Social Impact Assessment
Report – 2023-24

Our Vision

To build cohesive , inclusive and resilient communities where everyone, especially the marginalized communities, can access and benefit from knowledge, resources and opportunities necessary to shape their own dignified lives and fulfilling futures.

Our Mission

READ facilitates the creation of self sustaining and community - led knowledge centres that serve as foundational platforms for fulfilling social and economic well-being of economies.

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From the Social Auditor's desk

On the outset of this report, we at Solvera, sincerely thank READ India, for giving us this opportunity to assess the impact of the entire body of work being carried through the organization of vivid history, vast outreach and immense credibility in the social landscape of India. Drawing from the discussions and mandate discussed with Senior Management of READ India, Solvera through its registered Social Auditor, Amit Rai, undertook the assignment to conduct the Social Impact Assessment (SIA) of the selected READ Community Library and Resource Centres, leaning on the SDGs being addressed through portfolio of interventions carried out at the respective centres.

Further, to the pivot of SDG's, the SIA would also hinge upon the Social Accountability Standards (SAS) to lend it a legitimacy as per the SAS framework instituted by ICAI.

Before we move forward, for the audience of this report, I would like to define a Social Impact Report as per the guiding statutes of ISAI-

"SIA is a process of analysing, monitoring and managing social change in a society as a result of organisation's social interventions."

In order to keep the defined essence of a SIA as core principle for setting up the approach to conduct the SIA, following are the steps for as per the guiding statutes of ISAI-

- Setting objectives (defining the scope of impact analysis, the level and the desired social change to be achieved).
- Analysing stakeholders (identifying potential stakeholders which need to be involved to these processes).
- Measuring (setting relevant parameters by which SE will plan its intervention, and how the activity achieves the outcomes and impacts identifying measurement tools; measuring the targeted outcomes and impact.
- Verifying and valuing Impact (verifying that the logical implications are strong enough Monitoring and reporting (integrating this information info the management system and reporting data to relevant stakeholders).

The objective of the report is to help the stakeholders of the organisation-

- Understanding, whether projects are being conducted effectively; and require any modifications in project activities.
- Understanding, whether the social intervention is resulting in any change amongst the target group and communities at large.
- Helping the organisation use the SIA report as evidence to advocate their inventions and secure future funding.
- Giving a view to donors/ investors of timely and effective achievement of predetermined targets.
- Helping the management as well as other stakeholders to regularly monitor and ensure that the implementing team is adhering to stipulated timelines and budgets.
- Enabling organisations to collect data that track successes and failures and helps to build strong data management systems to understand trends and track long term impact.

The following report has been broadly classified into 3 sections-

A). Strategic Intent and Planning.   B). Approach   C). Impact Scorecard

A) Strategic Intent and Planning.

This section is building block of setting objectives of the intervention, defining targeted impact and also analysing the stakeholders involved in the process. It helps the audience of report to understand the social or environmental challenge the organization is addressing.

It further helps identifying and clearly drafting

1. The Problem Statement & Challenge.

2. Its extent, causes and consequences- Reflecting on the scale of the problem and consequences if not addressed, in alignment with the impacted SDG's.

3. The part of the problem statement the organization and the instrument are trying to address and in detail explanation.

4. In this section the focus is also on assessing the planning of organization to attend to the challenge or attending to the challenge.

5. Once Intent and planning is defined the section further covers the explanation on change that is intended for the targeted beneficiary or target group.

6. It further expands to the target segment to the organization's internal definition of "target segments" it seeks to serve, usually along one or more of the three dimensions namely, namely Income, Geography or Thematic issue (gender, caste, community that places the target segment at a disadvantage that has economic and non-economic consequences).

7. Thereafter in culminates at the point that defines the intended outcomes of the solution/program, exhibiting through Theory of change / logic model framework (defining input, output(s), and outcome) for the solution proposed.

B) Approach

1. Establishing the baseline status through situation analysis or context description at the start of the project/program. In absence of baseline study, a detailed situation analysis to is mentioned.

2. Describing the solution implementation plan and the measures taken for sustainability of program outcomes.

3. Mention of Detailed implementation plan capturing all the essential activities.

4. Exhibiting the past performance trend, for the on-going project/program explanation of key past performance trends and for proposed project/program with a supporting narrative explaining the experience of similar programs in similar situations.

5. Identifying the Measures undertaken for Sustainability of planned Outcomes and considerations of including Stakeholder feedback.

C) Impact Scorecard

1. Establishing the metrics monitored and exhibiting the trend.

2. The trend in performance is explained through the trend of the data across the output, outcome and impact metrics that are established by the organization.

3. The metrics capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This shall help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution.

4. The detailed information on planned activities that have been accomplished in the reporting period.

5. The highlights or achievements in the reporting period with a mention of key highlights, achievements, challenges and/or disappointments faced during the reporting period.

6. Beneficiary / Stakeholder validation as utmost necessary information to capture the perspective of stakeholders for the program to draw a holistic picture of impact/change that has been achieved by the program.

The following report aims to evaluate the social performance and community impact of READ India in alignment with SDG's and National priorities through comprehensive assessment in line with guiding statutes of ISAI, along with actionable recommendations.

Social Auditor

Mr. Amit Rai

Membership Number :- ISAI/SA-397

Executive Summary

Over the past two decades, READ India has significantly impacted marginalized communities, with tested READ Model of Education, Enterprise and Community Development in Nepal and replicated in India and Bhutan. READ India, registered as a Trust in India, since 2007 has been replicating this Community driven model with Community First approach has been a successful model for holistic development with strong community participation, community management and community ownership. These Community Library and Resource Centres (READ Centres) serve as vehicles for social and economic transformation. Through its core social interventions, READ India has reached over half a million beneficiaries across more than 250 rural villages in India, by inculcating the habit of visiting the Library, reading a book and commitment to continuation of higher education by the children, youth and even young women; organising skilling programmes by designing the training module envisioning the need in the present and future employability and micro-enterprises.

Under the guidance of Dr. Geeta Malhotra, SOLVERA Consulting conducted a Social Impact Assessment (SIA) for Social Interventions carried out at Community Library and Resource Centres aligning the Sustainable Development Goals with Key programmes on Education, Skilling, Community Development, Sanitation & Environment by establishing four Community Library & Resource Centers, making IT rooms in zilla parishad schools, tree plantation and rain-water harvesting programmes in and around MIDC Aurangabad. Additionally, the SIA incorporates Social Accountability Standards (SAS) to lend legitimacy as per the SAS framework instituted by ISAI.

Over the past two decades, READ India has significantly impacted marginalized communities, particularly in women's empowerment, through its Community Library and Resource Centres (READ Centres). These centres serve as vehicles for social and economic transformation. Through its core social interventions, READ India has reached over half a million beneficiaries across more than 250 rural villages in India. In the evolving social sector, multiple formats exist to demonstrate the impact of social interventions carried out by social enterprises.

The scope of intervention for this Social Impact Assessment was classified into Key Areas of Livelihood Skill Training named- "Kaushalta se Safalta"

The Government is committed to raising the living standards of its citizens and ensuring inclusive growth for all – **"Sabka Saath Sabka Vikas aur Sabka Vishwas"**. For this the Government has identified aspirational districts that require collaborative efforts for overall development. The Aspirational Districts Programme essentially is aimed at localizing Sustainable Development Goals, leading to the progress of the Nation.

READ India focus is on training the young girls and women in the age group 16-35 on Livelihood and Technology skills as these sectors have a scope of new opportunities for self-employability and government-linked support for setting up their Micro-enterprise in selected villages in aspirational district **Baran–Rajasthan & Mohammadpur Ahir (Mewat) Haryana**

The Social Impact Report, based on Dr. Malhotra's recommendations, encompasses the Sustainable Development Goals (SDGs) addressed through interventions at the respective centres over their relevant periods. Additionally, the SIA incorporates Social Accountability Standards (SAS) to lend legitimacy as per the SAS framework instituted by ISAI.

Objectives and Alignment with SDGs:

READ India through its Community Library and Resource Centers addresses the challenge of providing equitable access to information and resources. Primary factor for development in any community is level of education and quality of educational services available to the students for their better prospects. READ India through its CLRC platform facilitates equitable opportunities and enables community to play more decisive roles for their self-development in alignment with SDGs.

SDG 5: Gender Equality & SDG 10: Reducing Inequalities

Skilling programmes are selected in conversation with the women to fill in the gaps they are facing in empowering and enabling them to earn a decent and respectful living apart from their responsibilities at homes and in the farms to which they are committed to their families. Women are encouraged to join the bouquet of skilling programmes being organised at these READ Centers and certified after completion of these courses. Their families acknowledge their enhanced potential of earning and support them to either look for a suitable job or start their own micro-enterprise at home or in the village itself. Life skills and leaderships skills are provided from the Head Office on a regular basis for two main reasons, one to be in touch directly with the stakeholders, know their day to day challenges and enable them to develop the clarity confidence and courage to handle these and grow.

SDG 8 - Decent work and Economic Growth

Livelihood skills programs that could provide women with training in various vocational skills such as stitching & sewing, technology skills, Community Health Workers, Teachers Training, Handicrafts and Food Processing enabling them to generate income, support their families, and gain greater autonomy. Life skills training programs addressing lack of essential skills needed to navigate various aspects of life effectively.

The study was done with the following methodology in view:

Livelihood skills programs that could provide women with training in various vocational skills such as stitching & sewing, technology skills, Community Health Workers, Teachers Training, Handicrafts and Food Processing enabling them to generate income, support their families, and gain greater autonomy. Life skills training programs addressing lack of essential skills needed to navigate various aspects of life effectively.

The study was done with the following methodology in view:

Approach	Objective	Methods to be adopted
Qualitative	Social impact nature is qualitative, thus qualitative research helps to reveal the broader and in-depth effect of social mission.	Theory of change, Structured Questionnaires & Interviews, Focus group discussion & Observation
Quantitative	Analysis of large numerical data	Statistical data analysis

In alignment with SDGs, programs were designed & conducted in a manner to ensure that every single beneficiary came out with higher self-confidence, self-esteem, personal growth and resilience.

The CLRC model of READ India enhances access to information, promote literacy, lifelong learning, and intellectual growth within communities. It supports formal education by providing resources to students and educators, fostering informal learning through workshops on technology, finance & health, enriching community life and fostering a sense of belonging by connecting with each other.

- Assessments show that READ India centres offer safe spaces for community meetings, study groups, and social activities, strengthening social cohesion. In a digital age, the CLRC model bridges the digital divide by providing access to computers, internet, and digital literacy programs, ensuring equal opportunities for all community members to engage in the digital economy and access to online resources.

