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Executed by:
READ India
Inspiring Rural Prosperity

Social Impact Assessment

Report
2015-24



Executed by: Rural Education and
Development (READ) India



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 into 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.

Skills to Succeed is a programme supported by Accenture since 2015. It is a structured programme reaching the unreached and providing opportunities at their doorsteps to harness their potential for their holistic development. Accordingly, infrastructure is provided at the READ Community Library & Resource Centres, with trained experts from within the Community as Resource Persons. READ India contributes in re-skilling or enhancing the existing skills of the Resource Persons to make them experts in their own profession and guide them to deliver at their best to the trainees who are engaged and enabled to enhance their skills on various need-based training for initiating their own micro-enterprises or for suitable employability. Since 2015, 60000 girls and women in the age group (15-45) have been skilled through almost 25 Community Library and Resource Centers or Skilling Centres in India in different States.

Under the guidance of Dr. Geeta Malhotra, SOLVERA Consulting conducted a Social Impact Assessment (SIA) for Social and Economic interventions carried out these Centres.

The 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:

Skilling programmes under the Skills to Succeed programme executed by READ India at READ CLRCs 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 4: Quality Education



The focus is on enhancing the digital skills by providing training suitable for employability. Special focus on Social Media Marketing so that the young girls and women can run their own micro-enterprise through social media.

READ India focused on teachers training with special focus on Montessori Education. The young girls were trained to take care of children from 2- 6 years to teach them in play way method and made them capable of running the Early Learning Centres aligned with Community Library and Resource Centers.

SDG 3: Good Health and Well-Being



Basic health awareness initiatives are aimed to educate individuals and communities such as hygiene, nutrition, disease prevention, adolescent health etc, and the importance of seeking medical care when needed. All this was done by training young girls as Community Health Workers in various States. This thought came when the pandemic hit and the doctors were not available in the remote villages.

SDG 5: Gender Equality & SDG 10: Reducing Inequalities



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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.

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.
- For READ Centers sustainability, three options are recommended. One, to continue with the pre-school and a chain of pre-schools could be opened in the selected villages with the dedicated teachers whom READ Centres have been training. Second, the READ Centers should also start the vocational training services apart from free skilling services which are being provided. These Vocational Centers could enhance the employability skills of the youth in the MIDC or any other geography as the skills sets provided will build their confidence and capability for this purpose. Thirdly, production units could be initiated in garments and maybe in multiple product range for selling the products in the local markets, like handicrafts, herbal cosmetics and other need-based products. Other skills could be assessed and accordingly initiated to reduce the gaps in skills to dignified earning initiatives. Skills to Succeed programme helped READ India to attach the Production Units with CLRCs to partially self-sustain the READ Centres.
- 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

Conclusion

The Community Library and Resource Centre (CLRC) model by READ India has, over the past 10 years, partnered with communities in various villages to foster social and economic transformation through dedicated and consistent efforts. This initiative includes community interventions, providing access to more than 5000 books and with various community workshops, empowering over 50000 community members. This community led initiative with local trainers, coordinators and teachers have made a strong network of learners and trainers resulting in cooperation, coordination and commitment to the cause in an effective manner.

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.

(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

With focus on social development, READ India believes laying importance to economic development and financial stability will lead to realizing the potential and to gain power to think through and act positively for progression of the family as a whole. With hand-holding from READ India, community thrives and come forward to step up towards their own growth and development.

READ India believes that girls and women should have increased access to learning resources, education and skill development that will help them with ability to be economically independent that leads to improved self-confidence and social status in their families. READ India believes in addressing women empowerment not only by making them understand their positive role in uniting the family but also think of their own growth holistically with the consent of their male, elderly members of the family. This helped READ India to bring in women to the safe spaces created through Community Library & Resource Centres with like-minded stakeholders in the community, who have faith and trust on the READ model to come forward and support the initiatives.



SKILLS TO SUCCEED – The journey from skilling to success

Skills to Succeed is a programme supported by Accenture since 2015. It is a structured programme reaching the unreached and providing opportunities at their doorsteps to harness their potential for their holistic development. Accordingly, infrastructure is provided at the READ Community Library & Resource Centre, with trained experts from within the Community as Resource Persons. READ India contributes in re-skilling the Resource Persons to make them experts in their own profession and guide them to deliver at their best. It helped READ India to scale the programme from 100s to 1000s and the impact has been visible and encouraging. This programme not only helped in creating exciting opportunities for employability for a few but also creating sustainable livelihoods for many.

