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**READ India**  
Inspiring Rural Prosperity



**Jewar  
REPORT  
2023-24**

# **Social Impact Assessment**

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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**

# Problem Statement

In many communities around the world, there exists a complex web of interrelated issues that hinder sustainable development and the well-being of individuals. These issues include inadequate access to education, healthcare, women's empowerment, livelihood skills, clean water, and environmental protection. Without addressing these challenges comprehensively, communities remain trapped in cycles of poverty, inequality, and environmental degradation.

## (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 those most 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 other marginalized 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.



## 1. 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 catalyze 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.



## Applicable Social Accounting Standards aligned with SDGs

with SDGs SAS 200 with SDG 3



**Promoting health care (including mental health) and sanitation**

**READ India is committed to achieve the following:**

- Increased awareness about healthy lifestyle choices, preventive measures, and early detection of illnesses.
- Reduced prevalence of diseases:
- Improved access to healthcare services by creating awareness of government schemes and facilities.



**SAS 300 with SDG 4**

**Inclusive and equitable quality education and promote lifelong learning opportunities for all**

- Increased Literacy.
- Educational Support enhancing Student's Academic success.
- Enhanced sense of fostering social connections and belongingness.
- Promotion of lifelong learning through reading material for all ages.
- Digital Inclusion bridging the digital divide and increasing livelihood opportunities.

## SAS 1000 with SDG 5, SDG 8 and SDG 10

(Gender equality, Decent work and economic growth, and Reducing inequalities)

“Promoting livelihoods for rural and urban poor with decent work with decent income including enhancing income of small and marginal farmers and workers in the non-formal sector. ”

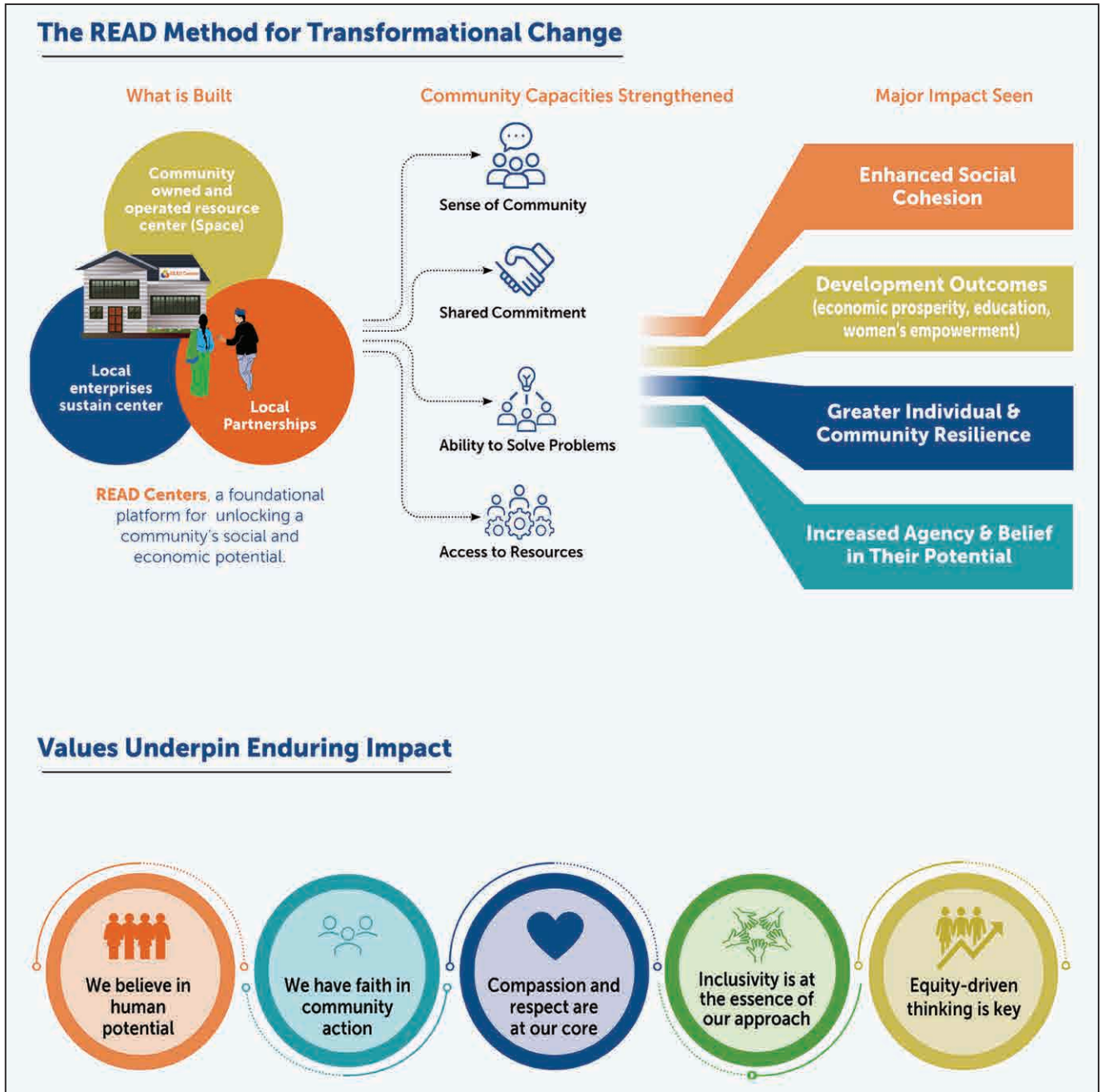


- Enhanced Employability.
- Income generation Poverty reduction
- Increased self-reliance
- Improved financial Management
- Reduced Financial Vulnerability
- Increased Savings
- Personal Growth & Resilience



