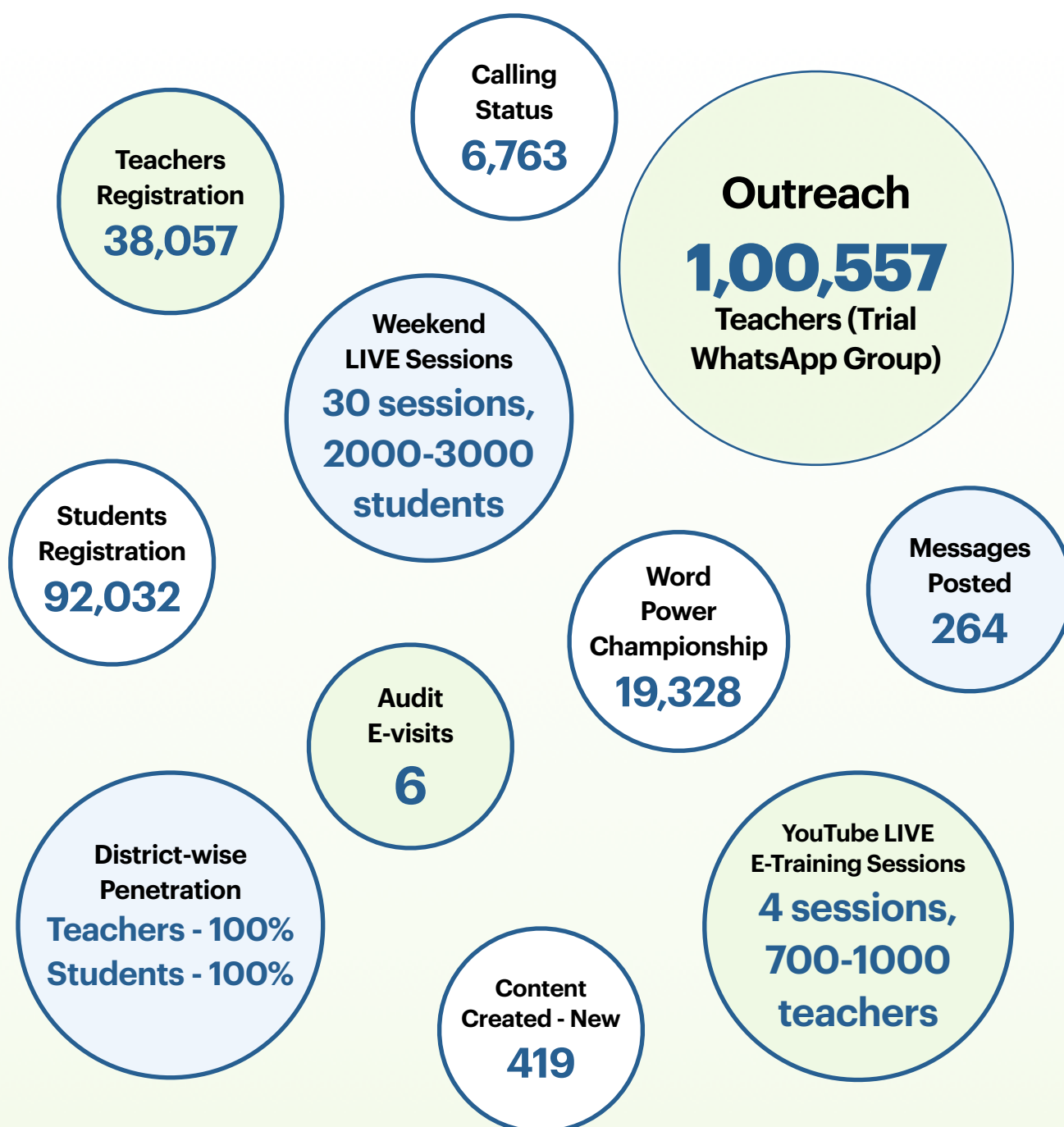
PROJECTS

In 20-21, LeapForWord had active projects in Maharashtra, Madhya Pradesh & Alwar. We also conducted special Summer Batches in Maharashtra & Madhya Pradesh. In Madhya Pradesh and Rajasthan, the State Education Department has signed an official MOU with the project donor (Marico Ltd.) approving the implementation of LeapForWord's English Literacy Program. In Maharashtra, we are working through a non-mandated, voluntary model.



