



One Billion Literates Foundation (OBLF)

Women's Skilling, Capacity Creation & Employment Program
Impact Measurement Study

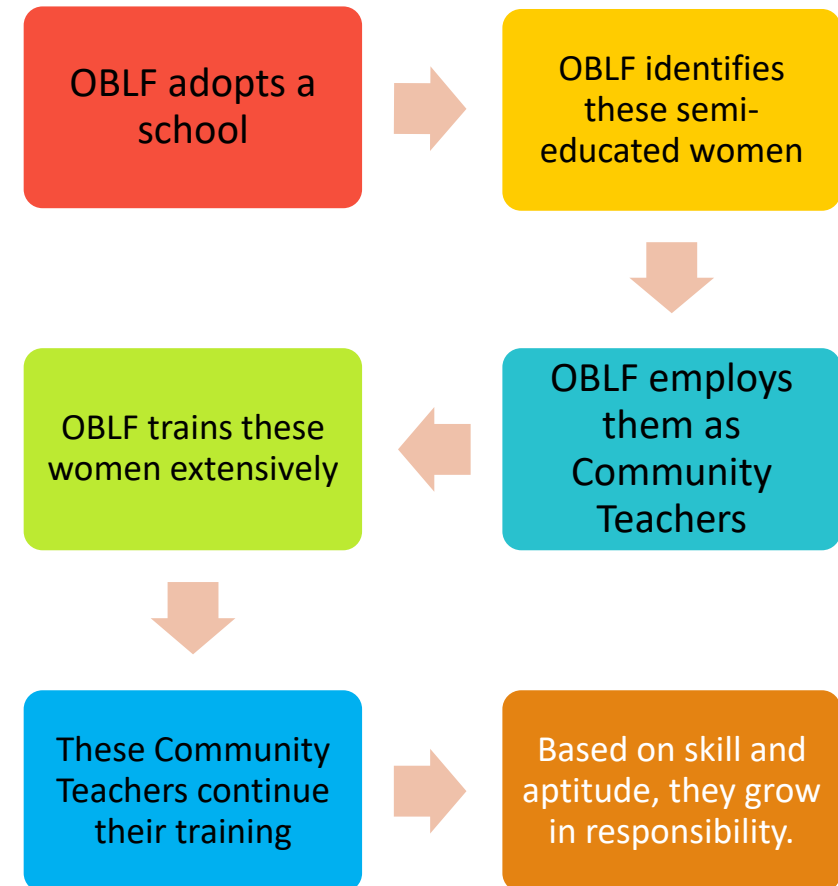
July 2022

ABOUT ONE BILLION LITERATES FOUNDATION (OBLF)

- OBLF is a not-for-profit organisation founded in July 2010 in Bengaluru, India.
- It believes in establishing an equitable platform and empowering marginalised communities to bridge the rural-urban gap.
- It works in the space of **Education, Women's Capacity creation & Employment, Rehabilitation of severely marginalized communities,** and **Public Health.**
- A core belief that underpins OBLF's approach is to identify, create capacity and employ semi-educated women from the communities it works with.

About the Program

- Women's capacity creation and employment lies at the heart of OBLF's literacy program for the upliftment children from the marginalised communities.
- It aims at upskilling and socially empowering semi-educated women from rural Bangalore.
- OBLF runs rigorous training for these women in English language, pedagogical skills and overall capacity building
- These women are then employed as Community Teachers to conduct OBLF's English literacy programs in rural govt schools.



Methodology

QUANTITATIVE DATA

1. An online survey of all 60 respondents conducted to capture profile information
2. A face to face interview was conducted with all 60 respondents to understand the impact of the programme.

QUALITATIVE DATA

1. Six Focused Group Discussions were conducted at three locations.
2. In-depth Interviews with 7 respondents, based on their responses from the quantitative surveys.

To retain impartiality and anonymity, this was an external study completely managed and conducted by sources who were in no way connected to OBLF.

Sample Size

- The quantitative survey was a census covering all the teachers currently engaged in the programme
- For the qualitative survey, the sample was stratified based on the location. So, the following three locations were covered –
 1. Lakshmisagar
 2. Sarjapura
 3. Anekal

Teachers in each of these locations were selected randomly.

Theory of Change

APPROACHES

- Profiling semi-educated women for the program.
- Conducting weekly training on curriculum and pedagogy at designated centres.
- Employing them at schools adopted by OBLF.
- Imparting the OBLF curriculum through these trained teachers

OUTPUTS

- Building English proficiency in women.
- Women are upskilled and more capable.
- Stable livelihood opportunities are provided.

OUTCOMES

- Communicating more confidently.
- Building basic financial literacy.
- More proactive role in decision-making.
- Feeling empowered professionally, socially and personally.
- Improved knowledge about critical issues like gender issues, safety, etc.