## 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..**

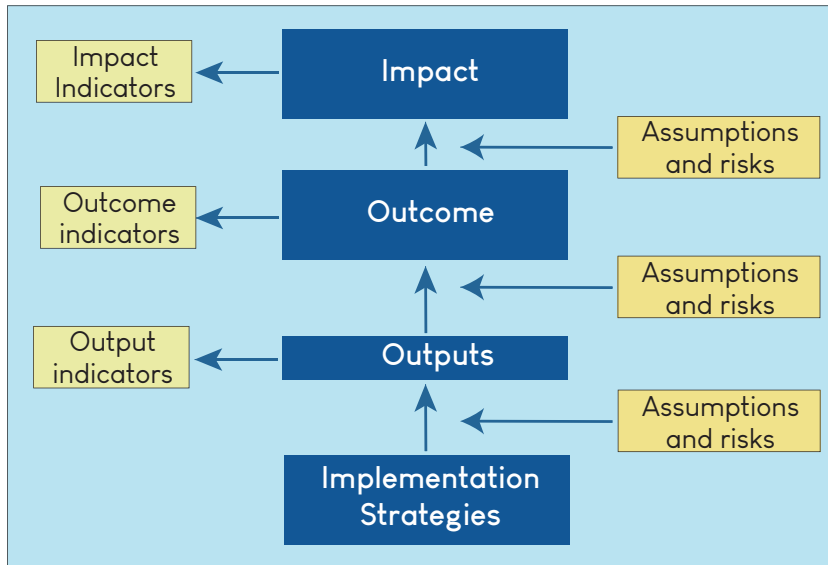
Defined outcomes of the solution/program as envisaged by READ India-  
Measured on Theory of Change model

# 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 JEWAR Centres

Implementation Strategy	Target Output- 3 Years	Target Outcome - 3 Years	Target Impact - 3 Years
Reading and Writing programme through Library & Spoken English	Education Programs- 300 Children will benefit through reading and writing programs at the library (100 per year) 180 stakeholders will be reached through spoken English programme. (60 per year) 300 beneficiaries to be enrolled on Digital literacy in the center through use of computers. (100 per year)/ 150 children in the age group of 2 – 6 years enrolled in the Early Childhood Development.	Target Outcome- 3 Years Increased Literacy. Educational Support enhancing Student’s Academic success. Enhanced sense of fostering social connections and belongingness. Promotion of lifelong learning through reading material for all ages. Digital Inclusion bridging the digital divide and increasing livelihood opportunities.	Empowerment  Community Cohesion  Capacity Building  Social Inclusion  Health Outcomes
Early learning programme for children in 2 - 6 years age group	Health 210 families to be covered under safe drinking water sessions, nutrition (70 families per year), 210 community members exposed on basic health and hygiene techniques (70 per year), 150 women and girls will benefit from health awareness programme – Menstrual health and hygiene (50 per year)	Increased awareness about healthy lifestyle choices, preventive measures, and early detection of illnesses. Reduced prevalence of diseases*: Improved access to healthcare services	Economic Empowerment  Life Satisfaction  Educational Attainments
IT skills - Computer training Need Based Basic Computer skills, MS Office, use of internet for access to online services	Livelihood Skills150 beneficiaries to be provided with livelihood and financial literacy skills (50 per year).	Enhanced Employability, Income generation Poverty reduction, Increased self-reliance, Improved financial Management, Reduced Financial Vulnerability, Increased Savings, Personal Growth & Resilience	Cultural preservation  Resilience and Sustainability

<p>Basic Health and Hygiene- WASH Programme with Children and their Mothers</p>	<p>150 youth will benefit through career counselling workshops. (50 per year)  180 adolescent girls and boys trained on life skills through workshops (60 per year)  150 youth will be engaged in personality development and interview skills (50 per year)</p>	<p>Increased revenue  Reduced Vulnerability to Climatic impact on Farming income</p>	
<p>Need based livelihood trainings (Stitching and Sewing- Beauty &amp; Wellness)</p>	<p>150 youth will benefit through career counselling workshops. (50 per year)  180 adolescent girls and boys trained on life skills through workshops (60 per year)  150 youth will be engaged in personality development and interview skills (50 per year)</p>	<p>Increased revenue  Reduced Vulnerability to Climatic impact on Farming income</p>	
<p>Financial Literacy &amp; Entrepreneurship</p>			
<p>Career Counselling, Personality Development and Interview Skills &amp; Life Skills for Adolescent</p>			
<p>Livelihood programmes for farming</p>			

## 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 specific to Jewar Centre**

**The baseline status/situation analysis/context description at the start of the project/program. In absence of baseline study, a detailed situation analysis to be mentioned.**

## **Key Objectives of Baseline Study**

- To understand demographics of the community.
- To establish availability of library and books to community.
- To assess availability of vocational and skill-based courses in community.
- To understand level of knowledge about different aspects related to government schemes.
- To assess awareness regarding health-related issues and available health infrastructure.