“India is a growing economy with a large percentage of youth population. Keeping in view the demographic transition and for our economy to foster, it is imperative that we should train and create skilled manpower for employment or a legion of self-employed professionals”



Social Challenge that READ India is addressing

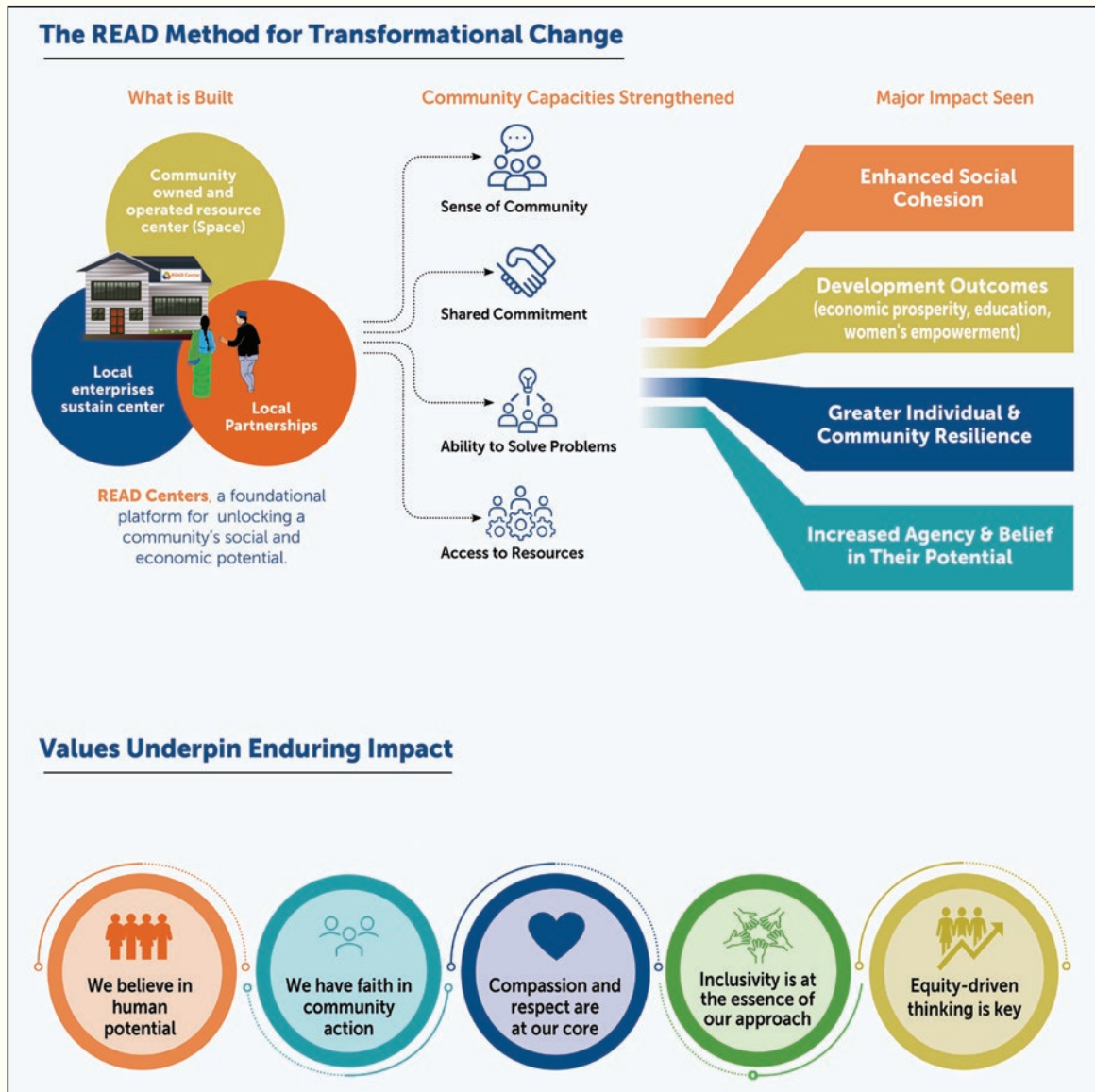
- READ India through its community libraries address a challenge of providing equitable access to information and resources. The communities in rural parts of India are caught between aspirations of changing world but lack the accessible resources within their reach.
- Primary factor for development 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 welfare through minds of people.
- READ through its social interventions thrusts civic engagement to keep the community informed and aware of local information 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 other resources, 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 on almost all parameters, literacy, education, skills for employability or micro enterprises for youth and women themselves and engagement with the community helps in involving men to support their families 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.



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.



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 through 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



SAS 300: Promoting education, employability, and livelihoods

“Skilling alone cannot bring about the change until a woman is economically empowered, integrated with social change and brings in behavioural change in understanding her own role in the society as an important contributor to the family and the society at large”.

READ India has taken the lead in addressing the SDGs on the ground and make the communities understand how they are contributing in addressing these SDGs by practicing the right approach and doing the right action. READ India also tried to align with the ‘Social Accounting Standard 300’ through this process.

While designing the programmes, READ India, recognizing the SDGs on the ground, work consciously with equal opportunities for all women and girls in learning, employability and helping in starting her own micro-enterprise.

While addressing the SDG 8, READ India is conscious of creating equal economic opportunities for all based on their commitment, learning ability and zeal to earn money with self-dignity and respect.