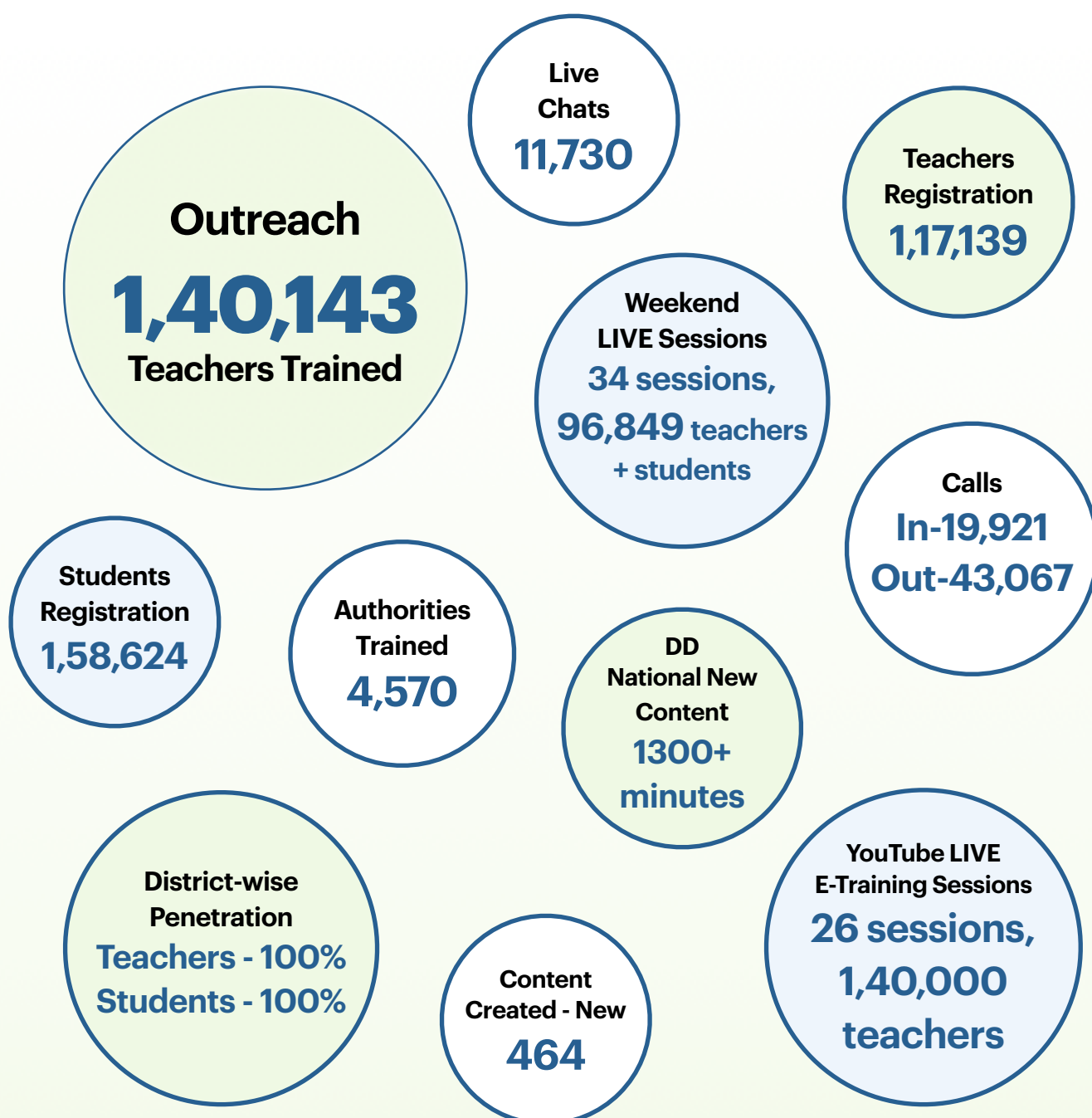
A. ENGLISH LITERATE MAHARASHTRA

The English Literate Maharashtra project has always followed a bottom-up approach where teachers who use our program and benefit from its use invite their fellow teachers to join us in the following year. What started from a single block, grew via word-of-mouth alone & scaled to each of the 408 blocks in the state by '20 - '21. In Maharashtra, every teacher who uses our content to teach English in the class does so out of own volition without any temptation of a reward, or fear of punishment.