## **Methodology**

Analysis is made using responses to different questions and evaluation if done using these responses.

## **Geography**

According to Census 2011 information the location code or village code of Murad Garhi village is 120375. Murad Garhi village is located in Jewar tehsil of Gautam Buddha Nagar district in Uttar Pradesh, India. It is situated 15km away from sub-district headquarter Jewar (tehsildar office) and 37km away from district headquarter Gautambudh Nagar. As per 2009 stats, Murad Garhi village is also a gram panchayat.

The total geographical area of village is 351.15 hectares. Murad Garhi has a total population of 1,345 peoples, out of which male population is 711 while female population is 634. Literacy rate of Murad Garhi village is 61.49% out of which 74.54% males and 46.85% females are literate. There are about 247 houses in Murad Garhi village.

Jewar is nearest town to Murad Garhi for all major economic activities, which is approximately 15km away

## **A Detailed situational analysis**

- Murad Garhi is the village known as Rajputana Gadh as maximum number of people from the village are Rajput. Main occupation of people in the village are Labour work and Farming.
- The houses in the village have been built nicely as people from the village was compensated by the Government after acquisition of their land. Post-acquisition of their land Government maximum number of people became dependent on Labour work for lack of a land to do farming. Apart from that, people are also engaged in small scale businesses like Pan Shop, Kirana store, & Vegetable vendor, Barber shop etc.
- It was identified that there is no connectivity of any type of public transport in the village. People use their personal vehicles for traveling whenever they want to go out from the village.
- Nearby Villages to Murad Garhi are Tirthali (2 Km), Tanaja (1 Km), Birampur (3 Km), & Bhanna Taga (3 Km)
- There is only one primary level school in the village from 1st –8th Class. 178 students from the village are studying in the school out of which 106 are boys and 72 are girls. There are 7 teachers in the school.
- Approximate 100 students from 1st -5th class of the village go to private school. School bus comes every day to pick up the children.





## Major challenges in the Villages:

- There is only one school in the whole village which is from 1st -8th class only. Children in school do not have access to any sort of reading material. Schools have very limited number of books available for students. There is no system of smart class in the school.
- There are no hospitals or clinics in the village. No Health care Centers are there in the village. Lack of health awareness.
- No computers available neither in the school nor in the village. No institute for learning computers.
- Maximum number of people are engaged in labour work; women are engaged in household work. Lack of awareness for skill development.
- There is no High School in the village. Girls from the village have to go out from their village to pursue their higher education on a daily basis. Due to rigid patriarchal system prevailing in the village, some of the parent also don't allow their girls to go out from the village to study.
- Women are mainly engaged in household chores or cleaning the waste of the buffalo who are involved in animal husbandry. Other than that, women from the village doesn't have access to any skill development or vocational courses.
- There is no library, vocational courses Centre or computer Centre in the village. It was shared by the community folk that till date no social intervention for community development has been carried through by an NGO or any other institution.
- While Speaking with Local stakeholders and school teachers, it was shared by them that there is a need for intervention in the village in terms of improving the level of Education, Health Awareness, Health care facilities, Access to books and technology.

## The solution implementation plan

Phase 1 (Quarter 1)	Phase 2 (Quarter 1 And 2)	Phase 3 (Quarter 2 Onwards)
Selection of villages through feasibility study	Renovation of building and setting up of infrastructure	Implementation of various training programmes on the key pillars stated above
Community Mobilisation to share about the proposed interventions in chosen area	Selection and training of local staff on Library Science, Center Management and developing their SOPs	Skill mapping for livelihood trainings
Meetings with local governing bodies, panchayats, schools and other stakeholders to sensitize them in proposed project	Training of Center Management Committee	Impact assessment after every quarter and at the end of each completed year of the program.
Conducting baseline survey	Inauguration of the Center	Periodic employee volunteering programs.
Selection and finalisation of suitable space to set up CLRC		

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

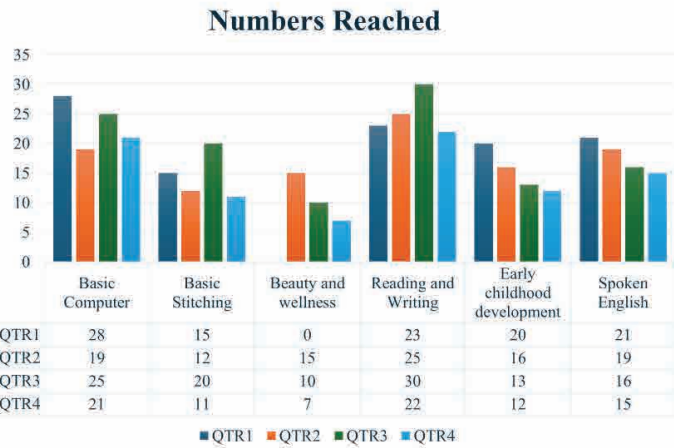
READ India thinks on the following key aspects before collecting the impact data from the field on **4 W points**:

<ul style="list-style-type: none"> <li>- <b>What</b> data is needed?</li> <li>- <b>Why</b> we need this data?</li> <li>- From <b>whom</b> we need this data?</li> <li>- For <b>whose</b> benefits we are collecting the data</li> </ul>	<p><b>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</b></p>
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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.