These interventions, complementing government efforts, focus on providing skill learning opportunity for women/girls that will help them either in acquiring a job or starting their own enterprise.

This skill gives her the power of feeling empowered economically and socially. There are many such stories of positive change in the lives of thousands of women and girls. There is significant opportunity in rural areas for the growth of numerous sectors, in particular Handicrafts, Weaving & Spinning, Hand embroidery, Food Spices and home-grown products, Healthcare, Beauty and Wellness. All keeping in view the age group 16-45 years and the literacy and education levels.

These sectors are growing and have opportunities under Make in India, Self-reliant India, Skill India and Women Livelihood programmes and will have the obvious opportunity for self-employability in the coming years. Keeping the Covid pandemic in view which may re-surface again, the proposed interventions are well thought off to fit into hybrid model of delivery with both on-line and off-line training sessions.

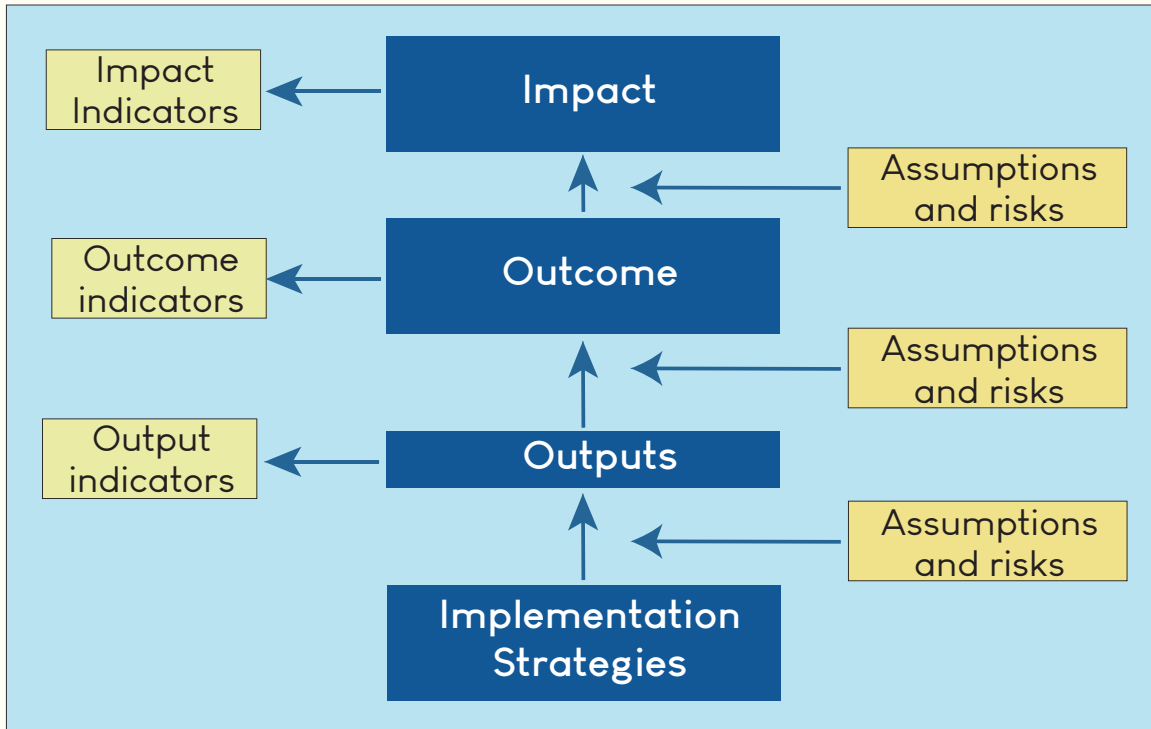
Defined outcomes of the solution/program as envisaged
by READ India- Measured on Theory of Change model

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



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.

Approach

Quantified Target across identified segments-

As this project has a life of 9 years, the total reach to skill the unique women and girls was 51,742ness regarding health-related issues and available health infrastructure.