- A significant number of stakeholders are enabled and empowered to participate in skill-based training facilitated by the READ Centers and have been profoundly transformative. Consistency in handholding by the senior managers and officers both at the Head Office and at the READ Centers level enhances their commitment to learn effectively and progress in their own way in their career and life building with a sense of optimism.

- Health awareness interventions at these centres lead to improved health outcomes, increased productivity, reduced healthcare costs, and better quality of life.

- In alignment with SDGs, programs were designed & conducted in a manner to ensure that every single beneficiary came out with higher self-confidence, self-esteem, personal growth and resilience.

Assessed Outcomes & Impact:

- A significant portion of young girls and women have been enabled and empowered to access income generation opportunities subsequent to participating in skill-based training facilitated by the READ Center. The impact of skill-based training has been profoundly transformative. Continuous engagement and encouragement from senior management have infused a sense of optimism within rural communities, inspiring them to transcend conventional limitations and realize their fullest potential.

- Each intervention empowered individuals and build the capacity of individuals and communities to address their own needs and challenges.

- Collectively, these interventions contributed to building resilient and sustainable communities by addressing social, economic, and health-related challenges holistically, and by promoting long-term solutions and community ownership of development processes.

Recommendations:

- READ India aims to create lasting impact through its interventions by transforming READ Community Library & Resource Centers into vocational training centers. This integrates education and livelihood, providing higher education and technical skills for suitable jobs.

- The impact could be further enhanced by encouraging the women to make their own SHGs and work together on some micro-enterprise with mutual consent. Individuals are also encouraged to initiate their own micro-enterprises with their family support.

- Improving the data analysis skills of the READ India team will enhance data collection quality and allow for more effective program design based on analytical insights. Additionally, utilizing social media to share transformation stories can expand outreach and inspire social and economic networks.

Conclusion:

The skills training programs equip individuals with practical skills and knowledge necessary for employment and entrepreneurship, empowering women to enhance their economic prospects and financial stability. These programs contribute to poverty alleviation by creating avenues for income generation and self-sufficiency, strengthening local economies through a skilled workforce, and promoting innovation and productivity.

Problem Statement

Women in marginalized communities still do not have access to resources/ opportunities for their growth and development so that they can come out of social suppression and male dominance.

(A) Strategic Intent and Planning

READ India as an organization is creating opportunities at their doorstep and enabling the marginalized communities to understand their respective roles in the existing social fabric. Through its social interventions it enables and empowers them to grow in realms of socio economic and holistic parameters.

READ India identifies beneficiaries for its social intervention programs after careful consideration of various parameters to ensure effective targeting and equitable distribution of resources. Some common parameters included in the Feasibility and Baseline analysis are as following:

1. **Socioeconomic status:** Assessing income levels, employment status, and access to basic amenities to target thosemost in need.

2. **Vulnerability:** Identifying vulnerable groups such as the elderly, children, persons with disabilities, and marginalized communities who may require special attention and support.

3. **Geographic location:** Prioritizing areas with high poverty rates, remote regions, or those affected by natural disasters or conflict for intervention.

4. **Household composition:** Considering the size and composition of households, including single-parent families, to determine their level of need.

5. **Education and literacy levels:** Assessing educational attainment and literacy rates to gauge the level of empowerment and potential for socioeconomic advancement.

6. **Health status:** Considering factors such as access to healthcare, prevalence of chronic illnesses, and nutritional status to address health-related needs.

7. **Social inclusion:** Ensuring representation and inclusion of minority groups, indigenous communities, and othermarginalized populations in the beneficiary selection process.

8. **Past program participation:** Reviewing past participation in social intervention programs to avoid duplication of benefits and ensure effective targeting of new initiatives.

9. **Community consultation:** Engaging local communities and stakeholders to gather insights, identify priorities, and ensure culturally appropriate interventions.

10. **Gender considerations:** Addressing gender disparities by considering the specific needs and challenges faced by women, girls, men, and boys in beneficiary selection and program design.

Villages will be selected based on demographic data such as village population, economic status of the families, need will be assessed on access of educational, health and technology-based services.

Social Challenge that READ India is addressing

- READ India through its community libraries address a challenge of providing equitable access to information and resources. The communities in rural parts of India are caught between aspirations of changing world but lack the accessible resources within their reach.

- Primary factor for development in any community is level of education and quality of educational services available to the students for their better future prospects. In line with the IFLA Manifesto READ promotes fostering of peace and EAD through its social interventions thrusts civic engagement to keep the community informed and aware of localinformation and knowledge needs for improving their quality of life.

- In many areas, there are disparities in access to books, educational materials, and technology, especially for those from lower-income backgrounds or marginalized communities. READ India CLRC's offer a free space where people of all ages and backgrounds can access books, computers, internet, and otherresources, helping bridge the education and digital divide and promoting lifelong learning.

- A social challenge that READ India, addresses for creating right opportunities at the right time for right people have life-cycle approach helps in addressing various gaps and realising Sustainable Development Goals (SDGs) on the ground. READ India believes that working for women help in bringing the status of family high onalmost all parameters, literacy, education, skills for employability or micro enterprises for youth andwomen themselves and engagement with the community helps in involving men to support theirfamilies in all aspects resulting in holistic development.

- Many women face barriers to access middle or higher education and formal employment opportunities, which can limit their social and economic independence and contribute to gender inequality. Livelihood skills programs provide women with training on various vocational skills such as sewing, handicrafts, agriculture, and entrepreneurship, enabling them to generate income, support their families, and gain greater autonomy.

- **Women Empowerment:** By equipping women with marketable skills and resources, these programs catalyse the thoughts to break the cycle of poverty and empower women to actively participate in economic activities, thus promoting their social and economic well-being.

- **Basic Health Awareness Initiatives:** Many communities, especially in low-resource settings, face barriers to accessing healthcare services and may lack knowledge about basic health practices. These initiatives aim to educate individuals and communities about topics such as hygiene, nutrition, disease prevention, adolescent health and the importance of seeking medical care when needed. By raising awareness and promoting healthy behaviours, these initiatives empower individuals to take control of their health, prevent illnesses, and improve overall well - being. Additionally, basic health awareness can contribute to reducing the burden on the family savings or bringing the family on debt by preventing avoidable diseases and promoting early detection and treatment of health conditions.

- **Life Skills:** A social challenge that life skills training programs of READ India addresses is the lack of essential skills needed to navigate various aspects of life effectively. Many individuals, particularly those from disadvantaged backgrounds or marginalized communities, may lack critical life skills such as communication, decision-making, problem-solving, and interpersonal skills. This deficiency can hinder their ability to succeed in education, employment, relationships, and overall well-being. Life skills training programs aim to empower individuals with the knowledge and abilities to manage daily challenges, make informed decisions, set and achieve goals, cope with stress, and build healthy relationships. By equipping individuals with these essential life skills, such programs enhance their resilience, confidence, and ability to thrive in diverse environments, ultimately contributing to their personal development and societal integration. In process empower them to think through good and bad by changing their mind-sets with impacting social interventions.
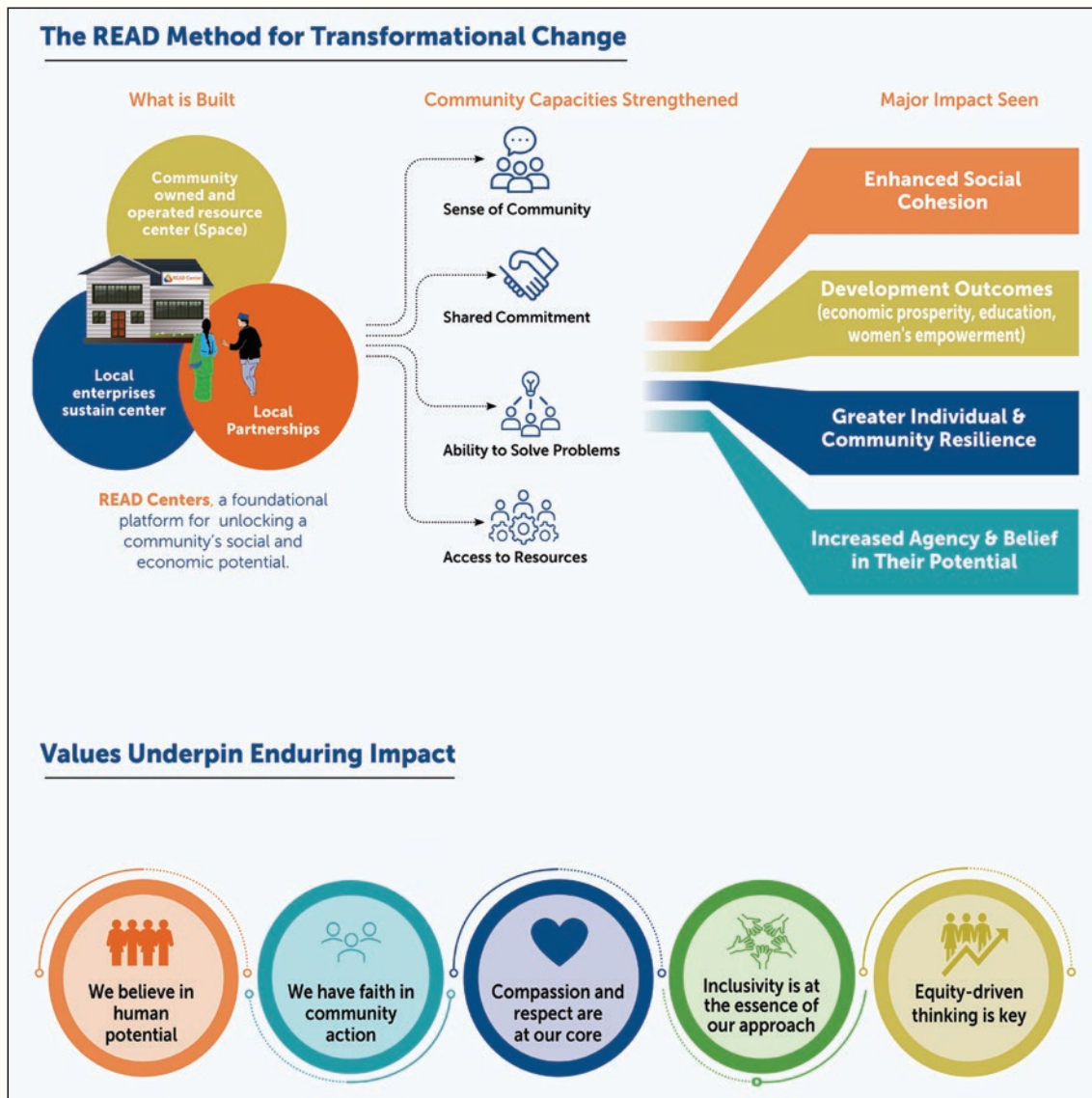

Major focus on training beneficiaries on Livelihood skills and Technology as these sector have a scope of new opportunities for self-employability and government linked support for setting up in their Micro Enterprise in selected villages in aspirational districts of Baran – Rajasthan and Mohammadpur Ahir – Mewat, Haryana.