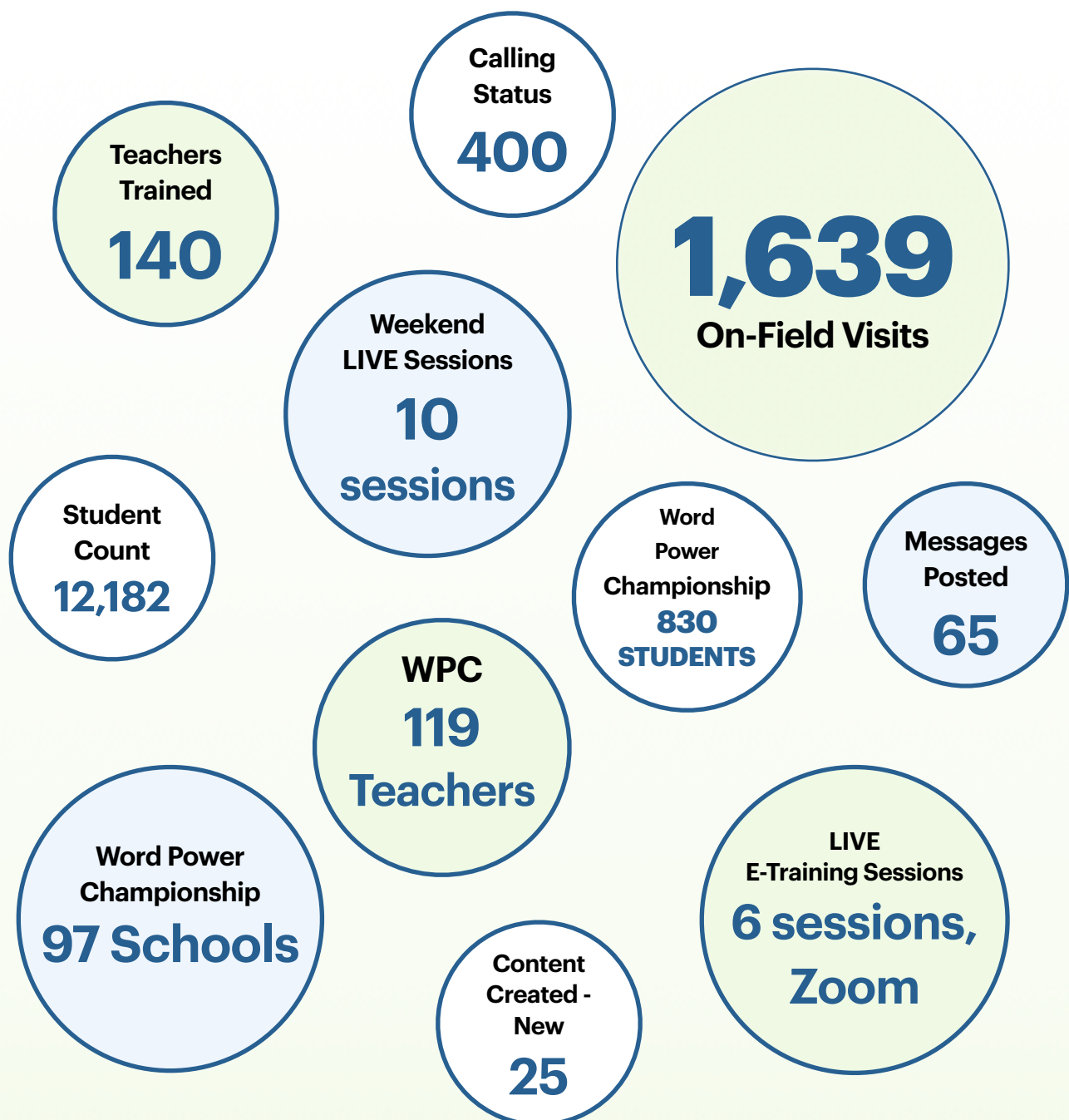
B. ENGLISH LITERATE MADHYA PRADESH

In Madhya Pradesh, LeapForWord's English Literacy Program is implemented across all government run Hindi medium schools (Grade 2-8) across 52 districts as part of a 3year MOU. The program is delivered by a mass scale training session conducted via YouTube followed by the engagement on the enterprise version of WhatsApp which gives us the precise data and insights that allow us to take data-based decisions. Data on consumption patterns allowed extensive pre-emptive calling to teachers thereby increasing the chances of them continuing with the program.



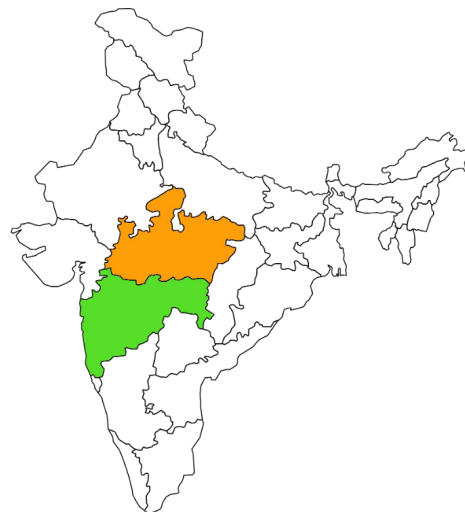
C. ENGLISH LITERATE ALWAR

In Rajasthan, the English Literacy Program is implemented across 97 government-run Hindi medium schools (grade 2 to 8) in Ramgarh and Kishangarh blocks of the Alwar district and one Mahatma Gandhi Model School in each of the following districts: Jaipur Sikar, Jhunjhunu, Alwar, and Dausa. This is a supervision and a workbook led model where our on-ground implementation partner (Ibtada) manages the day-to-day monitoring of the project by physically traveling to schools/Mohallas (during covid) and supervises the performance of each individual child.



D. SUMMER BATCH (MAY-JUNE)

In a year of pandemic, students lost the opportunity to learn in a classroom setting, wherein their teacher would have closely monitored their academic growth. So we, at LFW, created a fully structured 45 days summer program for Maharashtra & Madhya Pradesh, called Summer Batch 20-21. Our team shared the study material with the kids, who had access to smartphones, over WhatsApp. We rigorously monitored their learning process by encouraging them through competitions using quizzes and sharing their progress reports, similar to what their teachers would have done in the classroom. The program helped team members gain better insights on the challenges faced by teachers of regional language schools in an online learning environment.