Geographical Segmentation: Program implementation across 11 States, 162 Villages

State	District	Center	Outreach Village
Uttar Pradesh	Rampur	Rampur	Patwai, Agahpur, Katkuia, Sai Vihar, Kalghar, Ajitpur, Jwala Nagar, Ratanpura, Vaikas Nagar, Nadnou, Bilaspur gate, Rajaura, Kira, Gram Kuiya, Patwai, Behpura, Mathurapur, Nasrot nagar, Dohriya
	Lakhimpur	Lakhimpur Kheri	Trilokpur, Naugaon, Bazarpurwa, Babaura, Kandrahiya, Lokanpurwa, Bela kalan, Nimbua Bojh, Itaiiaa, Dhyampur, Gabraula, Saunaha, Nagara
	Lucknow	Lucknow	Ahemadpur, Telibagh, Baldikhera, Dalibagh, Gosaiganj, Usmanpur, Motinagar
		Noida	Chipyana Buzurg, Badalpur
		Greater Noida	Tugalpur
Rajasthan	Dausa	Geejgarh	Giladi, Budlya, Makhi, Balahedi, Garh, Balaheri, Geejgarh, Sikrai, Dhandholai
	Bharatpur	Devli	Bhusawar, Garhi Sad, Salempur kalan, Pathena, Faujipura
	Baran	Baran	Kelwara, Bhawargarh, Paraniya, Khushiyara, Mahodra, Painabda, Natai, Deori, Ranipura, Bhoyal, Bhanwargarh, Bheelkheda Mal, Faredua Talheti, Danta, Kelwara
Maharashtra	Aurangabad	Naregoan	Karmad, Bambharda, Dudhade, Laadsangvi, Ladgaon, Shendra, Kumbefal, Chitegaon, Mangrul, Pimpri, Takli Mali, Adgaon, Vakulni, Karhol, Warudi, Golatgaon, Karazgaon, Shevga, Satana, Warud, Chikalthana, Pundlil Naga
	Beed	Beed	Shidod, Anthatwan Pimpri, Beed
	Latur	Latur	Sultanpur, Kalevadi, Kingaon, Lahanewadi, Sonkhed, Khadki, Dhanora, Vagdari
Haryana	Mewat	Mohammadpur Ahir (Mewat)	Mohammadpur Ahir, Dadupur, Sundh, Sarai, Goyla
	Jhajjar	Jhajjar	Mehendipur, Daboda, Tandaheeri,
	Gurugram	Wazirabad (Gurugram)	Wazirabad, Sheetla Colony
	Palwal	Chhainsa	Gailpur, Firojpur Rajput, Mandnaka, Boraka, Badha, Seoli Baheen, Manpur

Andhra Pradesh	Chittoor	Baireddipalle (Chittoor)	Kothur, Devadoddi, Kadamheatlapalle, Vengamvarapalle, Kaligutta, Palamner
Karnataka		Bagepalli	Bagepalli, Kondamvaripalle, Motakapalli, Achepalli, Saddapalli, Thimakalapalli, Hosaudya, Surapalli, Sajjupalli, Yarrapentla, Yellampalli, Gudibande
Delhi		Shahbad Mohammadpur	Shahbad Mohammadpur
		Jaffarabad	Jaffarabad
		Burari	Samta Vihar, Burari, Nathupura
Bihar	Madhubani	Benipatti	Madhubani, Behta, Brahampura, Sarisab, Ganguli, Tyoth, Lorika, Uchchaith, Damodarpur
	Deo	Deo	Goal pur, Berhani, Tetariya, Baniya, Kurka, Aroura, Eraura
Punjab		Patiala (Rajpura)	Khirajpur, Khera Gajju, Jansala, Mankakpur
		SAS Nagar	Kharar, Anandpur Sahib
		Bhatinda	Gidderbaha, Singo, Mansa, Raman, Kotli Khurd, Sardulewala, Nangla, Dulewala, Burj Jhakbar
West Bengal		South Pargana	24 South Pargana
Gujarat		Kutch	Jiyapar, Vadva Bhopa

Underlying thematic issue (gender, caste, community) that places the target segment at a disadvantage that has economic and non-economic consequences, as defined by READ India.

Women in marginalized communities have been identified as core stakeholders for carrying through the defined social interventions. READ India will identify beneficiaries for its “Skills to Succeed” and social intervention programs after careful consideration of various parameters to ensure effective targeting and equitable distribution of resources.”

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

“These sectors are growing and have opportunities under Make in India, Self-reliant India, Skill India and Women Livelihood and will have the considerable opportunity for self-employability in the coming years. The mobilization was done in the above-mentioned villages. Door-to-door surveys, community meetings were conducted, and community people were informed about the various training programmes and their long-term benefits”.

Measures for Sustainability of planned outcomes

The making of an entrepreneur or 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 interventions are planned in a manner to instill confidence, providing skills to create individual entrepreneurs, ensure internalization of all the qualities of an entrepreneur

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. These sectors are growing and have opportunities under Make in India, Self-reliant India, and Skill India and Women Livelihood initiatives of the Government of India.