READ Model for realising the SDGs on the ground

READ facilitates the creation of self-sustaining and community-led Library and Resource Centers that serve as a foundational platform for unlocking a community's social and economic potential.

The READ Method for Transformational Change

What is Built

Community owned and operated resource center (Space)

Local enterprises sustain center

Local Partnerships

READ Centers, a foundational platform for unlocking a community's social and economic potential.

Community Capacities Strengthened

Sense of Community

Shared Commitment

Ability to Solve Problems

Access to Resources

Major Impact Seen

Enhanced Social Cohesion

Development Outcomes (economic prosperity, education, women's empowerment)

Greater Individual & Community Resilience

Increased Agency & Belief in Their Potential

Values Underpin Enduring Impact

We believe in human potential

We have faith in community action

Compassion and respect are at our core

Inclusivity is at the essence of our approach

Equity-driven thinking is key

Essential Elements of the READ Model

1. Ability to embody READ values in their operations and partnership with community leaders
2. Community-designed, enduring quality public space
3. Community leadership and management of the READ Center
4. To enable the local team to have funding plans to ensure sustained center operations.
5. Inclusive community engagement practices led by community leadership and the team.
6. Network of local partnerships
7. Needs-based and learning-oriented resources for all community members
8. Formal training & peer-to-peer learning opportunities (facilitated by both the community and the READ team)

Through the Community Learning and Resource Centre, READ India enables an integrated community development program that addresses these interconnected challenges through holistic interventions. Primary factor for development in any community is level of education and quality of educational services available to the students for their better future prospects. READ India though its CLRC platform facilitates equitable education access and enables community to play more decisive roles for their self-development.

READ India Model of Community Library and Resource Centers

READ is committed to provide effective and quality community services using a three-pronged approach:

- Educational Development through library-based community centres.
- Economic Development through sustaining projects.
- Community Development through clinics, literacy classes and other community activities.

- **Every Community Library and Resource Center should include:**
- Up to 3,000 books in English, Hindi and local languages
- A selection of current newspapers and magazines
- An Early Childhood Development (ECD) Section that includes child-friendly furnishings, learning toys, and reading materials.
- A Women's Section featuring literature and learning materials relevant to women.
- Designated areas for adults, study, administration and other related activities.
- A community activity room where meetings and events can take place.
- Hours of operation that accommodate all community members including school children and working adults.
- A communications center with a telephone, fax, scanning and copying services.
- A computer center with internet capabilities and training classes.
- READ libraries are at least 285 sq. meters or 3050 sq. feet in size.

The strength of the programme is building grassroots leadership and handing over this responsibility on their shoulders.

Applicable Social Accounting Standards aligned with SDGs

SDG	Applicable (SAS)	Extent	Consequences
SDG- 5: Gender Equality **SDG-10- Reducing Inequalities**	**SAS 300 :** Promoting education, employability, and livelihoods	Gender-based discrimination and unequal access to education, employment, and leadership roles remain prevalent in both urban and rural areas. These inequalities, along with disparities based on income, age, sex, disability, race, ethnicity, origin, religion, or economic status, need to be addressed. Discrimination often begins early, even before birth, and continues throughout life. Girls born into families with stereotypical views favouring boys endure mental and physical hardships from childhood. This affects various aspects of their lives, including house-hold chores, nutrition, and restrictions on activities such as leaving the house or attending school.	Gender inequality undermines women's and girls' rights, limits their economic opportunities, perpetuates stereotypes, and hampers the social and economic development of communities.
SDG 8: Decent Work and Econom-ic Growth:		Many people in marginalized &low-income communities are unemployed, underemployed, or engaged in informal and precarious work.	The absence of decent work opportunities results in poverty, income inequality, social exclusion, and vulnerability to exploitation. This worsens socio-economic disparities and obstructs the sustainable development of communities.

"Skilling alone cannot bring the change until woman is economically empowered, integrated with social change and understanding of behavioural aspects which are invisible blocks in growth process of the girls and women."

Specific Intervention that READ India plans to use for attending the challenges-

Livelihood Skills Training At Read India Model Of Community Library And Resource Centers

- The proposed intervention focuses complementing government efforts by providing skill learning opportunity for women / girls that will help them in either acquiring a job or staring their own enterprise.

- READ India has been working with Baran and Nuh (Mewat) communities since the past 2 years and have set up a Community Library and Resource Center in Kelwara and Nuh under support from other donors. READ India is largely focusing on Education, Skilling and Health awareness programs through these Centers and would like to expand the Livelihood Skilling component to other villages in the district.

Actionables-

- Training for Community Health Workers.
- Beauty and Wellness training for girls and women.
- Teacher's Training.
- Food Processing (Like Amla, Garlic, Turmeric, Dairy products processing etc.) and home-based food items (Papad, Pickles, etc.)
- Stitching classes for women.
- Hand Embroidery Skills.
- Technology skills training.
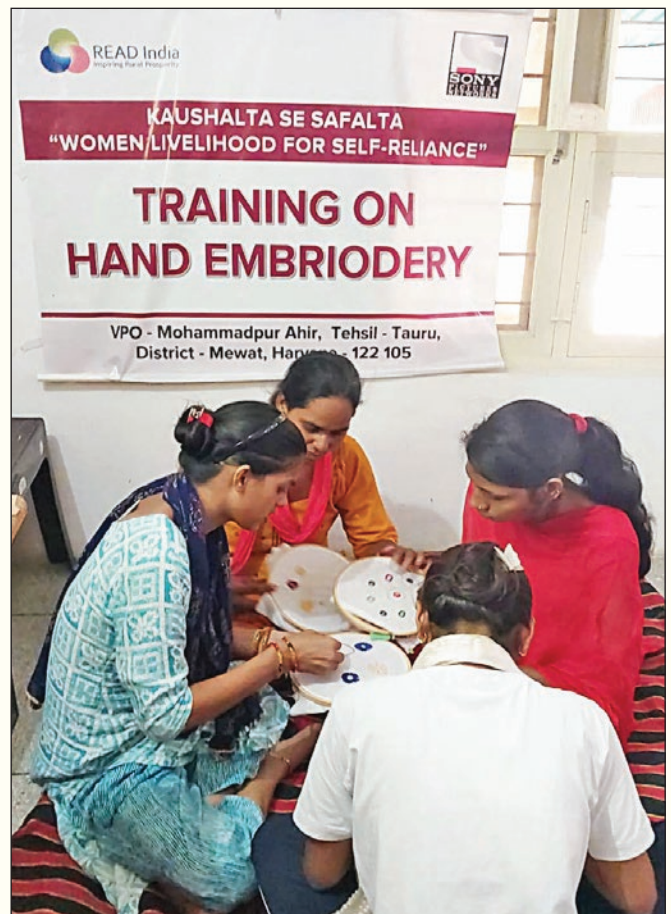
Target Segment as identified by READ India

1. Women and girls in the age group of 18 – 45 years belonging to underserved and disadvantaged groups in selected aspirational districts in the country.

2. For livelihood skill: Women in the age group 18 – 45 years will be given preference who are willing to take up trainings for self – employability.

3. For Technology, Teacher's Training and Community Health workers skills: Girls in the age group of 18 – 30 years will be given opportunities who are willing to take up jobs/employability in the field of technology. 10th/12th pass girls will be given priority.

4. Women in marginalized communities has been identified as core target beneficiaries for carrying through the defined social interventions.

5. READ India will identify beneficiaries for its "Kaushalta se Safalta" program social intervention programs after careful consideration of various parameters to ensure effective targeting and equitable distribution of resources.

Defined outcomes of the solution/program as envisaged by READ India- Measured on Theory of Change model

THEORY OF
CHANGE

At the core of READ India's mission and vision

" **If READ** lives by its core values while establishing community-led library and resource centres (READ Knowledge Centres) that serve as a foundational platform for unlocking their existing potential. THEN we build cohesive, inclusive, and resilient communities benefit from knowledge, resources, and opportunities necessary to shape their own dignified futures."
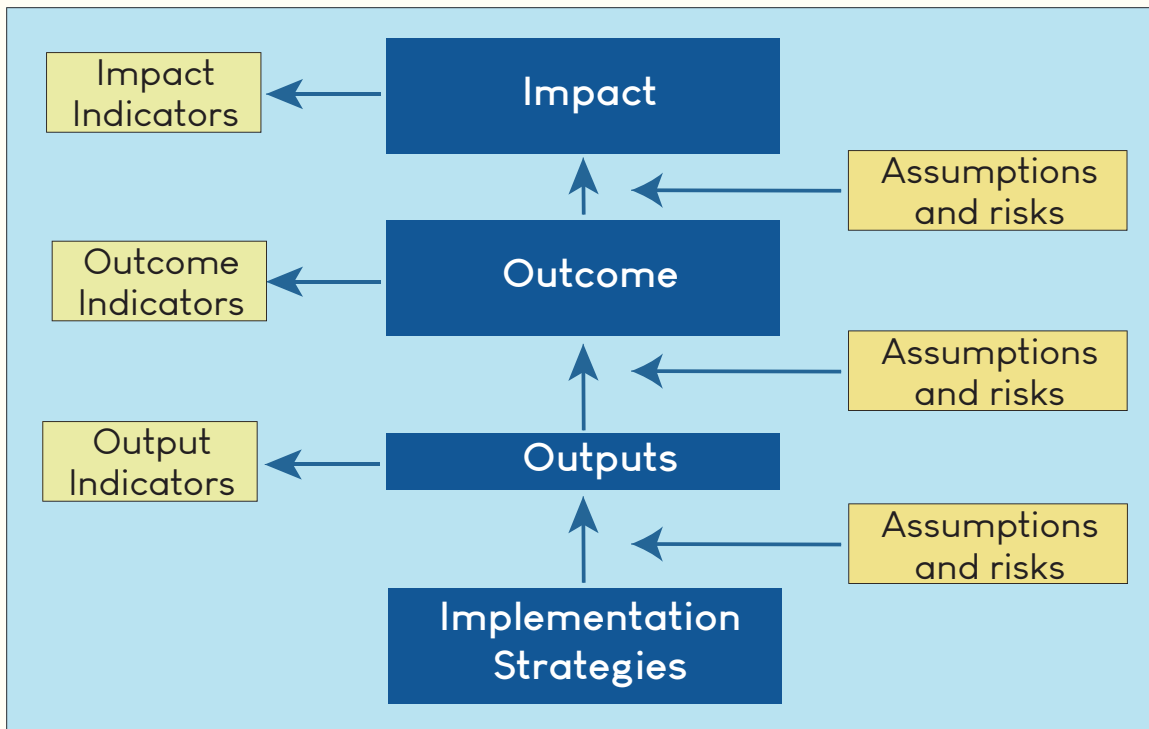
Following the above structured flow of information, The READ Centres are thus envisioned with the following outcomes:

a. Ability of the team to embody READ values in their operations and partnership with other community stakeholders.

b. Community-designed & enduring quality public space.

c. Community leadership and management of the center.

d. Funding plan owned by community to ensure sustained center operations.

e. Inclusive community engagement practices led by community leadership and team.

f. Needs-based and learning-oriented resources for all community stakeholders

g. Formal training & peer-to-peer learning opportunities (facilitated by both the community and the READ team).