# Numbers Reached (April 23 - March 24) - JEWAR

Training Name	Q1	Q2	Q3	Q4	Total
Basic Computer	28	19	25	21	93
Basic Stitching	15	12	20	11	58
Beauty and wellness	0	15	10	7	32
Reading and Writing	23	25	30	22	100
Early childhood development	20	16	13	12	61
Spoken English	21	19	16	15	71
Health Awareness	489	180	81	60	810
<b>Total</b>	<b>596</b>	<b>286</b>	<b>195</b>	<b>148</b>	<b>1225</b>



<h2>Villages Covered</h2>	Name of Village	Distance from Center
	Tilthiri	3 Kms
	Falaida	4 Kms
	Rabupura	5 Kms
	Kheda	4 Kms
	Birampur	2 Kms
	Tanaja	3 Kms

Project Progress April 2023 – March 2024	
Beneficiaries reached through Library	<ul style="list-style-type: none"> <li>• 77 Beneficiaries</li> <li>• 265 Books issued to beneficiaries</li> </ul>
Spoken English Sessions	<ul style="list-style-type: none"> <li>• 96 sessions</li> <li>• For 71 beneficiaries</li> </ul>
Reading and writing sessions	<ul style="list-style-type: none"> <li>• 271 Sessions</li> <li>• For 100 Beneficiaries</li> </ul>
Beneficiaries reached through Digital Literacy	<ul style="list-style-type: none"> <li>• 100 Beneficiaries trained under IT skills and gained Basic computer proficiency</li> </ul>
Women Empowerment	<ul style="list-style-type: none"> <li>• 58 trained and equipped with Tailoring skills</li> <li>32 trained under Beauty and wellness program</li> </ul>
Health Awareness sessions	<ul style="list-style-type: none"> <li>• 96 Sessions conducted</li> <li>• 810 beneficiaries sensitized through health sessions</li> </ul>

# (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

- 1. Lack of Community Engagement:** The centre was opening right after the pandemic wrought time period. Hence the biggest risk deposited in front of Centre Staff has been restricted mobility and interaction with the beneficiaries at Village leading to lack of Community engagement. Thus, mobilization of beneficiaries was the biggest risk that was anticipated in the first year of the operations. If the community isn't involved or supportive, the library may struggle to attract users and fulfil its intended purpose.
- 2. Limited Accessibility:** Post pandemic- Secondly, encouraging the disciplined manner of attending the sessions and converging to the CLRC was another risk emerging out of post pandemic era. Besides, in general factors such as location, operating hours, or inadequately safe infrastructure could limit access to the library, especially for marginalized or underserved groups.
- 3. Content Relevance:** Failing to offer materials and programs that cater to the community's interests and needs may result in low usage and relevance.
- 4. Community Resistance or Opposition:** Resistance from local authorities, cultural barriers, or opposition from certain groups within the community could impede the library's success.
- 5. Staffing Issues:** Challenges related to recruitment, training, or retention of qualified staff may affect the quality of services provided by the library.

## Risk Mitigation Strategy

- 1. Community Engagement and Needs Assessment:** READ India works directly with the communities by setting up of Community Libraries and Resource Centers in the selected area of intervention. Villages are selected through a process of feasibility study. It involves the community from the planning stage to ensure the library meets their needs and interests. The set-up of each CLRC is a joint responsibility between READ and the community. It plans to conduct thorough needs assessments to understand what resources and services are most valuable to the community. READ CLRC's are monitored by a Library Management Committee and is ensured that Selected members must be local and from the same community as the center as he/she would be aware of local needs and aspirations.
- 2. Accessibility Planning:** It is a primary prerogative to choose a central and easily accessible location for the library. Offer safe spaces & flexible operating hours to ensure inclusivity and wider coverage, especially for women folk of the community.
- 3. Relevant Content and Programming:** READ curates a diverse collection of materials and offer programs and services that reflect the interests, cultures, and languages of the community. It creates common community capital by regularly soliciting the feedback from users to adapt offerings accordingly. It comprises of up to 3,000 books in English, Hindi and local languages and a selection of current newspapers and magazines.
- 4. Stakeholder Engagement and Advocacy:** READ builds partnerships with local organizations, schools, government agencies, and businesses to garner support and resources for the library. This group of influence and credence advocates for the importance of libraries and literacy within the community.
- 5. Professional Staffing and Training:** Capacity building is at the core of the READ India's operating philosophy and thus there is a consistent ongoing training and professional development opportunities to ensure staff members are equipped to deliver high-quality services.