Also complementing 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, and also 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 (ODOP) 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

The change READ India anticipates through its skilling intervention

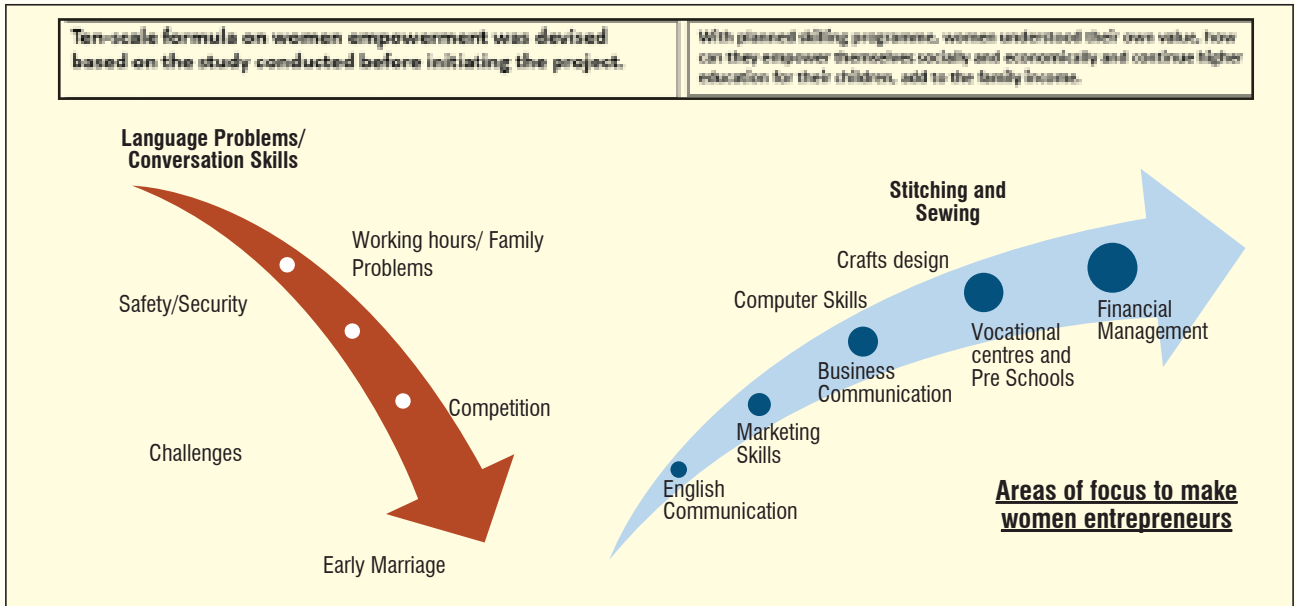
“Overall, the social intervention of training for livelihood skills leads to tangible improvements in beneficiaries' socio-economic status, well-being, and quality of life, ultimately contributing to sustainable development and poverty alleviation.”

4 E’s Formula: With the inclusive approach in view, Civil Society Organisations like READ India have been using 4 Es formula to translate its vision into action: Empowering, Educating, Employing and Enhancing the skills for holistic development.

The above resulted in the following achievements:

- Economic Empowerment:** Beneficiaries gain the skills and knowledge necessary to access sustainable employment opportunities or start their own businesses. This leads to increased income generation, economic stability, and financial independence. Economic empowerment through skills training reduces beneficiaries' vulnerability to exploitation and dependency on others for livelihoods.
- Enhanced Social Status, Self-confidence and Self-esteem:** With new found skills and economic independence, beneficiaries experience an improvement in their social status within their communities. They have become role models and leaders, contributing positively to community development and cohesion. Acquiring new skills and successfully applying them in the workforce or as entrepreneurs boosts beneficiaries' self-confidence and self-esteem. They feel more capable and empowered to take on challenges and pursue their goals.
- Employability Skills:** They are better equipped to negotiate fair wages and working conditions, thereby improving their overall well-being.
- Social Inclusion and Participation:** By participating in skills training programs, beneficiaries become more integrated into society and have increased opportunities for social interaction and networking. This fosters a sense of belonging and strengthens community ties.

Co-relation establishment with intervention and impact



“The strength of the programme is building grassroot leadership and handing over responsibility on their shoulders”

Constant and consistent efforts by handholding, mentoring, listening to their concerns and challenges, enabling them to find possible solutions and overcoming and achieving their small goals, have paved the way for them and paid back to us as rewards of our work with them

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. Whether its social gain or economic gain, 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.

2015-16	• Stitching, Computers Skills, Need Based Trainings, Life Skills and confidence building
2016-17	• Stitching, Computers Skills, Need Based Trainings, Life Skills and confidence building with an expanded outreach at additional locations.
2017-18	• Business Communication, Marketing Skills, Financial Management, English Communication, Spinning & Weaving, Dyeing & Printing, Stitching, Natural Grass Handicraft Making
2018-19	• New Trainings added - Nursery Teachers Training, Product Design & Development, Quality and Scale, Packaging, Marketing & Networking, Online Selling, Logistics Management
2019-20	• New Trainings added - Herbal Product Making, Social Media Marketing, Cyber Safety
2020-21	• New Trainings added - Professional IT Skills, Community Health Workers, <u>Madhubani</u> Painting, Kantha Work, Rabari Embroidery, Folk Painting, Home Based Items, Food & Agri Products, Advanced Stitching, Leadership Skills, Life Skills, Mental Health & Stability, Education for All.
2021-22	• Project period was extended (Sep 21 to March 2022) - Same trainings were conducted as previous year, with an expanded outreach at additional locations.
2022-23	• Apparel Making, Handicrafts, Herbal Products, Weaving and spinning, Entrepreneurship Skills, Community Elementary Educator, Embroidery, Domestic Data Entry Operator, Food Products and home-grown products, Makeup Artist, Frontline Health Worker
2023-24	• Apparel Making, Handicrafts, Herbal Products, Weaving and spinning, Entrepreneurship Skills, Community Elementary Educator, Embroidery, Domestic Data Entry Operator, Food Products and home-grown products, Makeup Artist, Frontline Health Worker