READ has also devised a **10 SCALE EVALUATION format** for Women Empowerment that evaluated the Impact on a scale of 1-5 on the following indicators

1. Self-introduction	2. Level of Understanding	3. Level of Concentration
4. Self-Awareness	5. Self- Confidence	6. Self -Esteem
7. Self- Growth	8. Self- Presentation	9. Self- Discipline
10. Decision Making		

Theory of Change as applied at Baran and Mewat Centres			
IMPLEMENTATION STRATEGY	**TARGET OUTPUT**	**TARGET OUTCOME**	**TARGET IMPACT**
Need based livelihood trainings - Stitching Classes for Women Beauty and wellness for girls and women Technology skills Community Health Workers Teacher's Training Hand Embroidery Training on food processing and Home- based food items (farming products, amla, dairy products etc.)	200 unique beneficiaries trained on Stitching 150 unique beneficiaries trained on Beauty and Wellness training for girls and women 170 unique beneficiaries trained as Community Health workers 100 unique beneficiaries trained on hand embroidery 130 Unique beneficiaries trained on Food Processing and home-based product making (like Jaggery, dairy products, etc.) 100 unique beneficiaries trained on Teacher's Training 250 beneficiaries trained on Technology skills training Non unique training on soft skills for all 1100 beneficiaries	Beneficiaries will get a skill for their life that they will be able to use for increased economic opportunities. Directly impacting SDG Goal No 5 and 10 60 % of the beneficiaries will have access and skill to engage in improved economic/ livelihood and income-generating activities. Beneficiaries will be given exposure to online and offline market linkages to enable them for self-employability. Beneficiaries will have improved technology skills that will help them attain better income generating opportunities. Entrepreneurship skills and leadership skills will help build their confidence and skills to start their own enterprise. Nearly 70 per cent women and girls will be engaging themselves in better economic opportunities leading to adding significantly to their family incomes (Average INR 5000 – 7000 per month which is significant in most marginalized communities).	**EMPOWERMENT** **SOCIAL INCLUSION** **ECONOMIC EMPOWERMENT** **LIFE SATISFACTION** **BETTER HEALTH OUTCOMES** **RESILIENCE AND SUSTAINABILITY**

Targeted Impact Elaborated

The social impact of various interventions such as libraries, livelihood skills training, health awareness programs, and life skills development can be profound and multifaceted:

- **Empowerment:** Each intervention empowers individuals by providing them with knowledge, skills, and resources to improve their lives and make informed decisions. This empowerment contributes to greater autonomy and agency within communities.

- **Community cohesion:** Libraries serve as community hubs where people gather, interact, and exchange ideas, fostering a sense of belonging and social cohesion. Similarly, livelihood skills training and health awareness programs bring people together, creating opportunities for collaboration and mutual support.

- **Capacity building:** These interventions build the capacity of individuals and communities to address their own needs and challenges. By equipping people with literacy skills, employable skills, health knowledge, and life skills, they become better equipped to tackle issues and seize opportunities for growth and development.

- **Social inclusion:** Libraries and social interventions like livelihood skills training and health awareness programs often target marginalized groups, promoting social inclusion and equity. By providing equal access to information, resources, and opportunities, these interventions help reduce disparities and promote social justice.

- **Health outcomes:** Health awareness programs contribute to improved health outcomes by promoting preventive measures, early detection, and access to healthcare services. Better health leads to increased productivity, reduced healthcare costs, and improved quality of life for individuals and communities.

- **Economic empowerment:** Livelihood skills training enables individuals to generate income, lift themselves out of poverty, and contribute to economic development. This economic empowerment has ripple effects, benefiting families, communities, and the overall economy.

- **Life satisfaction:** Life skills development enhances individuals' ability to cope with challenges, manage relationships, and pursue their goals, leading to greater life satisfaction and well-being.

- **Educational attainment:** Libraries support educational attainment by providing access to books, resources, and educational programs. This, in turn, improves literacy rates, academic performance, and lifelong learning opportunities for individuals of all ages.

- **Cultural preservation:** Libraries often house cultural materials and local history collections, preserving community heritage and fostering pride in cultural identity.

- **Resilience and sustainability:** Collectively, these interventions contribute to building resilient and sustainable communities by addressing social, economic, and health-related challenges holistically, and by promoting long-term solutions and community ownership of development processes.

(B) Approach

Since READ India has been working with Baran and Nuh (Mewat) communities since the past 2 years and have set up a Community Library and Resource Center in Kelwara and Nuh under support from other donors, it already has grass root understanding of the demographic and socio economic status of the communities in the region. It has relied on the past data and mobilizations surveys to correctly identify the target beneficiaries for the Skilling Program.

More importantly the "Kaushalta se Safalta" program is aligned with Government's "The Aspirational Districts Programme" which is essentially is aimed at localizing Sustainable Development Goals, leading to the progress of the nation. Aspirational District Program was decided on the Baseline Rankings for 115 Aspirational Districts based on 49 indicators across five sectors that include Health and Nutrition (30% weightage) through 13 indicators, Education (30% Weightage) through 8% indicators, Agriculture and Water Resources (20%) through 10 indicators and Basic Infrastructure through 7 indicators. ADP began with the selection of the least developed districts in the country. The selection of the districts was based on a composite index consisting of challenges faced by the districts in terms of the poverty of their citizens, relatively poor health and nutritional outcomes, educational status, and deficient infrastructure.

Table 1.1. Framework Used for Selection of Aspirational Districts

INFRASTRUCTURE
- 7.5% Un-connected PMGSY village (Ministry)
- 7.5% Rural Household without access to water (Ministry)
- 7.5% Households without individual toilets (Ministry)
- 7.5% Un-electrified households (Ministry)

DEPRIVATION
- 25% Landless households dependent on Manual labour (SECC D7)

HEALTH AND NUTRITION
- 7.5% Ante-natal care (NHFS-4)
- 7.5% Institutional delivery (NHFS-4)
- 7.5% Stunting of children below 5 years (NHFS-4)
- 7.5% Wasting in children below 5 years (NHFS-4)

EDUCATION
- 7.5% Adverse pupil teacher ratio (U-DISE 2015-16)
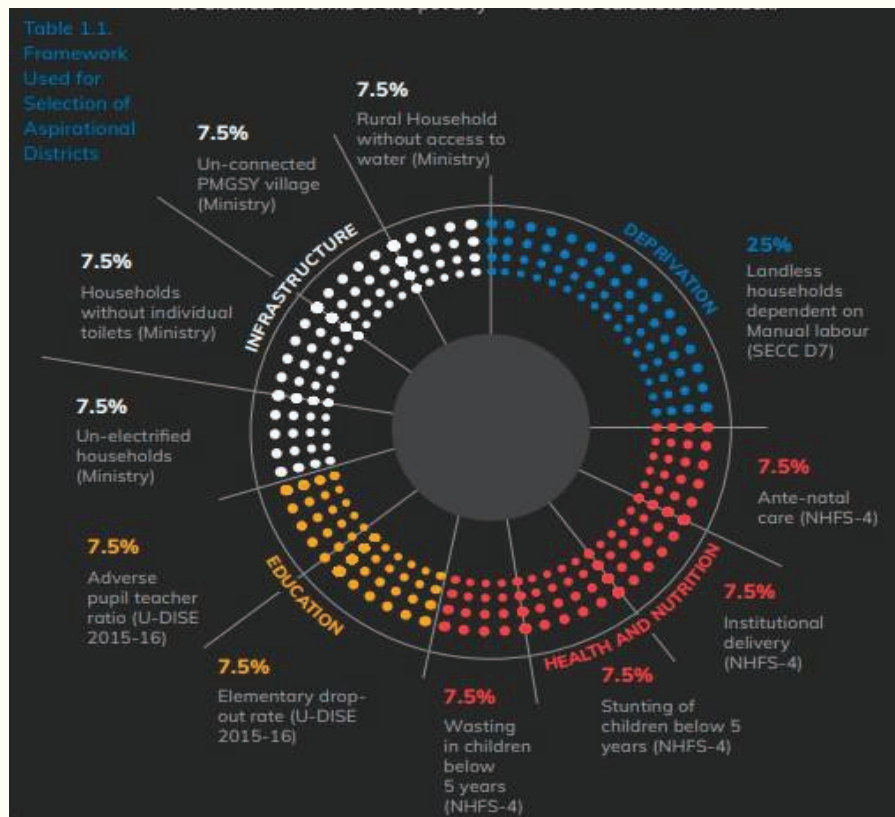- 7.5% Elementary drop-out rate (U-DISE 2015-16)

Table 1.1 shows the list of indicators and the weightages used to calculate the index.

Thus chosen, Baran, an Aspirational District in Rajasthan is backward in educational, economic and social aspects. The only primitive tribe "Sahariya Community" resides in Bhanwargarh. Earlier these communities lived in the forests. The meagre forest produce was their only means of livelihood. People of Bhanwargarh mostly earn their living by doing daily wages work, farming and MNREGA work. The condition of women and girls is dismal.

Thus chosen, MEWAT, an Aspirational District in Haryana is backward in educational, economic and social aspects. The key location of project implementation is Mohammadpur Ahir (Mewat) Haryana. People are mostly engaged in farming. A few of them are engaged in Private sector jobs. People mostly follow Ahir Culture. Due to patriarchal system prevailing in the village, education is not given greater relevance and especially the women are not allowed to pursue formal higher education. The condition of women and girls is dismal.

READ India is largely focusing on Education, Skilling and Health awareness programs through these Centers and is expanding the Livelihood Skilling component to other villages in the district.

- For livelihood skill: Women in the age group 18 – 45 years will be given preference who are willing to take up trainings for self – employability.

- For Technology, Teacher's Training and Community Health workers skills: Girls in the age group of 18 – 30 years will be given opportunities who are willing to take up jobs/employability in the field of technology.