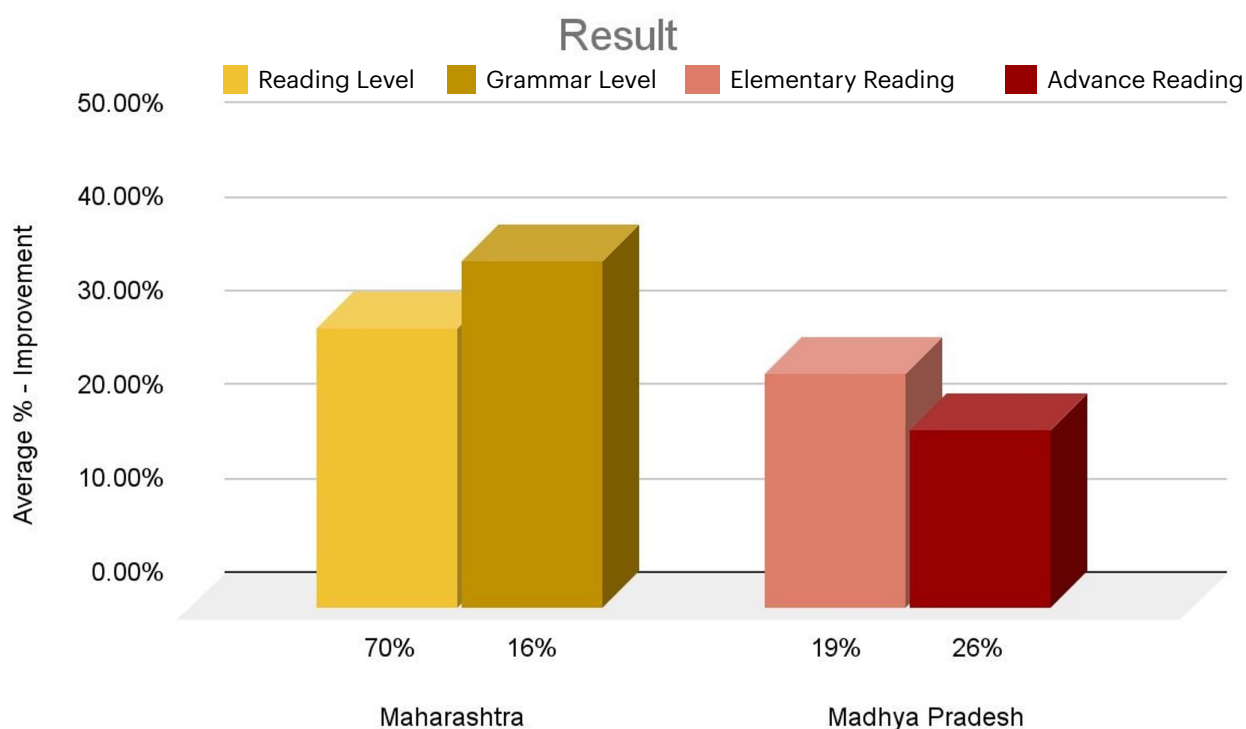


Student
Count - MH
455

Student
Count - MP
1,093

Activities conducted in the Summer Batch:

- ❖ Sunday Funday
- ❖ Video & Photo Contests
- ❖ Zoom Sessions



E. IMPACT EVALUATION

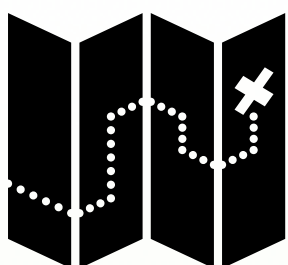
The collection of data for evaluation purposes this year has been slightly compromised due to absence of physical classrooms in this pandemic situation. Baseline tests that were conducted initially took place digitally in the presence of adults in the house, hence the data isn't 100% accurate as physical collection of data wasn't possible. Fairly credible data has been observed in the tests that were conducted orally later in the year.

Representation of value that we created this year can be seen below:



4. WORD POWER CHAMPIONSHIP

Word Power Championship is an annual event to celebrate the accomplishments of students who have participated in the English Literacy Program. This competition is announced at the year-end to pique the interest of the teachers and students and bring the year to a close on a positive note. WPC is the single largest English-related competition for regional language schools. This competition's sole purpose is to provide a platform for regional language schools to demonstrate their skill and increase their confidence. Competitions like these provide an opportunity for students to participate while also assisting them in gaining valuable experience for their future careers.



The Beginning **SHIRPUR, DHULE**

WPC started as a competition at village level in a small village called Shirpur in Dhule.

Word Power Championship **SHIRPUR 2014**



Phase 1 **MAVAL TALUKA, PUNE**

In 2019, this competition was announced at Taluka level in Maval, a taluka from Pune.