Key Constituents of the composite Skilling Intervention

- Education
- IT Skills
- Handicrafts
- Weaving & Spinning
- Embroidery Home-grown Spices
- Herbal Products
- Apparel Making
- Entrepreneur Skills
- Beauty & Wellness
- Community Health Workers



Beneficiaries trained during the past 9 years

Year	Skilled
2015-16	1208
2016-17	5136
2017-18	4370
2018-19	6998
2019-20	6777
2020-21	8001
2021-22	4074
2022-23	7500
2023-24	7678
Total	51,742

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

- 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

Risk Mitigation Strategy

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

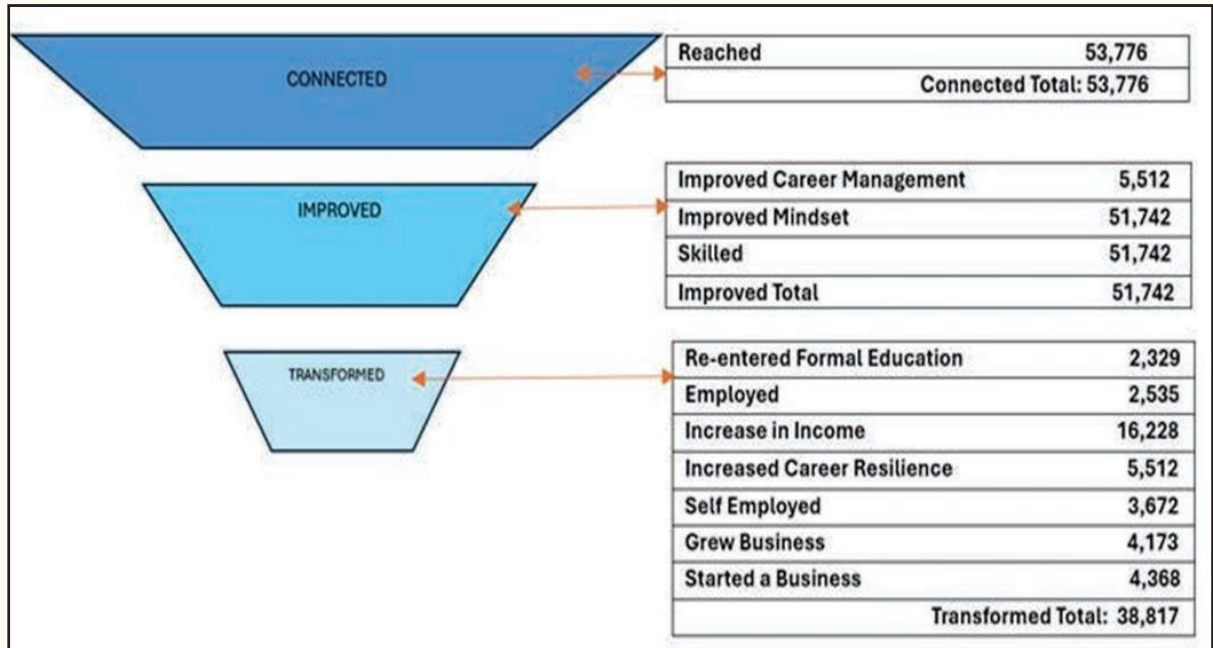
• Key Performance Indicators and Metrics

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.

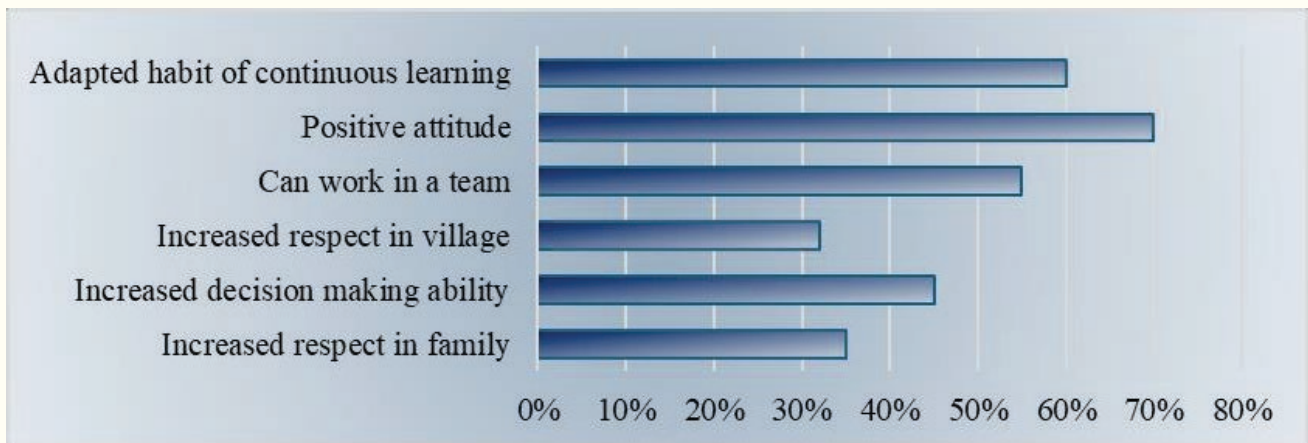
The metrics will capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This will help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution. The metrics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