- 10th/12th pass girls will be given priority.

- The Government is committed to raising the living standards of its citizens and ensuring inclusive growth for all – "Sabka Saath Sabka Vikas aur Sabka Vishwas". For this the Government has identified aspirational districts that require collaborative efforts for overall development.

- The Aspirational Districts Programme essentially is aimed at localizing Sustainable Development Goals, leading to the progress of the nation. To join the nation's efforts, READ India is proposing the above skilling programme to impart self – entrepreneurship and employability skills that will lead to better economic opportunities.

Geography

Focus on training the beneficiaries on Livelihood skills and Technology skills as these sectors have a scope of new opportunities for self- employability and government-linked support for setting up their Micro- enterprise in selected villages in aspirational district Baran – Rajasthan & Mohammadpur Ahir (Mewat) Haryana.

Mobilization Strategy

- READ India identified village Kelwara and Bhanwargarh in Baran & village Mohammadpur Ahir in Mewat, Haryana for mobilization.

- Door-to-door surveys, community meetings were conducted, and community people were informed about the various Trainings and their benefits in the future.

The Solution Implementation Plan

Activities (Time lines start and end month is flexible based on the final MOU) Project is designed for 12 months	2023-24											
	1 April	2 May	3 June	4 July	5 Aug	6 Sep	7 Oct	8 Nov	9 Dec	10 Jan	11 Feb	12 March
1. Conducting community meetings on project orientation	■											
2. Community Mobilization and Registration of beneficiaries	■				■		■		■			
3. Pre assessment of the registered beneficiaries for each new batch		■			■		■		■			
4. Procurement of training infrastructure and setting up of training center Computer, Laptop Training Kits and Printing Modules and other IEC Material	■											
5. Selection of the Trainers Subject area Experts	■											
6. Formulating Standard Operating Procedures	■											
7. Defining specific job responsibilities of the staff engaged	■											
8. Training on Livelihood skills and Technology Skills		■	■	■	■	■	■	■	■	■	■	
9. Soft Skills Training / Exposure visits		■	■	■	■	■	■	■	■	■	■	
10. End line Assessment Test of the Skill level												■
11. Collection of Audio and Video Evidence of Change												■
12. Impact Assessment Data Collection												■
13. Impact Report Writing Finalization and Submission												■

- Community Mobilization and Registration of beneficiaries.   • Baseline Assessment of the Skill Levels
- Selection of the Trainers Subject area Experts   • Formulating Standard Operating Procedures
- Defining specific job responsibilities of the staff engaged   • Stitching and Sewing Trainings
- Beauty and Wellness trainings for girls and women   • Training on Community Health Workers
- Training on Need based Food Processing (like Jaggery, soybean, dairy products etc.)
- Technology skills training   • Soft Skills Training / Exposure visits   • End line Assessment Test of the Skill Level
- Collection of Audio and Video Evidence of Change   • Impact Assessment Data Collection
- Impact Report for Q1

- Tentative - Phase 1 is for Q1 April 2023 - June 2023   • The Project can begin in the month of April 2023 - June 2023.
- Mobilisation and Registration of women / girls for skills trainings   • Pre-Training Skill test of the beneficiaries
- Trainers selected matching the required responsibilities to be delivered.
- Training Infrastructure and raw material deployed Training modules to be updated if required.
- Training sessions will be scheduled for 6 days in a week, each batch will be attended for 2 hours.
- End Line Assessment of the skills gained by the beneficiaries.   • Data Collection for Impact Assessment
- Final Report Writing

- Registration Forms of all the beneficiaries.   • Baseline Test Scores 3. Inventory of the infra deployed for the trainings.
- Formulated Execution Strategy document and Standard Operating Procedure of the project.
- Profiles of Trainers/Subject Area Experts   • Monthly Reports, Quarterly Reports
- Endline Test Scores of the Skill test conducted with the beneficiaries.   • Audio and Video Evidences of stories, feedback and changes experienced by the beneficiaries.
- Impact Assessment Report, Data sheets and Qualitative observations from the field submitted by the trainers.

Efforts will be made in the direction of connecting and linking the beneficiaries with job opportunities and beneficiaries undergoing skill-based training with the govt schemes to start their micro enterprise.

# Measures for Sustainability of planned Outcomes

The making of an entrepreneur/starting own business is a long process and the transition of women from socio economically disadvantaged backgrounds into entrepreneurs is not an easy one. While the intervention are planned in manner to instil confidence, provide skills and create individual entrepreneurs to ensure the internalization of all the qualities of an entrepreneur.

- It further focuses on developing risk-taking abilities, self-belief, passion, motivation and product knowledge. Women beneficiaries targeted for the stitching and sewing/hand embroidery courses are integrated with the Production Units in nearby local business community or industrial units in the hinterland strengthening the sustaining enterprise of the centre, fostering its long term sustainability, complimented with newly skilled participants.

- Nursery teacher Training Participants will be provided the opportunities to teach at READ India Preschools and continuing with the past practices they will be involved in programs like 1 child 100 books. This program is aligned with National Education Policy 2020, which emphasizes the promotion of joyful reading of children by ensuring availability of age appropriate reading books for children in their mother tongue.

- Also, for the Food Processing beneficiaries are facilitated with Equipment and tool available at centre, in order to aid them in procuring and executing orders for Cakes, cookies, biscuits and other Amla based items.

Participants will be encouraged to enable strong connection with other members of the community by making them aware about the skills they have learned. This will help them in securing jobs, start their enterprise and earn a means of livelihood which will boost their and overall confidence. As exemplified below-

S. No.	Name of activities	Scope of employability
1.	Stitching classes for women	Self- employability, Job work from nearby garment factories, small boutiques
2.	Beauty and wellbeing for girls and women	Self- employability, jobs in nearby beauty and wellness establishments
3.	Technology skills	IT based jobs, work from home for marketing and selling of various products etc.
4.	Community Health Workers	Community Health workers are the front-line workers at the village level that can be engaged in list mile delivery of various health programmes, Can get jobs in local PHCs, Hospitals as nursing assistants, Home-based patient caregivers, Elderly patient caregivers
5.	Teacher's Training	Jobs at the village level as preschool/ Anganwadi. Can start their own preschool, home tuition etc.
6.	Handicrafts	Women can engage in self-employability; they can sell their products through various online and offline platforms.
7.	Training on food processing and Home-based food items (farming products, amla, dairy products etc.)	After cultivating farmers are selling their product in market and they get the regular price for that but if they do the process and sale, then they can get a better price. Women can link to various online and offline markets to sell the products.

Alignment of solutions to SDGs/national priorities/state priorities.
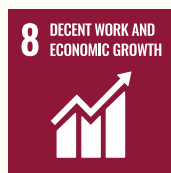
SAS 300 - Promoting education, employability, and livelihoods

National Priorities and Policies- The Government is committed to raising the living standards of its citizens and ensuring inclusive growth for all – "Sabka Saath Sabka Vikas aur Sabka Vishwas". For this the Government has identified aspirational districts that require collaborative efforts for overall development. The Aspirational Districts Programme essentially is aimed at localizing Sustainable Development Goals, leading to the progress of the nation.

Also complimenting the following-

S. No.	Name of activities	Govt. schemes
1.	Stitching classes for women	Linkages to Govt schemes, subsidy / support for purchase of sewing machines.
2	Technology skills	Govt work for data entry can be out-sourced, local panchayat can help in getting this job for the trained girls in the community.
3	Community Health Workers	Govt. Programmes can engage these trained resources during vaccination drives, can be appointed as part of front-line caregivers at the village levels especially during Covid like pandemic.
4	Teacher's Training	Can be linked to Govt's Anganwadi program at the village level.
5	Handicrafts	It directly adds to Govt.'s initiative of Make in India, swadeshi products, One district one product initiatives.
6	Training on food processing and Home-based food items (farming products, amla, dairy products etc.)	Linkages with Agriculture department, Udyog Department at the local level could be explored

READ India's mention on Methods and Process to incorporate stakeholder feedback in this reporting period

READ India thinks on the following key aspects before collecting the impact data from the field on **4 W points:**
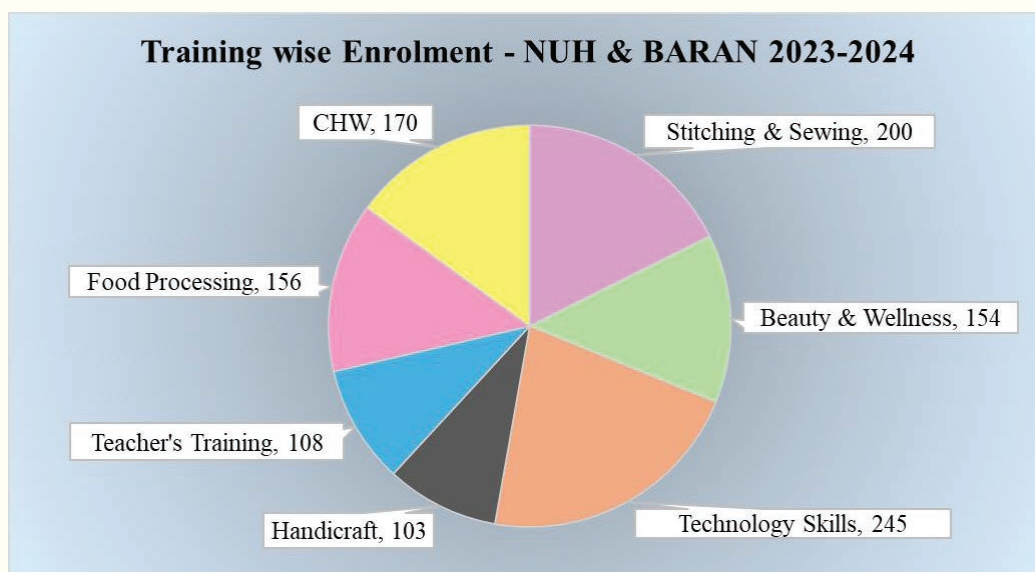
- **What** data is needed?

- **Why** we need this data?

- From **whom** we need this data?

- For **whose** benefits we are collecting the data?

With this 4 W analysis, it goes deep-diving into analysing the numbers with transformation of their lives. READ India believes in listening to the community for whom they are working and keeping in view their concerns and design the programmes of empowerment accordingly

READ India also envisages to share the data collected from the communities they work with and share with them to enable them to understand the step-by-step transformation in their lives. Weather its social gain or economic grain, READ believes that social and economic gains s to be analysed parallel to achieve self -empowerment because it is a process – it is not an end in itself. In brief, numbers achieved and lives transformed have to go parallel.