Word Power Championship **MAVAL, 2019**



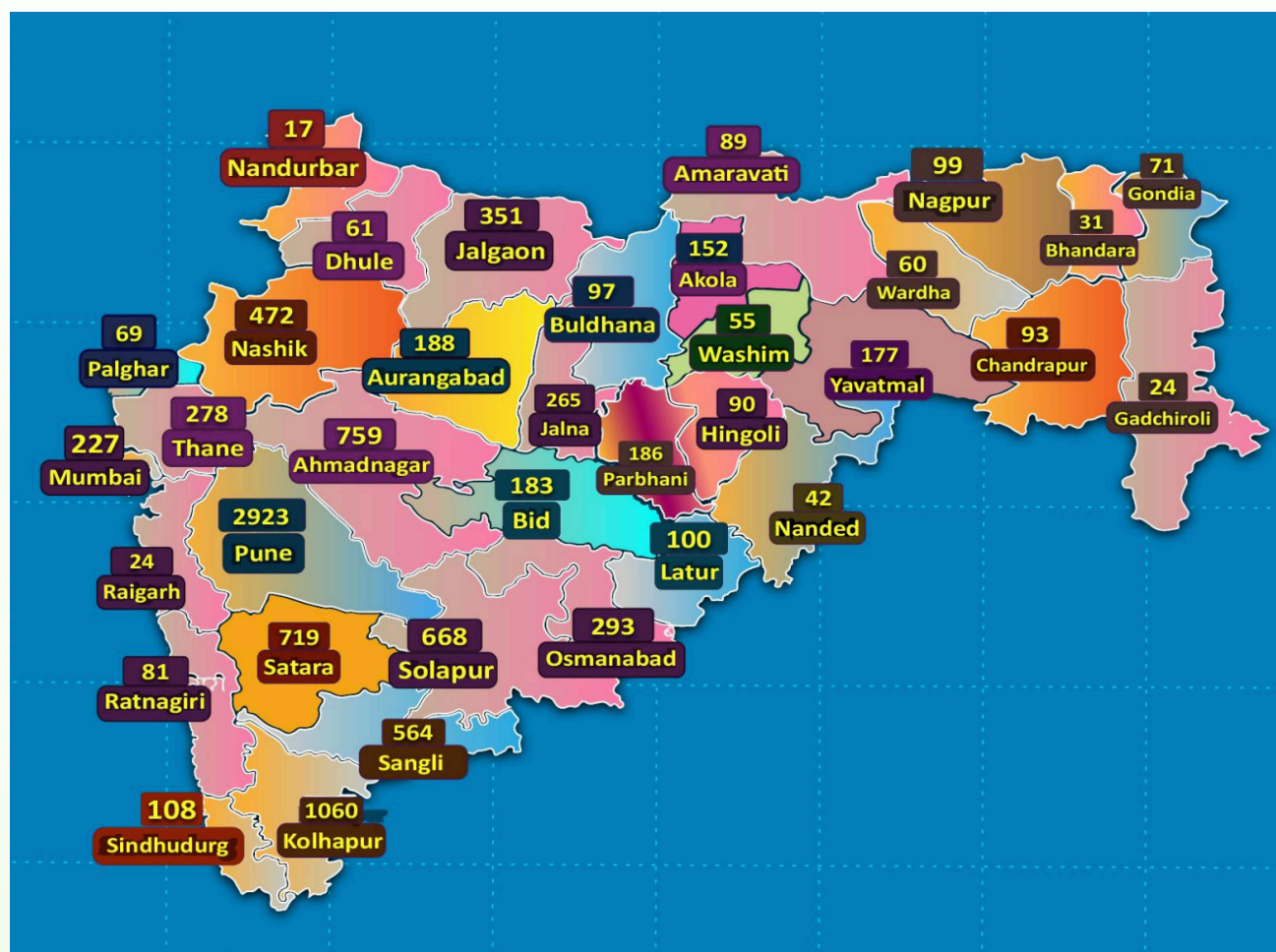
WPC in the backdrop of Covid

2021

This year being a little difficult for the teachers and students, we had planned to end the year on a high note, so that the teachers and students would feel reinvigorated before the academic year concluded. We believed WPC would be the perfect way to finish the academic year on a positive note. We figured this would be a wonderful time to announce this competition at a state level, where kids from all schools could come and compete against one other, as teachers and students were almost getting used to online methods of learning. We introduced this competition on March 20th, and received a lot of encouraging feedback.

Around 10,757 students from the state of Maharashtra registered for this competition. Students from every grade registered. Out of the total students who registered 53% students were from std 1st to 4th and 47% students were from std 5th to 10th.

Following is the map of Maharashtra showing number of students from each district:





Registration

STUDENT REWARD PORTAL

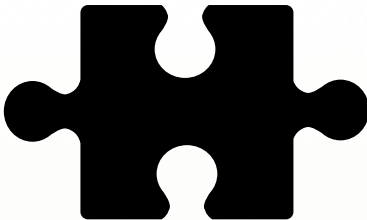
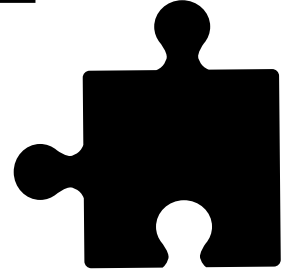
10,757 Students | 20th March to 31st March



Elimination

QUIZ PLATFORM

5,351 Students | 1st April to 7th April



Semi-Finals

QUIZ PLATFORM

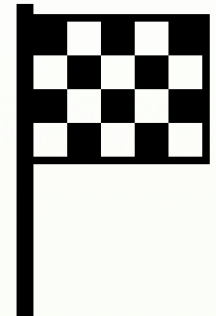
4,292 Students | 13th April to 17th April



Finals

ZOOM PLATFORM

60 Students | 26th April to 30th April



Award Ceremony

YOUTUBE LIVE

10 Students | 7th May

Even though this year looked difficult, the students and teachers both took tremendous efforts to get an experience of this competition. Students began practising extensively as soon as the competition was announced. In comparison to the rest of the academic year, we saw a growth in the number of quizzes completed during this time. When competitions are announced, it generates a distinct type of energy and excitement, motivating and pushing participants to challenge themselves beyond their limits.

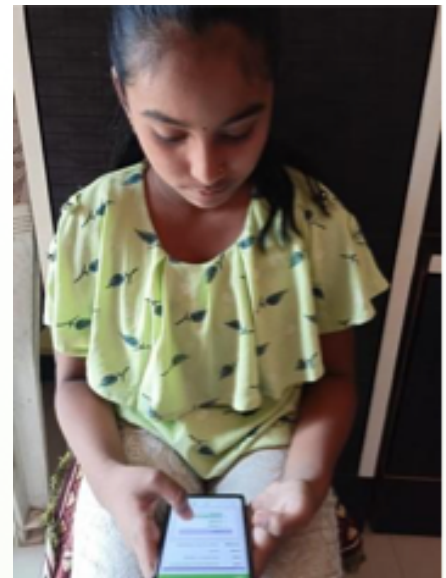
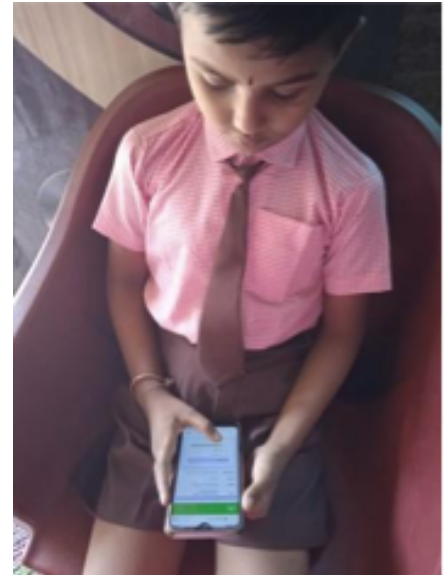
Papers:

(Clickable Links)