Year	Secured Job	Started Micro-Businesses	Grew Existing Business	Income Increased
2015-16	32	36	272	300
2016-17	238	393	166	2231
2017-18	356	418	559	2215
2018-19	453	1117	539	2295
2019-20	352	490	191	2288
2020-21	261	718	218	1551
2021-22	98	378	138	936
2022-23	370	372	665	2156
2023-24	375	446	1425	2256
Total	2,535	4,368	4,173	16,228

Skill Acquisition and Development/ Percentage of participants who complete the training/ Improvement in participants' proficiency in targeted skills (assessed through pre- and post-tests)



Socio-economic indicators of change resulted from skill-based trainings, is reducing migration to towns and cities. Families/communities are becoming self-sustainable units. Noticeable change observed in the standard of living among beneficiaries. Financial stability leads to cohesiveness in the family. This is further responsible for more respect for women both in the community and household level. Women in the community are gaining recognition, have greater control on their lives and are taking financial decisions. During pandemic, women became supporting pillars and supported their families financially.



(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.

- **Empowerment, Self-Confidence, and Social Status:** Training at READ India skilling centers has significantly boosted beneficiaries' confidence and perception of their abilities. They have gained recognition as earning members of their families and society, leading to improved decision-making, increased purchasing power, new aspirations, ambitions, and plans for their children's higher education.
- **Employment Opportunities:** The program has had a significant positive impact on employment opportunities by providing new skills and competencies, reducing unemployment rates, and addressing critical social issues like unemployment.
- **Enhancement of Skills:** The intervention has successfully enhanced both technical and soft skills, increasing employability and equipping participants to thrive in a competitive job market. This skill development supports sustainable career paths and adaptation to industry changes.
- **Income Generation:** Participants have experienced increased income levels through better-paying jobs or entrepreneurial opportunities, leading to financial stability and improved socio-economic status. This contributes to community development and poverty alleviation.
- **Community Development Impact:** The program fosters self-reliance and economic empowerment within communities, leading to individual success and broader community development initiatives such as local business creation and wealth circulation.
- **Sustainability and Long-Term Impact:** The report highlights the importance of sustainability and long-term impact, emphasizing the need for continuous support, investment, and adaptation. Ongoing monitoring, evaluation, and refinement of the intervention are essential for ensuring its lasting benefits.

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.
- **Social Innovation:** Collaborative projects and discussions within the library lead to innovative solutions to pressing community challenges, driving positive change and progress for all.
- **Cultural Preservation:** Through its collection of cultural artifacts and resources, the library honours the rich heritage of the community, ensuring that its traditions and stories are preserved for future generations to cherish and learn from.

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

- **Targeted Training Programs:** Design skilling programs tailored to specific community needs and industry demands. This ensures the skills acquired are relevant, cost-effective, and marketable.
- **Partnerships:** Collaborate with local businesses, educational institutions, and government agencies to enhance resources and reach a wider audience.
- **Monitoring and Evaluation:** Implement robust monitoring and evaluation mechanisms to track progress, identify areas for improvement, and ensure accountability. Standardize data collection and use statistical tools for detailed analysis.
- **Sustainability Measures:** Develop strategies for the long-term sustainability of skilling initiatives, including securing funding, fostering community ownership, and building capacity.
- **Technology Integration:** Use technology to improve delivery methods, access to resources, and connectivity among stakeholders. The program's dynamic curriculum, based on familiar skill domains, has successfully transformed skilling interventions into impactful solutions for unemployment, employability, and community development.

Strategic Interventions and Long-Term Impact

- **Sustained Efforts:** Ongoing strategic interventions are crucial for maximizing long-term impact and ensuring progress towards social and economic empowerment.
- **Future Trajectory:** Recognize the promising future trajectory offered by skilling interventions, necessitating continued support and investment to sustain positive momentum and amplify societal benefits.
- **Stakeholder Commitment:** Encourage stakeholders to commit to long-term support, both in funding and resource allocation, to ensure the continued success and scalability of these initiatives.
- **Community Resilience:** The impact of READ India's efforts underscores the importance of sustained support for skilling interventions in building resilient communities, highlighting the need for long-term stakeholder commitment to ensure continued success and scalability.