NUH (Mewat) , Haryana

Training	Q1	Q2	Q3	Q4	Target	Achieved
Stitching	25	25	25	25	100	100
Beauty & Wellness	25	15	20	15	75	75
Technology Skill	25	30	40	30	125	125
CHW Training	25	20	20	20	85	85
Teacher's Training	0	25	10	15	50	50
Food Processing	26	21	21	18	65	86
Handicraft	0	15	20	15	50	50
Total	126	151	156	138	550	571

BARAN (Rajasthan)

Training	Q1	Q2	Q3	Q4	Target	Achieved
Stitching	26	19	29	26	100	100
Beauty & Wellness	25	19	17	18	75	79
Technology Skill	25	25	40	30	125	120
CHW Training	23	20	20	22	85	85
Teacher's Training	0	19	22	17	50	58
Food Processing	26	13	21	10	65	70
Handicraft	0	14	24	15	50	53
Total	125	129	173	138	550	565

Training wise Enrolment - NUH & BARAN 2023-2024

- CHW, 170
- Stitching & Sewing, 200
- Beauty & Wellness, 154
- Technology Skills, 245
- Handicraft, 103
- Teacher's Training, 108
- Food Processing, 156

(C) Impact Metrics

Monitoring and Evaluation: Processes and Data Management

During this time when physical interaction has become a challenge, monitoring and evaluation of the projects attuned by deploying hybrid model of strategy for the entire process. The question of data quality, authenticity and timeliness is crucial to answer to all the partners of READ India. Being an organization with high moral values, integrity, and pivotal objective of delivering effective community development programmes, it is pertinent to follow process monitoring at each step to create a robust model of evaluation which is reflective of the outcomes committed and expected.

Hybrid model of data collection and reporting is based on the amalgamation of recording responses from the beneficiaries/respondents in a following manner,

a) Telephonic Interviews

b) Physical Data Collection – By calling beneficiaries/respondents at the center/common place in the village.

c) Visiting the houses of the beneficiaries/respondents and collecting the responses with the help of the volunteers with due prior permission from each respondent.

Fundamental addition to the existing process is, use of online platform for data collection and analysis. This is complimented with the ground team identified for physical data collection. As in the rural areas there are challenges in terms of connectivity and accessibility of technology, this strategy of data collection is supplemental to already existing process which included,

a)   Individual Face to Face Interviews/ Response collection

b) Focused Group Discussions

c) Participatory Rural Appraisal

d) Field Visits, Meetings and Monitoring by READ India team

The new model is derived by combining both quantitative and qualitative data responses collection. Google form is the platform through which the questionnaires are developed which can have both quantitative and qualitative responses, accurate validation, and authenticity by adding picture of the beneficiary, Unique ID, and audio feedback. To capture qualitative data, a separate set of questions is created, which are shared with the surveyors/volunteers, who can further ask these questions from the beneficiaries in local languages and record their reflection in audio format. This audio file can also be uploaded on the google form. Each google form is then given a unique QR Code to maintain high standards of data authenticity.

Process Monitoring – Stakeholder Inclusive Approach

- Verified and Authenticated enrolment of the learners.
- Direct meeting with the registered beneficiaries who are undergoing the trainings, once in a week.
- Meeting with the trainers/volunteers/mobilizers at the center, on how the mobilization is being done in the adjacent villages/communities.

- Ensuring that the beneficiaries who are registered under the trainings, are aware of the indicators which are expected as an outcome or result of training programme. If there is any discrepancy in this regard, whether the same has been resolved for effective implementation.
- To provide quarterly report (Narrative & Financial) on 7th day of each quarter

Success Stories – Capturing Transformative Change

- Repository of success stories at the individual level after training completion.
  https://fb.watch/7UivrgnXDs/ (Sample of success stories – Individual Interview)
- Video bytes of the beneficiaries who share their personal experiences and journey of socio-economic growth.

Potential Risks Identified

Livelihood skill development programs can offer numerous benefits, but they also carry potential risks.
Some of these risks include:

1. **Skill Relevance:** The skills taught may become outdated or irrelevant due to rapid technological advancements or shifts in market demand, leading to participants being ill-prepared for available job opportunities.
2. **Quality of Training:** Poorly designed or executed training programs may fail to adequately equip participants with the necessary skills, resulting in wasted time and resources for both participants and organizers.
3. **Limited Market Demand:** Even with new skills, participants may struggle to find employment or generate income if there is limited demand for the skills within their local or regional economy.
4. **Dependency:** There is a risk that participants may become dependent on the program for income generation, rather than developing self-sufficiency and entrepreneurial skills.
5. **Social Stigma:** In some communities, participation in skill development programs may carry social stigma, potentially leading to ostracization or discrimination against participants.
6. **Lack of Support Services:** Insufficient support services such as job placement assistance, access to credit, or ongoing mentorship can hinder participants' ability to effectively utilize their newly acquired skills.

Risk Mitigation Strategy

To mitigate these risks, it's essential for program organizers to conduct thorough needs assessments, design programs based on market demand and participant feedback, provide ongoing support services, and regularly evaluate and adapt program strategies to address emerging challenges.

1. **Market Analysis:** READ India consistently engages in Baseline and End line skill assessment survey to identify in-demand skills and employment opportunities. This ensures that training programs are aligned with current market needs.

2. **Stakeholder Engagement:** READ India engages directly with local communities, employers, government agencies, and other relevant stakeholders to ensure that program design and implementation are responsive to the needs and realities of the target population.

3. **Quality Training:** The organization ensures high-quality training delivery by hiring qualified instructors, providing up-to-date training materials, and implementing rigorous monitoring and evaluation mechanisms to assess program effectiveness.

4. **Diversification of Skills:** The Skills for Livelihood program offers a diverse range of skills training to participants to enhance their adaptability and resilience in the face of changing market dynamics.

5. **Entrepreneurship Development:** The program has integrated sessions and training modules on entrepreneurship development, financial literacy, and business management to empower participants to start their own businesses or become self-employed.

6. **Sustainable Funding:** Develop sustainable funding mechanisms to ensure the long-term viability of the program and minimize dependence on external sources of funding.

7. **Monitoring and Evaluation:** Implement robust monitoring and evaluation systems to track participants' progress, gather feedback, and continuously improve program design and delivery.
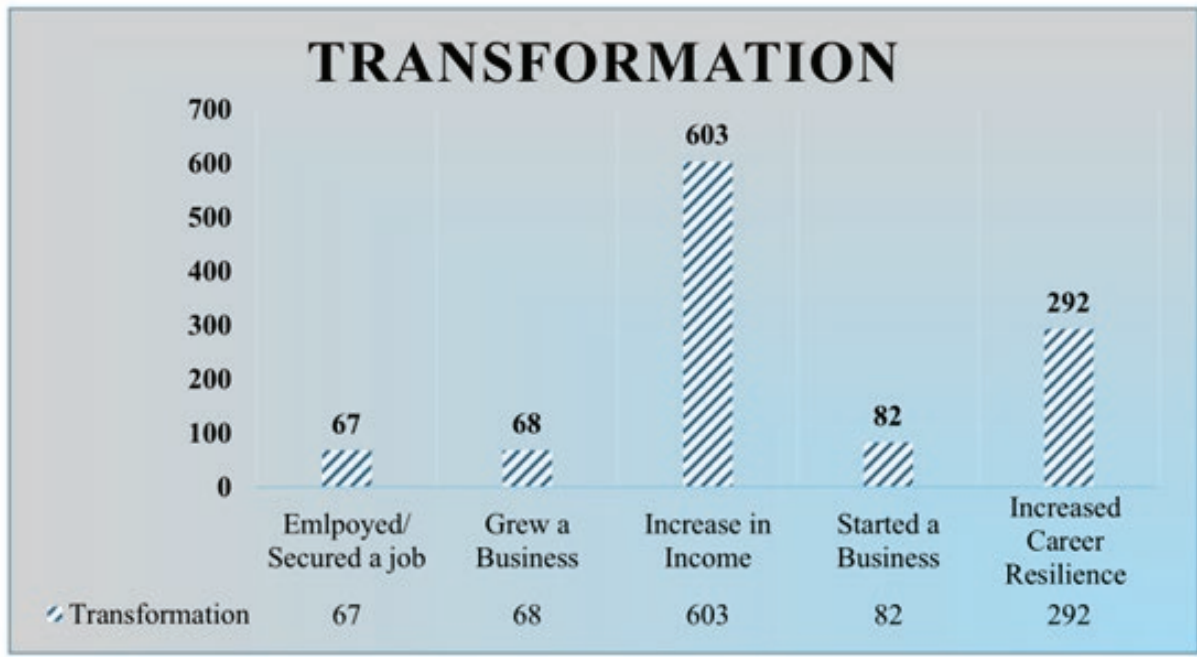
Impact Scorecard & Assessment

- READ India creates centres in partnership with like-minded institutions and believes in bringing together synergies. Project locations were identified, Baran (Rajasthan) and Nuh, Mewat (Haryana). In Baran, Shahabad and Kishanganj blocks were selected. Two centers were set up, one in Kelwara and the other in Bhanwargarh. One centre was set up in Mohammadpur Ahir village in Mewat, Haryana

- A survey was conducted in the villages, systematic process was followed for identifying the needs and gaps in the community. A meeting was conducted with the elderly in the community for better understanding. According to the analysis the training programmes were implemented.

- In Baran People are mostly engaged in farming or labour work. Farming is also done by some families, so there is no work throughout the year. If skilling training is given to the community women, then they can switch to start their own business and can become financially independent.

Key Performance Indicators and Metrics

2. Logical Framework, Indicators and relevant questionnaires for target groups like women, adolescent girls and children for Monitoring and Evaluation.

2. Monthly reports depicting the data collected on the number of users, number of books issued, number of visits other than regular users, number of activities organized, computer learners and the numbers who attended the trainings.

3. Both quantitative and qualitative indicators are part of regular monitoring and evaluation apart from the final impact study in print and audio-visual format.

The metrics will capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This will help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution. The metrics monitored will target to cover the reach, depth and inclusion.

Qualitative Metrics	Quantitative Metrics
• Beneficiaries undergoing Livelihood skills will be encouraged to start their micro enterprise such as sewing unit, beauty parlour, food processing unit, or take up a job as health worker, in technology sector. • Soft Skills trainings improving the personality and developing leadership skills among the beneficiaries. • Improved decision making in the hands of women and girls as a result of economic empowerment post skills trainings. • Increased chances of employability among the beneficiaries after completing the trainings. • Noticeable and positive change in skills sets of trained beneficiaries with improvement in livelihood / entrepreneurship skills and soft skills. • Beneficiaries will be competent in at least 1 new livelihood skill post the training enabling them to engage in income generating opportunities through job or self-employability.	• No. of direct beneficiaries trained and integrated with the project. • Increased number of beneficiaries starting their micro enterprise post the skills trainings. • Quantifying Economic Impact-Beneficiaries looking for opportunities/ earning livelihood. • Training wise enrolments. • Quantifying Transformation- % of beneficiaries Got Job/ started earning income/have received subsidy benefit from government/started a business micro enterprise. • Areas where participants are engaged- private job/self-employed/part time job/contract jobs/ government job.