[WPC Elimination Round Paper \(2020-2021\)](#)

[WPC Semi-Final Round Paper \(2020-2021\)](#)

[WPC Final Round Paper \(2020-2021\)](#)



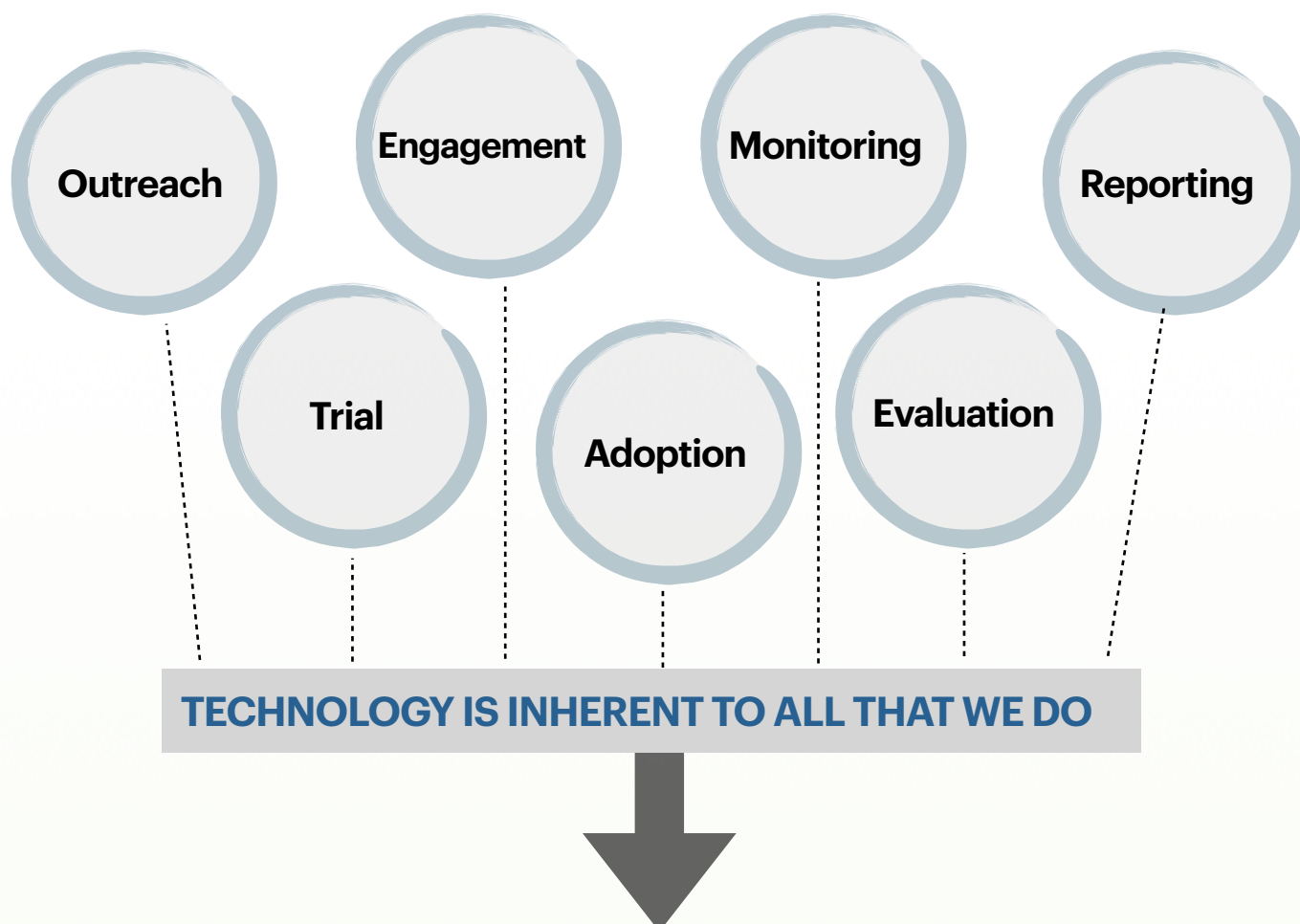
LFW PRESENTS

**WORD
POWER
CHAMPIONSHIP
2020-2021**

MAHARASHTRA

A large banner featuring a collage of student portraits. In the center is a circular logo with a red ribbon, containing the text 'Leap For Word', 'LFW', and 'WORD POWER CHAMPIONSHIP'. The banner is flanked by two golden laurel wreaths. The text 'LFW PRESENTS' is at the top, 'WORD POWER CHAMPIONSHIP 2020-2021' is in the middle, and 'MAHARASHTRA' is at the bottom in large, bold letters.

5. TECHNOLOGICAL DEVELOPMENTS



Content Management System *

- Content Management system will be the single repository of all the content at LFW.
- It first serves the team and later on the entire teacher community.
- Eventually, it will be a personal independent system for user to search, download & customize content as per requirement.

Data Sorter System *

- We aim to make it one of largest words and sentences repository ever & currently stand on a data base of One lakh sentences.
- Being developed such that anyone can contribute to it, thus enabling crowdsourcing of sentences in future.
- Segregation of Words & Sentences as per LFW's concepts as well as standard categories of Grammar.

Rewards & Recognition *

- A platform where Teacher's & Students can create their profiles & track their achievements based on the activities they perform on LFW's Platform.
- Help administrator to recognize best performing students and teachers & acknowledge it by appreciating their efforts.

Robotic Process Automation

- RPA offers enhanced services to processes which have a high probability of human errors.
- Will be used to do a posting on 1700 WhatsApp groups in one day.
- More accurate Data Entry with no down-time or training time.
- Easy to scale with faster implementation & increased productivity.