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.

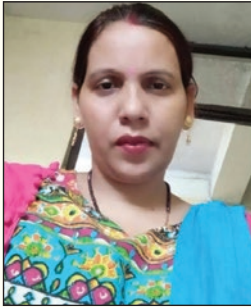
Thus, sustainable funding for community libraries and health awareness initiatives is essential for building resilient communities capable of weathering challenges and seizing opportunities. These interventions equip individuals with the skills, knowledge, and resources they need to adapt to changing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



Anita

Anita is 43-year-old. She has 3 children. Her husband works out of state so she lives alone with her children. When she first visited READ center her motive was to get her daughter's admission in computer course. She was fascinated by the environment of the center. When she saw many other women learning and stitching clothes. She thought that she is also capable to learn. She was little hesitant to ask whether she can learn computer here.

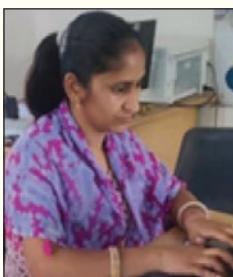
The staff encouraged her to learn and help her to improve her personality by life skill classes. These classes bring a drastic change in her. There were visible changes in her personality because of which she is now doing a job in Narmada hostel as an admin. Now she is earning enough and her children, they are studying in private school and she takes care of their school fee. She is now fully independent.

Shivani is 18 years old and lives in Sheetla colony, Gurugram. She is currently pursuing her graduation from distance learning. She got to know about Nursery teacher training from one of her friends. She enrolled herself for NTT course offered at READ India center, Sheetla colony. After completion of her course, she is now working as a teacher at S. R. public school, sector-5 Gurugram.



Shivani

Shivani says after completing her training, she now feels more confident, and her public speaking has improved drastically. With her income she can manage her day-to-day expenses. She also thanked READ India for their support and for providing Nursery teacher training, as many women like her who have dreams and are unable to cherish it can now work on it.



Manu

Manu's husband is a government employee. She has four siblings. She wanted to achieve something good in life. She is a keen learner. She was very happy to know that READ is providing such a good platform where women are uplifted. She enrolled for IT computer training at the center. Every day without fail she attended all the sessions and completed her training.

After Covid she joined READ Library, and prepared for competitive exams. As she was trained in IT she was selected as a government teacher. She is thankful to READ India for helping her and because of her job now her family is very happy. She has become a role model in her village, women look up to her



Dolly

Dolly is the third youngest of her seven siblings and her parents are farmers who struggle to acquire a livelihood. Despite facing financial and social barriers, Dolly was determined to pursue higher education. She has a strong desire to serve the nation and make her family proud.

She is enthusiastic about sports since childhood. She actively participated in sports and extracurricular activities organized at local level. Dolly discovered the power of public libraries and came to know about READ India library and vocational training programs. She registered for IT skills training. She started reading and searching resources for physical education, she used to read NDA books & other sports related books. She continued her formal education and now pursuing Bachelor degree from Dixit College Rampur.

She has also received training at Police Service Ground at Moradabad for climbing Mount Everest. During the training period, Dolly showed her hard work and proved herself to be an extra ordinary candidate.

She won several medals. Dolly has inspired many girls in her community and her story became a source of inspiration She proved that with hard work, dedication, and perseverance, anything is possible.

Meena Devi lives in Devli, Bharatpur. Her husband Manohar Singh is a labor. She has three children, two girls and a boy. Meena is a home maker, when she heard about trainings being conducted at READ center for free, she immediately registered for Food Product training.

After completing her training, she made variety of products at home which she learnt in her training and opened her own shop. She is selling her home-made products at the shop and earning good amount to fulfill the needs of her family. She is utilizing her earning by providing education to her children. She is even able to save some for future expenses.

She worked on her skills and realized her worth. She feels confident and empowered contributing in building her family financially stable.



Meena Devi



Pinky

Pinky is a resident of Lalbagh, Lucknow. She belongs to a conservative family. She used to stitch clothes at home and earned a small amount of money. Post Covid, she convinced her parents to let her join Stitching & Sewing training at READ India Centre. Along with her training she also attended leadership and life skill sessions.

She read books from the library which helped her gain confidence and motivated her. Pinky attempted an interview in a missionary school in Lucknow and was appointed as an Activity Teacher. She is a Choreographer in the school and teaches kathak dance form. Coming from an orthodox family it was difficult for her to achieve this. She faced lot of challenges to reach here in which READ India supported her throughout her journey.

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



RURAL EDUCATION AND DEVELOPMENT (READ) INDIA

115, 1st Floor, Tower No. 4, HEWO Apartments - 1, Sector - 56,
Gurgaon - 122011, Haryana, India
www.read-india.org