## Impact Scorecard & Assessment

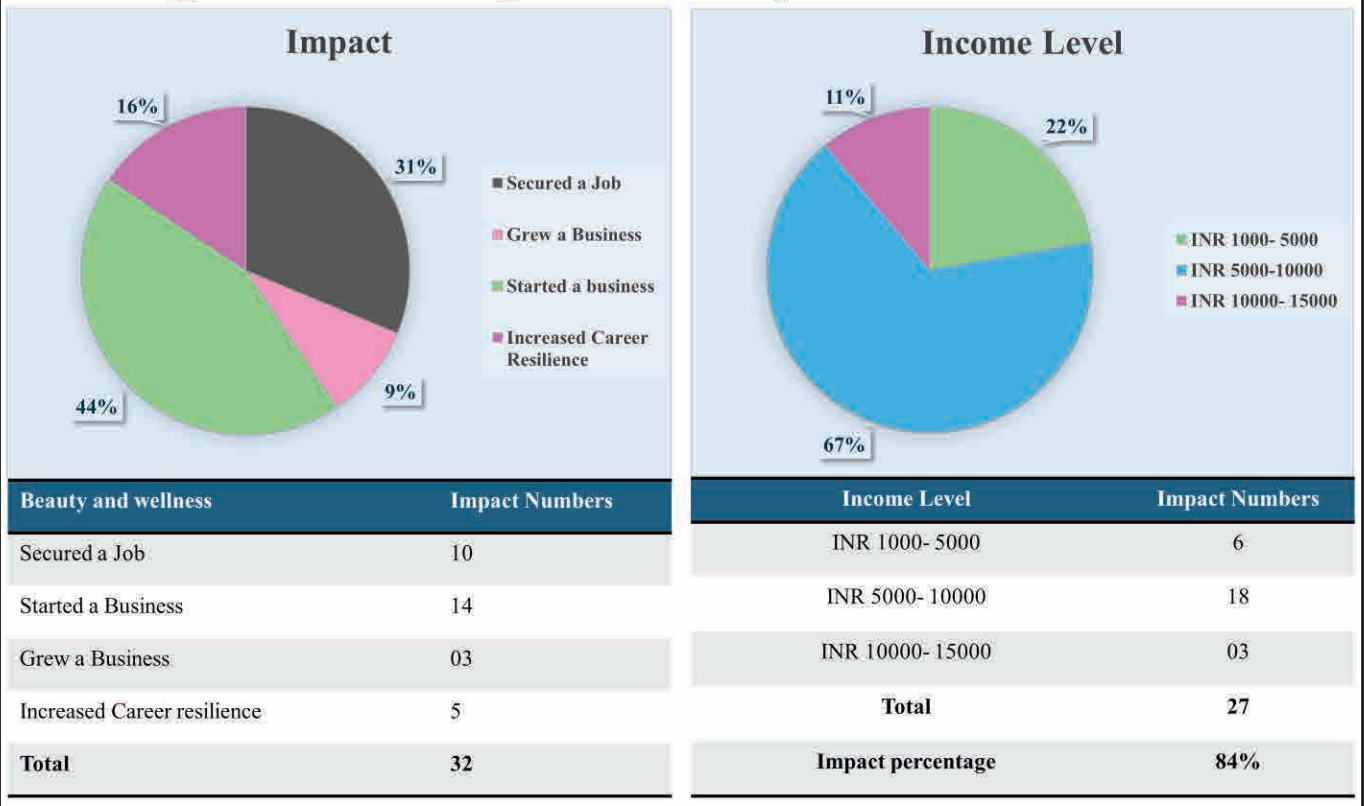
### Key Performance Indicators and Metrics

1. 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.

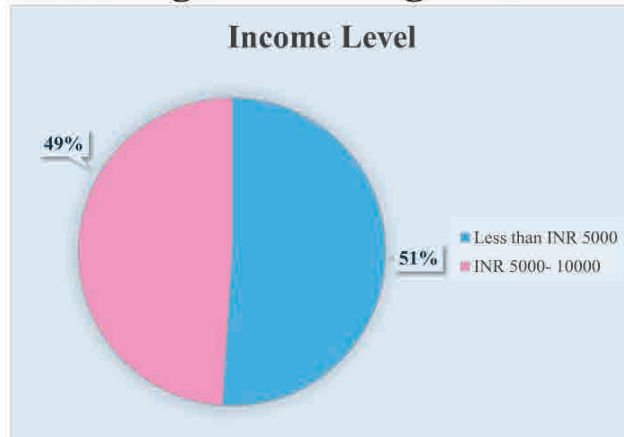
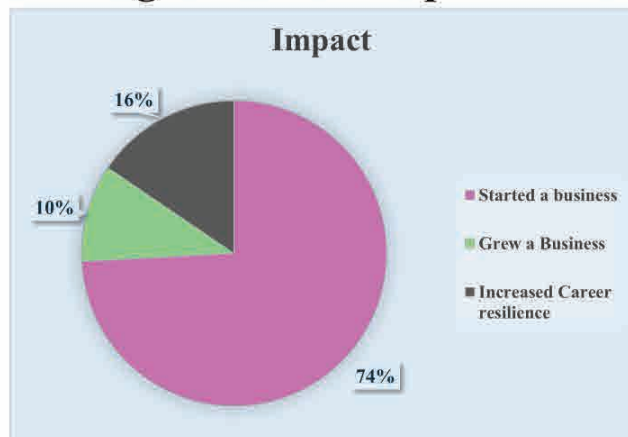
The metrics will capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This will help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution. The metrics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