TRANSFORMATION

Transformation	Emlpoyed/ Secured a job	Grew a Business	Increase in Income	Started a Business	Increased Career Resilience
Transformation	67	68	603	82	292

Increase in participants' self-reliance and confidence levels/ Qualitative feedback from participants on their sense of empowerment and agency-

The planned activities have been accomplished in the reporting period

Stitching and Sewing

- The Stitching and Sewing training was conducted at the Centres. The training aimed at making the trainees empowered and self-dependent by providing them a source of respectable livelihood. The participants were provided free raw material, stitching files, other necessary stationery items and stitching machines at the centre to facilitate skill enhancement.

- As a part of training, participants were taught about Stitching Machine, its parts and how to operate it, make different dresses as per the current trends and fashion across basic and advance levels. A curriculum was followed by the trainer for these classes which is designed by the experts. The training following Advanced skills were covered- Cutting and stitching of kurta Pyjama, Fish and sleeve design cutting, making Sharara suits, Frock suits, Umbrella Frock cutting and stitching, Trouser, Petticoat, Cushion cover, Palazzo cutting and stitching. In addition to the training team also supported the beneficiaries by bringing them opportunity to work and sell through READ's internal mechanism and also Traders near community dwellings.

Beauty & Wellness

- The demand for beauty salons in increasing day by day in both urban and rural areas. Opening and running beauty salons is a good source of income for any woman. Running a successful beauty salon requires artistic, technical, entrepreneurship and communication skills which were being imparted through Beauty and Wellness course at READ India centre at Baran.

Empowering women through skill development remained a front runner in attaining the aim of improving the financial status of families. Courses on beauty and wellness focused on training of students on basic depilation, manicure, and face care services etc. This course provided opportunity for enrolled students to learn and practically implement activities. Beneficiaries learnt various skills under the program ranging from Bridal make up, Mehndi designs, Wax, Bleach, face pack, Manicure, Pedicure and Advance hairstyles, eye makeup using glitter, party wear makeup, draping of saree, nail filing.

Training on Technology Skills

- It is being provided to participants to provide them information and awareness on the use of technology fornetworking, safety, health and general information & knowledge (relating to digital transactions/online payments, booking of taxis and doing online shopping).The course enables them to access the information on financial, social and government services that can be accessed while using technology.

- Promote the use of digital skills amongst women for innovation and entrepreneurships, better leadership opportunities and enhanced economic growth. Thus, it has resulted in empowering participants to be better able to place them in the current job scenarios with their skills in 'Technology'.

- Designed curriculum was followed for teaching the Hands- on digital Tools covering following topics: Creating Email, Writing a CV OR Resume, Sharing the name of sites for searching jobs, creating profile on Naukri.com and other sites and usage of ICT devices along with web browsing, internet, networking and social media, etc.

Nursery Teacher Trainings-

- Trainees were prepared for teaching the children of 3 to 6 years age group. Training was provided on important aspects like how to develop a child's personality. Child psychology through ability to speak, language development, physical development, social and emotional development etc. Under the course participants are being taught about Teaching Methodology and basics of pre-primary education, inclusive education. Arts and Crafts activities were conducted. Teaching Learning Aids, lessons plans and practical Teacher Training Files were prepared by participants.

> **Participants as a result are able to work as nursery teachers, home tutors, pre-primary managers, opening their coaching centres etc.**

Trainings on Community Health Workers

- Community Health workers Training was conducted to enable participants serve the people who need para medical assistance at the Village Level. These community health workers now acct as the link between the Health Experts, Institutions and the communities. Primary responsibility and objective of conducting community health worker training was to motivate the community to be active, engaged participants in their health management, carry out community profile survey and organize health education activities, check and monitor BP, make the use of pregnancy tests, monitor growth of children, encourage community members to use health facilities.

- Medical Kits were also distributed at the READ Centre, Baran where community health workers training was conducted. Practical session with the beneficiaries on how to use the medical kits were conducted by experts in the field. Trainings were organized through Hybrid model. As part of curriculum participants learnt, how to provide basic nursing care and manage sick patients. These participants enrolled aspire to have career in the healthcare sector which includes hospitals, clinics, nursing home settings and private care to patients.

Training on Hand Embroidery

- Hand Embroidery Training has led women to become proficient and increase the scale of production linked with market. The women have done Embroidery on Handkerchief, Pillow Cover, and Suits. This has opened the opportunities for them to make hand made products which is helping them to preserve the traditional culture of the community.

Food Processing Training

- Food Processing Training was imparted to the participants based on the needs of the project locations. Registration of eh women beneficiaries was done on the basis whether they would like to earn through their small scale work/business after completing the following training programme. A variety of products were made at the locations and training of the beneficiaries was conducted in a small group at the Bran Centre- Amla Candy, Pickles, Garam Masala, and Dhaniya Powder etc.

(D) Conclusion

In conclusion, the READ India model of community library & Resource Centre stands as a beacon of social intervention, demonstrating unparalleled utility and resourcefulness. It serves as more than just a repository of books; rather, it embodies a hub of knowledge, empowerment, and community cohesion. Through access to educational resources, skill-building initiatives, and a platform for knowledge-sharing, the community library fosters holistic development, equipping individuals with the tools they need to thrive. Its impact extends beyond literacy rates, influencing economic opportunities, health outcomes, and overall well-being. As a cornerstone of social intervention, the community library exemplifies the transformative power of education and collective action in building resilient and empowered communities.

The impact of the READ India Community Library as a social intervention extends far beyond its physical presence within the community, fostering multifaceted development and empowerment:

- **Knowledge Access and Lifelong Learning:** The community library serves as a gateway to knowledge, providing access to educational resources, books, and digital materials. By promoting literacy and lifelong learning, it equips community members with the skills and knowledge they need to navigate an increasingly complex world.

- **Skill Development and Economic Empowerment:** Through various skilling interventions and educational programs hosted within its walls, the community library empowers individuals with new skills and opportunities for personal and economic growth. By offering training in areas such as computer literacy, vocational skills, and entrepreneurship, it enhances employability and fosters economic self-sufficiency within the community.

- **Cultural Preservation and Social Cohesion:** As a cultural hub, the community library celebrates diversity and preserves local heritage through its collection of books, archives, and community events. By providing a space for cultural exchange and dialogue, it strengthens social cohesion and promotes a sense of belonging among community members.

- **Community Engagement and Civic Participation:** The community library serves as a focal point for community engagement, facilitating discussions, workshops, and collaborative initiatives aimed at addressing local challenges and promoting positive social change. By empowering citizens to voice their concerns and participate in decision-making processes, it strengthens democratic values and civic participation within the community.

- **Health and Well-being:** Beyond education and economic empowerment, the community library also plays a vital role in promoting health and well-being. Through health awareness campaigns, access to informational resources, and partnerships with local health organizations, it empowers community members to make informed decisions about their health and adopt healthier lifestyles.

In essence, the community library serves as a catalyst for community development, promoting education, empowerment, and social cohesion. Its impact transcends generations, laying the groundwork for a more equitable, resilient, and prosperous future. As a social intervention, the community library exemplifies the transformative power of knowledge, collaboration, and collective action in building thriving communities.

Empowering Communities through Micro Enterprises: A Result of Training Interventions across different centres of READ India and case in point- Baran- for spices.

- Training interventions focused on various micro-enterprises such as handloom weaving, herbal products manufacturing, spices, handicrafts, and beekeeping have emerged as effective tools for economic empowerment and sustainable development. This report examined the impact of such training programs on communities, highlighting the outcomes and benefits for participants and local economies.

- The approach to develop an effective model of creating micro enterprises is derived from the basic tenet of the Sustainable Livelihood Approach of recognizing that all people have abilities and assets that can be developed to help them improve their lives.

- As a result of persistent efforts of READ India, Market Linkages with companies operating in space of B2B distribution like JUST My Roots, Fabric lore, potential Organic Cotton Fabric wholesalers & Exporters and in B2C space like Nicobar (Good Earth) & Mayu has further emboldened the possibilities of creating successful micro enterprises around Textile as a category.

- Besides above self-initiatives of holding exhibitions in Dastkaar and other forums have reaped in motivating results to crystallize the formation micro enterprises for sustainability of livelihoods.

Spices

- Training in spice cultivation and processing empowered individuals to engage in micro-enterprises that enhance agricultural diversity and income. Micro-scale spice enterprises play a significant role in global trade, promoting economic resilience and empowering farmers to access new markets.

- Partnerships in B2B space with brands like Sugati and experiences from it has laid the foundation of creating a micro enterprise around Spices as a category. Potential centres and geographies as identified-

> - Baran, Rajasthan- **Spices , Amla products & Honey**
> - Devli, Rajastha- **Mustard Oil**
> - Baireddipalle , Andhra Pradesh- **Spices , Mustard Oil & Honey**
> - Lakhimpur Kheri, Uttar Pradesh- **Mustard Oil and Honey**

Herbal Products Manufacturing:

- READ India's training interventions processing Herb based ingredients to make like beauty and wellness promotes health-conscious consumerism.

- Participants trained in the product manufacturing offer a very wide scope of creating not only gain livelihood opportunities but also contribute to environmental conservation.

- These enterprises capitalize on the growing demand for natural and organic alternatives to mainstream products.

- They often promote sustainable harvesting practices, which help preserve biodiversity and protect natural habitats.

- Self-taken initiatives of holding exhibitions in Dastkaar and other forums have reaped in motivating results to crystallize the formation micro enterprises for sustainability of livelihoods.

Handicrafts:

- Training programs in handicrafts enabled artisans to hone their skills and create marketable products, preserving cultural traditions and promoting sustainable practices. Handicraft micro-enterprises contribute to local economies by utilizing locally sourced materials and attracting tourists and consumers.

Beekeeping/ Apiary Management:

- Beekeeping training interventions educate individuals on sustainable hive management and value- added products like honey and beeswax candles. Beekeeping micro-enterprises not only provide income opportunities but also support pollinator populations and enhance ecosystem resilience.

- It is established that collaboration between Dr. Nitin (Nitin Bee's) would with READ India has laid ground for utilizing his expertise and market linkages that have come in the play for achieving the above said objectives.