Tasks Management System

- Portal for assigning & monitoring important but low / special skill activities e.g. calling, data entry, proof-reading, sentence creation, video editing.
- Will enable efficient monitoring of outsourced jobs in an organized & systematic manner.

Tests Portal *

- A World class system which will help admins to create assignments for their students & generate different data points to evaluate their progress.
- The portal will host & manage multiple types of assessments at the same time.

Universal Analysis Templates *

- Universal Template for Base-line tests, End-line tests & Unit tests.
- Will help in analysis factoring in geographies, no. of capabilities, rankings, range %, data entry, etc.

WhatsApp 1-on-1

- A "PULL" system wherein teachers are not required to comply with any schedule. They can demand content at a pace of their liking.
- Teachers can access all the content types including Concept videos, How to Teach videos, Book Snapshots, Crosswords, Quizzes & Tests, at their will.

* → Developed In-House | Low Cost

6. INITIATIVES

Remote Precision Monitoring

We created a tracking tool to make effective use of data to precision guide the on-filed supervision team. Data collected through social media, IVR & in-person telephone calls directs the on-filed supervisors to visit classrooms in most need and recommends the exact students who need to be tested. The on-field data is then compared with the remotely collected data to measure the variance and preempt the project's possible shortfall from the expected number.

Mass Training in MP

After completion of Authority Orientation, through a combination of Zoom & YouTube, we managed to conduct LIVE E-trainings in 26 sessions across Madhya Pradesh, with a participation of over 1,40,000 teachers in just 6 weeks! Out of the English Literacy Program's four learning levels, this training was specifically for the Elementary Reading learning level.

1 Lakh Sentences

On our Data Sorter System, which is built in-house, we have managed to create a database of over 1 Lakh Sentences and Words! On this platform, words and sentences are segregated as per LFW's concepts as well as standard categories of Grammar. We aim to make this one of the largest repository of words and sentences in the world, and plan on incorporating crowdsourcing of sentences in the future.

Intensive Calling

Calling for Monitoring & Teacher Support purposes took a major flight this year. In Madhya Pradesh alone, Incoming Calls received were 19,921 whereas Outgoing Calls were at a whopping 43,067. Based on analyses of reward points and hence teacher's response to our CTAs, teachers were tracked, categorised (First time, Loyal, Dropout, Restart, Irregular) & then called to understand the reasons for their actions. Their inputs then became the feedback for improving different elements of the program.

Authority Reporting

All relevant Authorities are kept in the loop by means of regular reporting. Specific information about the consumption statistics is analysed and subsequent reports are sent every 2 weeks. Rank-lists are created Block-wise & Taluka-wise to pre-empt the success of the English Literacy Program based on monitoring data regarding content consumption including Quizzes & Unit Tests.

3rd Party Evaluation

This evaluation was done on LeapForWord students by two 3rd party agencies to establish credibility. The first was hired by our donor Marico to evaluate Mid-line assessment in Alwar, Rajasthan. The other agency evaluated Base-line & End-line assessments in Madhya Pradesh. More than 3400 oral interviews for students were conducted for the same.

LIVE Sessions

Live sessions were offered in MP during Moholla Classes, to enable live teaching of the English Literacy Program's content to groups of 5-6 students using the teacher's phone. In Maharashtra, we organised 34 Weekend LIVE Sessions based on non-ELP content which impacted a total of 96,849 teachers & students. On Saturdays, Audio-Visuals were shared with the younger grades to improve their Vocabulary and on Sundays, articles from the Times Of India were read out to improve the higher grade children's Reading & Pronunciation.

DD-MP

After a highly collaborative effort by the entire team, we created 1300 minutes of video content in under 2 months. From the script writing to the the video animations, everything was done in-house. Our content was telecasted on DD National daily for 50 weekdays - 20 days * 20 mins of Reading content, and 30 days * 30 mins of Comprehension & Communication. There was a rerun of this entire program on DD National which meant our 1300 mins of content was telecasted twice.³

7. LEARNINGS FROM '20-'21

Infrastructure:

Device access rather than device availability seems to be the bigger issue. Majority of homes do have an internet enabled phone however the phone is not available to the child when s/he wants to study. The phone is usually with the working man who is not present throughout the day.

The first phase of lockdown showed a relative spike in children's online consumption as the phone stayed inside the house throughout the day.

However, an additional device in the house is not the only thing that matters, what's important is competition for that device. If there are more than 1 school going children in the house, then the oldest child seems to get the preference.

Teaching Online:

Teaching online is an altogether different ball game. It is incorrect to assume that anyone who has had classroom teaching experience can seamlessly move into the online world.

- WhatsApp needs to be complemented with follow-up (telephonic/ peer group meetings etc.) to deliver meaningful student learning outcomes. By itself WA is just a distribution channel.

In absence of the knowledge about appropriate online teaching methods, many teachers reduced their efforts only to posting the content.

Heroism was about being in the field, online facilitation was not considered "real teaching" and hence lacked pride.

Many teachers were fairly confident that schools would reopen and hence the early months were spent in only being operational rather than being effective. This uncertainty added to the inertia that stemmed from being technologically non-savvy/ laggards caused procrastination of adopting online teaching methods.