### Impact analysis of Employment and Income Generation/Entrepreneurship Development:

#### Skilling Economic Impact – Beauty and Wellness - JEWAR



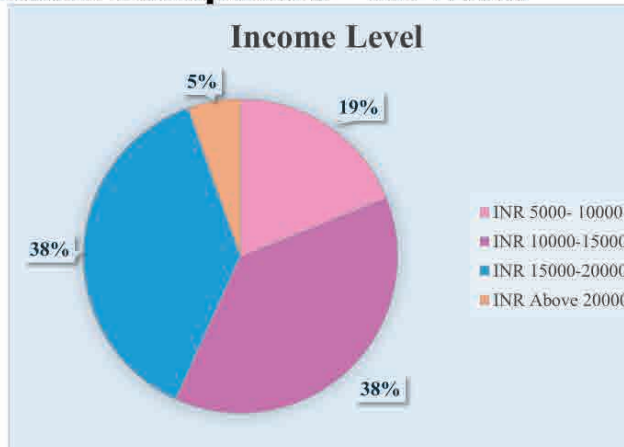
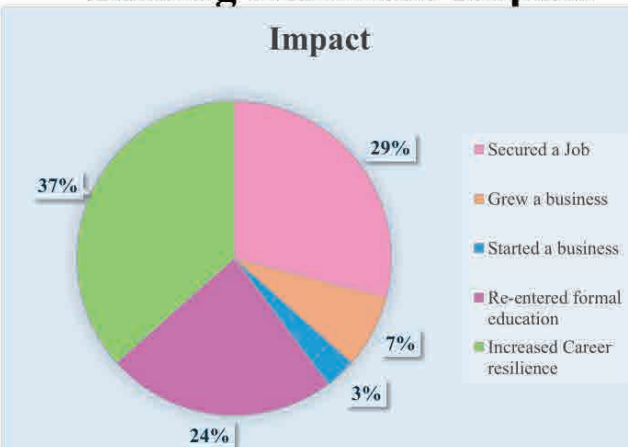
## Skilling Economic Impact – Basic Stitching and Sewing - JEWAR



Basic Stitching and Sewing	Impact Numbers
Started a business	43
Grew a business	06
Increased career resilience	09
<b>Total Beneficiaries</b>	<b>58</b>

Basic Stitching and Sewing	Impact Numbers
Less than INR 5000	25
INR 5000-10000	24
<b>Total Beneficiaries</b>	<b>49</b>
<b>Impact Percentage</b>	<b>84%</b>

## Skilling Economic Impact – Basic Computers - JEWAR



Basic Computers	Impact Numbers
Secured a Job	27
Started a business	03
Grew a business	07
Increased career resilience	34
Re-entered formal education	22
<b>Total Beneficiaries</b>	<b>93</b>

Income Level	Impact Numbers
INR 5000- 10000	07
INR 10000- 15000	14
INR 15000- 20000	14
INR Above 20000	2
<b>Total Beneficiaries</b>	<b>37</b>
<b>Impact Percentage</b>	<b>40%</b>



## How are these Programs helping the community?



In today's landscape, skill development and digital literacy stand as pivotal pursuits. Limited education confines people, barring their access to self-improvement and lucrative employment. With Avery Dennison's Support, READ India empowers Muradgarhi's youth and women, catalyzing the community's holistic progress.



Our initiatives encompass diverse skills in fundamental stitching & sewing, digital literacy, and Spoken English, alongside holistic youth development programs encompassing personality, life skills, and interview sessions. Amidst this, our reading and writing programs, community library access, and ECD section for ages 2-6 thrive.



Dedicated health awareness sessions are also conducted to sensitize the community member on various health issues. These sessions bolster community well-being.