- The whole training program is divided into two aspects and further subdivided in phases-

Derivative Value Added Products from Bee Keeping-

Products in Focus- Phase –I

Bee Wax Floating Candles (Primary Pivot) | Bee Wax Food Wrapper (Supplementary Product)

Bee Wax Bag (Supplementary Product)

- There has been a consistent sales generated through these products in form of buy back arrangement by Nitin Bee's or market linkages provided through his or READ India's network.

- READ India plans to move in Phase - 2 with complete focus on developing a Training module for Bee Keeping and provide colonies to interested beneficiaries and rear bees to harvest Honey and other by products. A sustainable business model for the micro enterprise can be generated after completion of the phase-2 where micro enterprise can earn revenue by selling the Honey, Bee Wax products, Bee Colonies and also Bee Propolis.

In essence, the community library serves as a beacon of hope and possibility, illuminating the path toward a brighter and more inclusive future for all. Like the gentle flutter of a butterfly's wings, its impact may seem subtle at first, but over time, it creates a powerful and enduring legacy of positive change and transformation.

- **Knowledge Sharing:** The exchange of ideas within the library ignites a spark of curiosity and learning that spreads throughout the community, fuelling innovation and intellectual growth.

- **Empowerment:** Access to educational resources empowers individuals to chart their own paths and contribute meaningfully to society, creating a ripple effect of self-determination and opportunity.

- **Community Cohesion:** By providing a space for people to come together, the library fosters a sense of belonging and solidarity, strengthening the bonds that tie the community together.

The Butterfly/Ripple Effect- READ India CLRC Model:

The READ India Model of Community Library and Resource Centre beautifully encapsulates the transformative power of the community library as a catalyst for holistic community development. Like the delicate flutter of a butterfly's wings, each action within the library sets off a chain reaction of positive change that touches every aspect of community life.

The exchange of ideas within the library ignites a spark of curiosity and learning that spreads throughout the community, fuelling innovation and intellectual growth. The impact of social interventions that radiate from CLRC model clearly demonstrates that the Access to educational resources empowers individuals to chart their own paths and contribute meaningfully to society, creating a ripple effect of self-determination and opportunity. By providing a space for people to come together, the library fosters a sense of belonging and solidarity, strengthening the bonds that tie the community together. READ India's efforts further exemplifies that collaborative projects and discussions within the library lead to innovative solutions to pressing community challenges, driving positive change and progress for all. In essence, the community library serves as a beacon of hope and possibility, illuminating the path toward a brighter and more inclusive future for all. Like the gentle flutter of a butterfly's wings, its impact may seem subtle at first, but over time, it creates a powerful and enduring legacy of positive change and transformation.

The positive impacts generated within the READ India CLRC model ripple outward, affecting not only the individuals directly involved but also their families, friends, and broader social networks. As individual beneficiaries become more knowledgeable, socially connected, economically empowered, culturally enriched, and resilient, the overall fabric of the community strengthens, leading to greater cohesion, prosperity, and well-being.

(E) Recommendations & Progression

Actionable suggestions include:

- **Targeted Training Programs:** Tailoring skilling programs to specific community needs or industry demands to ensure relevance and effectiveness. This will ensure that skilling garnered by the beneficiaries is in sync with the exact industry demand and lends the capability to make the product in cost competent and marketable design aesthetics.

- **Partnerships:** Collaborating with local businesses, educational institutions, and government agencies to enhance resources and reach a wider audience.

- **Monitoring and Evaluation:** Implementing robust monitoring and evaluation mechanisms to track progress, identify areas for improvement, and ensure accountability. It is recommended to have standardized formats of data collection that can later pool into one consolidated report. Usage of various statistical tools in order to create micro level visibility, monitoring and analysis will further increase the effectiveness of programs carries at the centre.

- **Sustainability Measures:** Developing strategies to ensure the long-term sustainability of skilling initiatives, such as securing funding, fostering community ownership, and building capacity.

- **Technology Integration:** Leveraging technology to enhance delivery methods, access to resources, and connectivity among stakeholders.

As we reflect on the impactful interventions of READ India model of community libraries, Skill development & health awareness initiatives, it's crucial to recognize the ongoing importance of sustaining funding to ensure their continued success and long-term benefits for communities:

Community libraries, skilling interventions & health awareness initiatives are not just one-time interventions; they are catalysts for long-term empowerment. By providing access to knowledge, education, and health resources, these initiatives empower individuals to take control of their own futures and contribute meaningfully to their communities.

Thus, sustainable funding for community libraries and health awareness initiatives is essential for building resilient communities capable of weathering challenges and seizing opportunities. These interventions equip individuals with the skills, knowledge, and resources they need to adapt to changing circumstances, address emerging issues, and thrive in the face of adversity.

Funding these initiatives is an investment in the future of our communities and societies as a whole. By prioritizing education, health, and community development, we lay the foundation for a more equitable, prosperous, and sustainable future, where all individuals have the opportunity to reach their full potential. Continued and sustained efforts for these initiatives encourages innovation and collaboration, enabling organizations and communities to explore new approaches, adapt to changing needs, and leverage the expertise and resources of diverse stakeholders.

In summary, sustaining funding for community libraries and health awareness initiatives is not just a financial necessity; it is a moral imperative and a strategic investment in the well-being and prosperity of our communities. By committing to long-term support for these interventions, we can build a brighter, more inclusive future for generations to come.

Stories of Triumph and Transformation

Meena Rathore

Meena Rathore resides in Bhavargarh village and has completed up to the 9th standard. Her small family consists of four members, including two children who are currently studying. To support her family financially, Meena's husband travels between villages supplying grocery items, but this income is insufficient to cover their expenses.

Driven to contribute more, Meena began sewing at home, although she initially avoided taking measurements and preferred to cut new blouses based on old ones. Upon learning about READ India offering sewing training, she eagerly enrolled despite her husband's initial reluctance. However, after explaining her reasons, he agreed to her attending the training. Today, Meena has mastered sewing various items and has also learned to take measurements accurately. She now earns between Rs. 1000-1200 per month through stitching clothes, a skill made possible by READ India. This experience has empowered Meena to make independent decisions and has significantly contributed to her family's financial stability.

Ruchi Rathore

Ruchi Rathore resides in Bhanwargarh, Baran district, with her family of seven members. Apart from farming, her father manages a motor parts shop, bearing all family responsibilities. Inspired to establish her own identity post her studies, Ruchi sought opportunities to contribute to her family. Upon learning from Riya about various training programs offered by READ India, Ruchi promptly enrolled in Beauty and Wellness training.
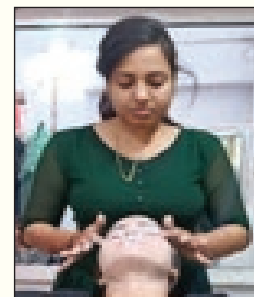
Showing dedication, Ruchi attends every session punctually and has acquired skills in threading, hair cutting, waxing, manicure, pedicure, hairstyling, hair rolling, bleaching, cleanup, face massage, and saree draping. She feels accomplished and recognized within her community thanks to the training provided by READ India, expressing gratitude for helping her discover and develop her talents.

Baljeet Kaur

Baljeet Kaur, a resident of Kelwada, is now a part of the READ family. She completed her B.Ed. from Kota and is planning to move to Canada for further studies and work. Upon learning from a friend that READ India offers computer courses, she decided to enrol, recognizing the necessity of computer knowledge for securing a job in Canada.

Baljeet contacted the coordinator, Meena Prajapat, and gathered information about the course. The next day, she began her training at the center. Already familiar with basic computer skills, she quickly advanced to learning MS Word, Excel, PowerPoint, printing, internet use, and operating a projector. To accelerate her learning, she dedicated an extra hour each day. Baljeet successfully obtained her visa and is now studying and working in Canada. She expresses gratitude to READ India, acknowledging that without their training, she would not have been able to acquire such comprehensive computer skills.

Preeti Sharma

Preeti Sharma resides in Kelwada village and holds an MA degree. She is part of a large family consisting of eight members. Preeti pursued a comprehensive computer course at READ India, covering topics such as computer basics, Microsoft Office applications (Word, Excel, Power Point), internet fundamentals including web browsing and Google search, email management (Gmail), accessing government websites, and using printers.

In addition to her computer training, Preeti actively participated in sessions on leadership, life skills, and health worker training offered by READ India. She also volunteered to teach 20 children at the library, organizing creative activities and involving their parents in READ India's initiatives. After completing her computer course, Preeti utilized her skills to establish an e-mitra shop at home, generating a monthly income of 3000-4000 rupees. Despite managing household responsibilities and caring for her two-year-old child, she has successfully engaged her husband in the e-mitra business, jointly running the shop. Preeti Sharma maintains a strong connection with READ India, readily undertaking tasks and actively involving women in READ India's training programs. To date, she has facilitated the participation of 70-80 women in these initiatives. Her dedication to READ India's mission underscores her commitment to community development and lifelong learning.

Seema Yadav

Seema Yadav resides in Kelwada village where her husband works as a tile installer. Despite living some distance from the center, Seema actively participates in its activities while managing household chores and overseeing her children's education. She received training in food processing from READ India, where she learned to prepare various products such as spices, amla candy, amla murabba, amla laddu, amla juice, sherbet, and pickles. She also gained skills in packaging during the training.

Implementing her training at home, Seema produces items like murabba and spices, which she sells through the center, earning a monthly income of Rs. 1500-2000. Additionally, she engages in network marketing and promotes her products locally, expanding her business reach and increasing her earnings.

Kavita Mehta

Kavita Mehta, residing in Kelwada village, has a husband who works as a teacher in a private school, barely covering the household expenses. Wanting to contribute financially, Kavita sought opportunities and discovered various training programs at the READ India Center in Kelwada. She enrolled in training for food processing and community health work, where she learned to prepare a variety of products such as spices, amla candy, murabba, laddu, juice, and pickles, along with acquiring packaging skills.

Currently, Kavita actively participates in the production unit at the center, working 10-15 days per month. She also educates other women about these products, leveraging her training to contribute to both household income and community involvement.

Our Core Values

Commitment

We are deeply committed to every cause and every community we work with

Teamwork

By working together, we foster open communication to achieve better results, collectively

Innovation

We continuously adapt in response to the unique needs of the communities

Justice and Equity

We affirm dignity and worth of each member of the community

Transparency

We are open and honest in our relationships with all stakeholders

Learning

We accept every challenge as a learning opportunity

Compassion

We demonstrate kindness and request and respect all communities

Responsibility

We are mindful of our actions and the impact those may have on communities

Resilience

We are passionate in pursuit of our mission and enable communities to overcome adversities leading to dignified living

READ India
Inspiring Rural Prosperity

RURAL EDUCATION AND DEVELOPMENT (READ) INDIA

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