IMPACT

- Increased income
- Increased access to livelihood opportunities
- Increased self-efficacy
- Community mobilisation

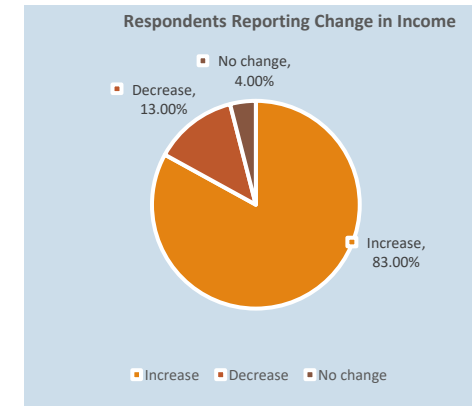
Executive Summary

○ Impact on Employment, Income & Livelihood:

- **Nearly 70% of the respondents** were unemployed before joining OBLF. Thus the program providing them an avenue for stable income and livelihood.
- **83% (including those who were employed earlier)** reported an increase in monthly income.
- Average income per month more than doubled, and on an **average the increase in income was 176% (Ave. monthly income is INR 10785 per month).**
- Capacity creation & Skilling also enabled side-gigs for some of the respondents bringing in **an additional average income of INR 6000 per month.**
- **<10%** of the respondents reported a **decrease in earnings** – and this was due to relocation after marriage, family chores, lack of opportunities, etc.

○ Impact on Communication Skills & Confidence:

- **98% of the respondents** reported feeling **‘Very Confident’** in their own personal abilities – post joining OBLF
- **88%** of the respondents reported that the program made them **‘Very Confident’** in their English Communication Skills.



Improvement in Communication Skills and Confidence?



Executive Summary

○ Impact on Financial Literacy & Financial Acumen

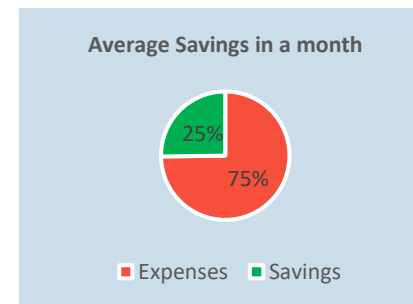
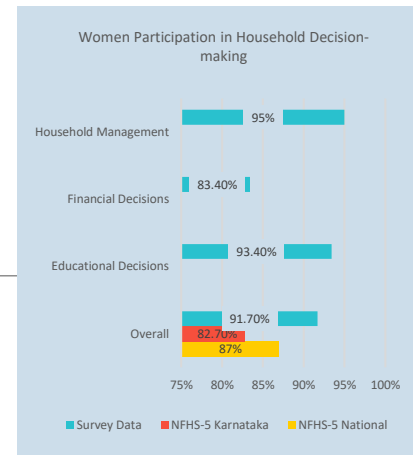
- **98%** of the respondents have a **bank account in their own name** – as against a national average of 88% (NHFS-5)
- **73%** of the respondents have a **house-hold budget** which they manage.
- **53%** of the respondents save from their monthly income; ave. savings was calculated to be about **27% of monthly income**.
- **92%** say they **feel 'very confident'** now to make key decisions on financial matters independently.

○ Impact on Decision Making:

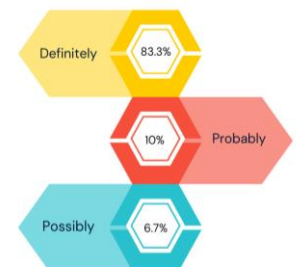
- **93%** reported that they play a **proactive role in household decision-making** – either independently or in partnership with their spouses (as against a State ave. of 82%)

○ Impact on Awareness of Social Issues:

- **83%** reported an **overall increase in knowledge about social issues** (gender, safety, etc) – and being acknowledged for this knowledge within family & community circles.



Has awareness of social issues improved?



Executive Summary - Anecdotes

- a. One of the teachers completed her graduation while training at OBLF. She said – *“I was feeling left out among other qualified women and wanted to be more qualified.”*
- b. *“learning to drive a scooty not only eased conveyance to different schools but also is a symbol of success and respect in the society”*
- c. Program has instilled so much confidence in them that they have started to become more vocal about things at home.....*“while earlier I would get called out for not speaking at all, now I get called out at home for speaking too much.”*
- d. *“A complete autonomy in decision-making has allowed me to fulfil the aspirations of my children.”* Her son wanted to play professional cricket, while she also helped her daughter join dance classes.

- *“While earlier I had to beg in front of my husband, now that I earn on my own, I am able to manage things.”*
- *“While earlier we were called out by name whenever we stepped out, now we are cordially greeted with a ‘Ma’am’ suffixing our names.”*
- *“My mother-in-law was earlier sceptical about me working, but now she shares with our neighbours how proud she feels that I am working as a teacher.”*
- *“there is a certain degree of honesty and mutual respect between the OBLF teachers and the children. The bond we have with the children is different from what government school teachers have”*