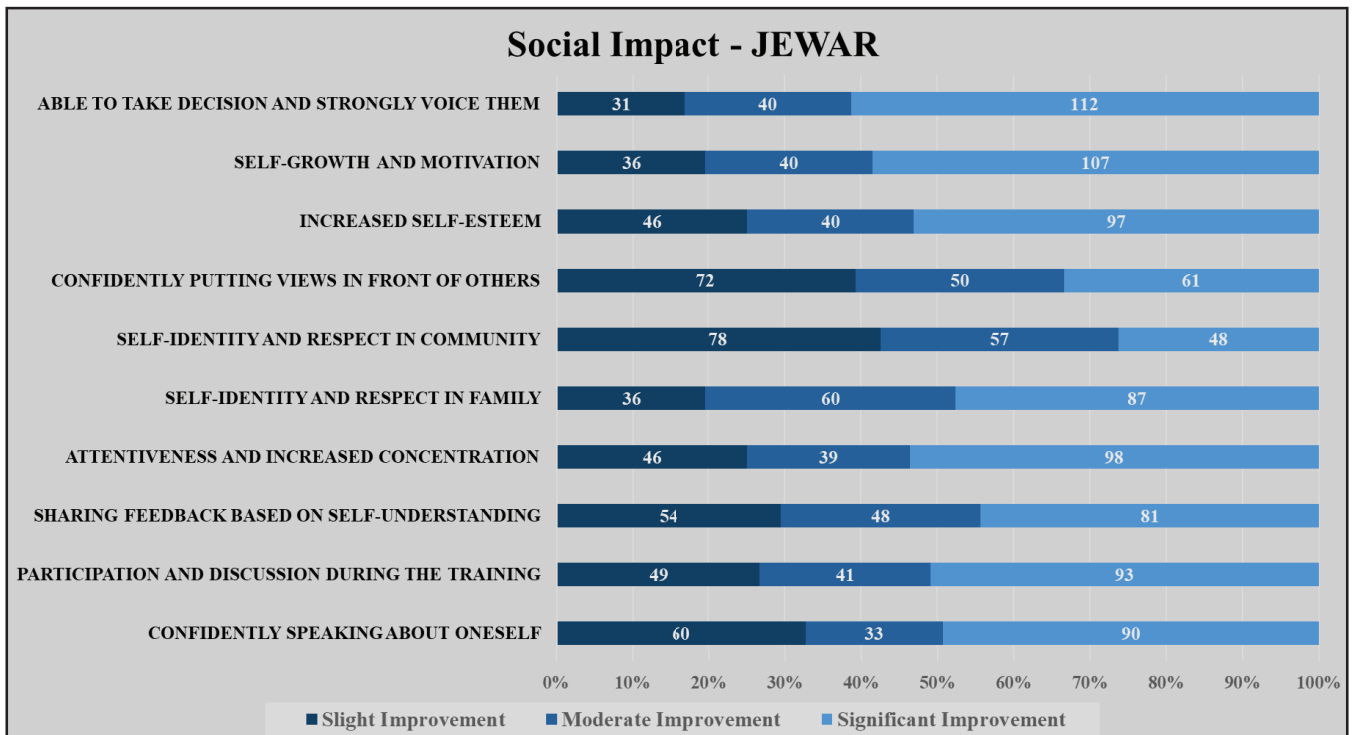


Through diverse skill development initiatives, we pave the way for micro-enterprises, income generation, and market connections. Our core training fortifies communication, spoken English, soft skills, networking, and Skill Development – enriching beneficiaries' lives.