Customer Behaviour:

TEACHER

- Teacher continued to be last mile in this year too. Hence they controlled what reached the children. Data clutter resulting from being present on numerous WhatsApp groups meant that teachers did not necessarily forward ALL the content or at set times. Other factors that contributed to this behaviour was uncertainty in the early months and fatigue in the later months.
- Since teaching was compromised due to the many challenges, teaching efforts were limited primarily to “revision” (to retain last year’s learning) instead of teaching new content. Since teaching in the traditional sense was no longer possible, only subjects which supposedly need minimum explanation were focussed upon (i.e. kids even with access to phones got much lesser inputs than in a regular year) .
- Maximum data consumption happened during Mohalla class* hours suggesting that teachers rarely engaged with the online content outside of teaching hours. A recorded session hosted by a facilitator (different from the trainer) even though NOT LIVE is received better by the teachers. There needs to be a FACE to the video when it is played.
- Not all teacher registrations (i.e. joining a platform/ service) were thought-through decisions rather most teachers merely clicked on the “Join Us” links received on WhatsApp and then soon after either dropped out or stopped engaging.
- Despite the WhatsApp clutter, user was likely to read the message if the message came from someone familiar however this familiarity did not lead to any engagement. Messages (content) pushed down because of the constant barrage of incoming messages either remained unread or were left without action because of their becoming obsolete.
- Mandated trainings attract healthy participation from teachers.
 - For mandated trainings teachers are keen on getting a Certificate of participation. This acts as a proof that they attended the session.
 - If the purpose of training is exposure to certain techniques/ content etc then teachers are likely to “judge” the program based on their preliminary evaluation.

*Community classes were operational in MP where teachers had to visit the students in their communities and service few students at a time.

PARENT

- Parents weren't too worried about very young kids missing out on learning (grade 1/2). Rather they had very logical reasons to not give the phone to their younger kids - cannot leave him unattended with the phone, doesn't sit in 1 place, small screen affects eyesight etc.
- Mothers stepped up with respect to the child's education & so did the older sibling.
 - An additional device if present was always with the older sibling. S/he would make it a point to not only share the younger siblings' content but also explain if needed. Many times s/he solved the quiz first before sharing ☺
- Teachers recommendation continued to count even if the parent was approached directly i.e. parents consulted kids' teacher before making any decision (buying a book, enrolling for a program or downloading an app).
- Adolescent girls were not given phones due to fear of them getting exposed to inappropriate content.
- WhatsApp numbers constantly change and the reason for it could be attractive offers from competing telecom service providers on new sign-up.

STUDENT

- In absence of a full-time teacher when the child is supposed to learn alone using technology, novelty plays a critical role in getting started however once monotony sets in interest begins to fade.
 - Facilitation/ follow-up is the key to keep kids engaged in online study.
 - Content needs to have an element of continuing excitement & eagerness.
- Older grade kids (8/9/10) seem to be comfortable with accessing learning material alone without teacher or parental supervision.
- Tangible awards (need not necessarily be expensive) can play an important part in encouraging continuity.
- Amongst kids who start engaging with the program, FOMO* seems to play an important role in continuing with the engagement.

*Fear Of Missing Out. When a child does not see his name on a list that should have his name, s/he is likely to take positive action to change the status.

Costs:

Data cost is a critical inhibitor. Typical recharge plans are of a monthly nature but of daily fixed data limit e.g. Rs. 150 per month for 1GB daily unit. Moment the 1GB is exhausted, content access stops for the day. This is true for teachers as well as students.

- High quality videos (720p) will consume >1GB in 1 hour of video viewing which means video concepts unless really small will not leave enough bandwidth for practice/ quiz solving etc.

Jio Phones are widely used however the phone is not compatible with all the multimedia that play perfectly well on other phones.

YouTube & Apps:

YouTube being a Google app is present on all android phones and hence is the most popular video sharing platform. Since it's built for entertainment it does not make for an ideal learning platform.

- Quiz links in the description are not necessarily clicked upon.
- Unless the video is in a playlist, chances of watching another related concept video are almost nil.

Outside of the meeting apps viz. Zoom, GoogleMeet & Government mandated apps (e.g Diskha), not many apps were heard to be installed by the teachers or parents (As mentioned in the earlier data point, since parents are influenced by teachers, if teachers aren't using they are unlikely to promote either).

Online learning in the public education space has largely happened on WhatsApp and not on any specific learning platform.

8. CHALLENGES FORESEEN

Continuing digital divide - Lack of access to phones.

Uncertainty around re-opening of Schools.

Barriers for direct communication with Students
instead of through Teachers.

Possibility of current methods becoming inadequate
due to extended in-access to physical classrooms.

9. NEXT YEAR'S PLANS

- Entry into **South India** for the first time via states like Tamil Nadu & Andhra Pradesh.
- Plans of expansion into **Hindi States** such as Chhattisgarh, Uttar Pradesh, etc.
- Addition of a new outreach channel - **NGOs**, to target a new set of teachers.
- Possibility of re-entering **Gujarat** after a gap of 1 year, at a bigger scale.
- **WA Enterprise** - Further enhancements | More features | One Stop Solution
- **Centralised Support Function** to aid projects via various departments such as -
Monitoring | Engagement | Content Development | Marketing | Technology | Media
- Plans of execution of new projects in - **10 States** | **6 Languages**
- Organisation of an **Inter-State Word Power Championship** for WPC's fourth year.
- Addition of **Certification** element to Training, to add a verification component.
- **Technological enhancements** across all our platforms to increase efficiency.
- Building on DD-MP - Intro of an **E-Program** on platforms like Coursera, Udemy etc.
- **Crowdsourcing of Sentences** into our Data Sorter System, built in-house.
- Development of a special **Reading Program** covering a library of 200-250 books.
- Exploration of new arenas for **Corporate Volunteering** with interesting projects.