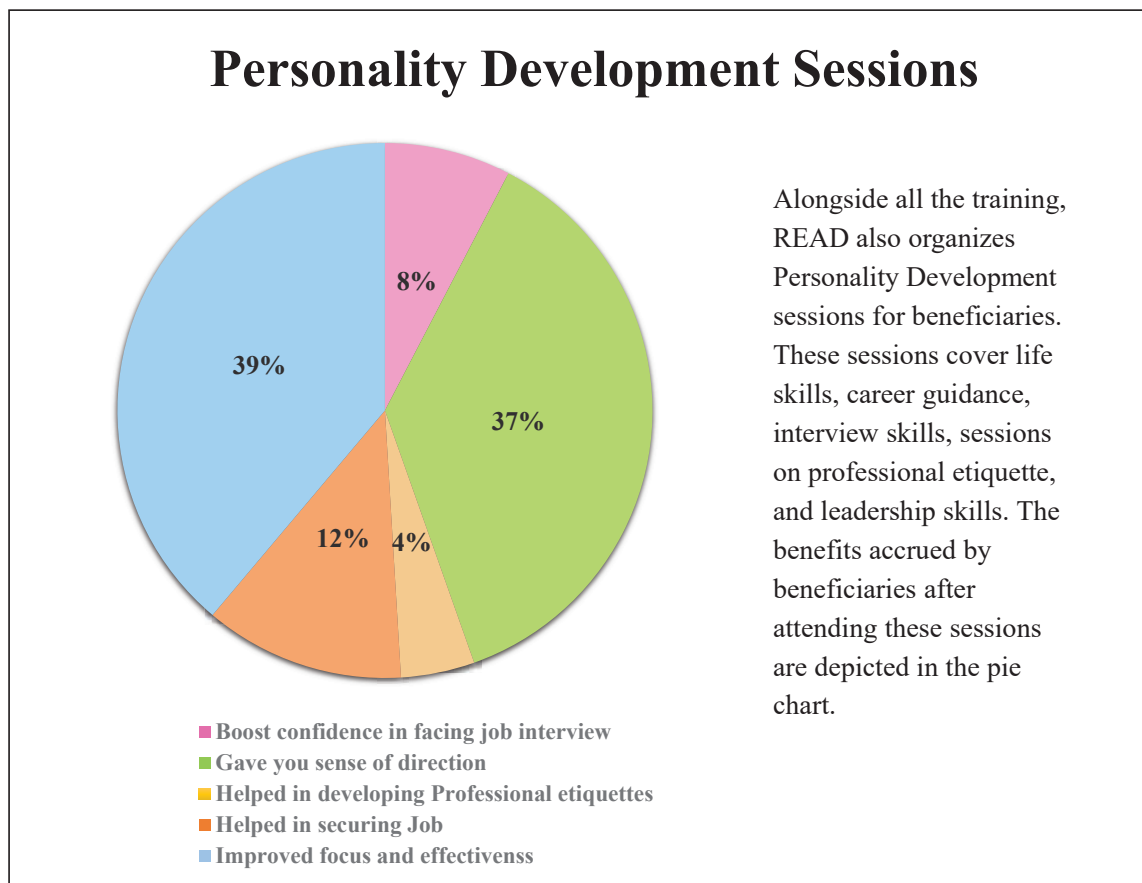


Youth-centric library serves as a resource hub for competitive exam preparation, further facilitating educational pursuits and career advancement.

## Self-Reliance and Empowerment: Increase in participants' self-reliance and confidence levels. Increase in participants' self-reliance and confidence level



## Stakeholder Satisfaction and Partnerships: Feedback from program participants, employers, and community stakeholders on the effectiveness and relevance of the intervention.



## (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.**

## **1. Health Awareness and Sanitation:**

- Raised awareness about hygiene practices, resulting in a reduction in the incidence of waterborne diseases and other preventable illnesses.
- Improved sanitation facilities, such as proper waste disposal and clean water sources, contributed to better overall health outcomes.
- Empowered community members to take ownership of their health, leading to sustainable behaviour change and improved well-being.

**Overall, these interventions have had a significant positive impact on the community, leading to improved education, health, and well-being, as well as fostering sustainable development and empowerment among community members.**

**2. Impact on Employment Opportunities-** The skilling intervention has shown a significant positive impact on employment opportunities. Through the acquisition of new skills and competencies, participants have been able to secure jobs, thereby reducing unemployment rates within the target population. This is a crucial indicator of the program's success in addressing one of the most pressing social issues - unemployment.

**3. Enhancement of Skills:** The intervention has effectively enhanced the technical and soft skills of the participants. This not only increases their employability but also equips them with the necessary tools to thrive in a competitive job market. The development of these skills goes beyond immediate employment opportunities, empowering individuals to adapt to evolving industry requirements and pursue sustainable career paths.

**4. Income Generation:** A notable outcome of the skilling intervention is the increase in income levels among participants. By gaining access to better-paying jobs or opportunities for entrepreneurship, individuals are able to improve their financial stability and uplift their socioeconomic status. This upliftment contributes to overall community development and poverty alleviation efforts.

**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 honors 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**

In a recommendations report for a social impact assessment of READ India social intervention Community Library and Skilling programs, Health awareness initiatives, would indicate to consider including actionable suggestions such as:

### **Community Library:**

- **Expand Reach:** It is clearly exemplified from the geographical outreach that the two REDA India centres have achieved, yet there is a scope of extending the reach of the community library by establishing satellite libraries or mobile library services to reach underserved areas within the community.
- **Diversify Resources:** : Continuously update and diversify the library's resources to cater to the evolving needs and interests of community members, including digital resources, multimedia materials, and vocational training materials
- **Strengthen Partnerships:** Further building on the exemplifying initiative of forging partnerships with Zila Parishads and Government schools, it is recommended to Forge partnerships on sustainable and consistent basis with local schools, community organizations, and government agencies to enhance programming, resource-sharing, and outreach efforts.

## Skill Development:

- **Entrepreneurship Support:** It is suggested to further extend the skilling program content by providing targeted support for entrepreneurship and small business development, including access to mentorship, funding, and networking opportunities
- **Lifelong Learning:** Promote a culture of lifelong learning by offering continuous skill development opportunities for members community of all ages and backgrounds.

## Health Awareness:

- **Targeted Outreach:** To further embolden the width of impact of Health Awareness and sanitation initiatives it is recommended to implement targeted health awareness campaigns focusing on key issues such as maternal and child health, infectious diseases, nutrition, and mental health, tailored to the specific needs and cultural context of the community.
- **Collaborative Initiatives:** For creating a sustainable platform for creating more employment opportunities it is suggested to Foster collaborations between healthcare providers, community leaders, and local organizations to develop and implement sustainable health promotion initiatives, leveraging existing resources and expertise.

## Solar Energy Installations:

- **Scalability and Replicability:** : Identify opportunities to scale up solar energy installations in schools and other community institutions, leveraging successful pilot projects and lessons learned to replicate interventions in other communities.
- **Capacity Building:** Invest in capacity building for local technicians, engineers, and community members to promote local ownership and sustainability of solar energy projects, including maintenance, repair, and monitoring activities

Overall, these recommendations aim to maximize the impact and sustainability of social interventions of READ India in the areas of community development, education, health, and environmental sustainability, ensuring that they continue to benefit communities and empower individuals for years to come.

**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.**



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