



One Billion Literates Foundation (OBLF)

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

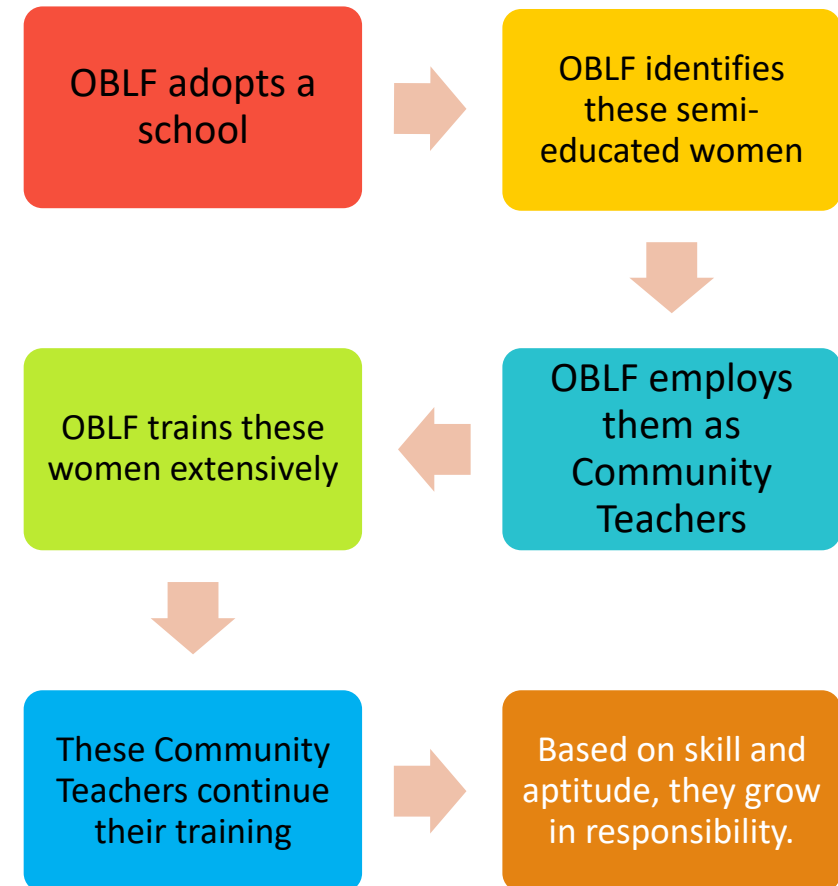
July 2022

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

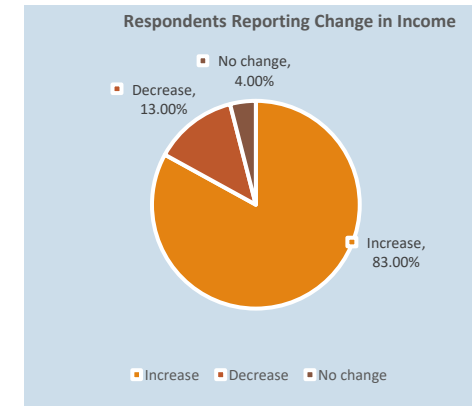
Executive Summary

○ 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

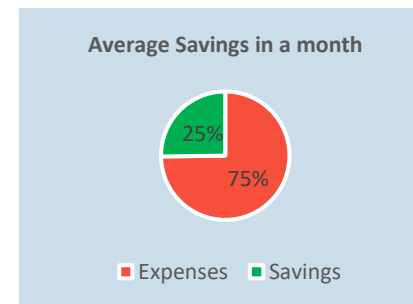
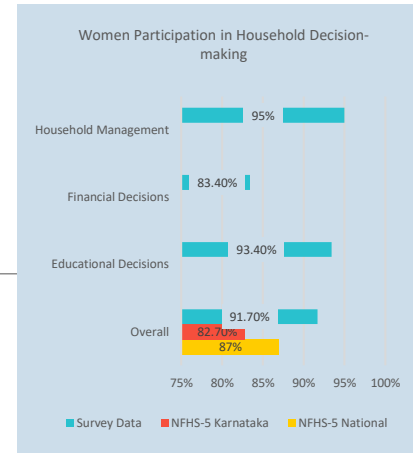
- **98%** of the respondents have a **bank account in their own name** – as against a national average of 88% (NHFS-5)
- **73%** of the respondents have a **house-hold budget**.
- **53%** of the respondents save from their monthly income; ave. savings was calculated to be about **27% of monthly income**.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

○ Impact on Decision Making:

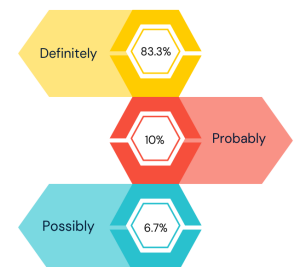
- **93%** reported that they play a **proactive role in household decision-making** – either independently or in partnership with their spouses (as against a State ave. of 82%)

○ 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

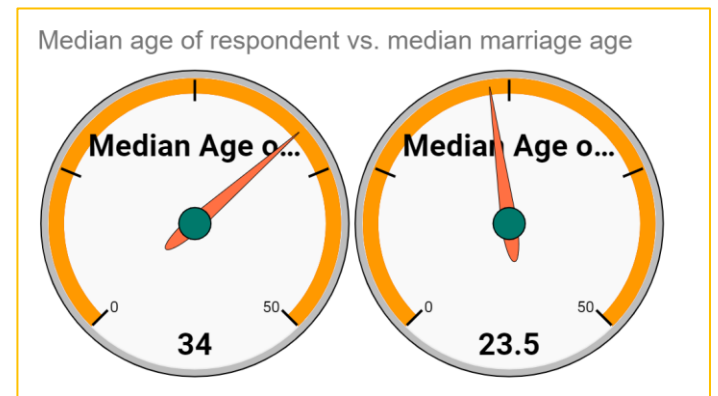
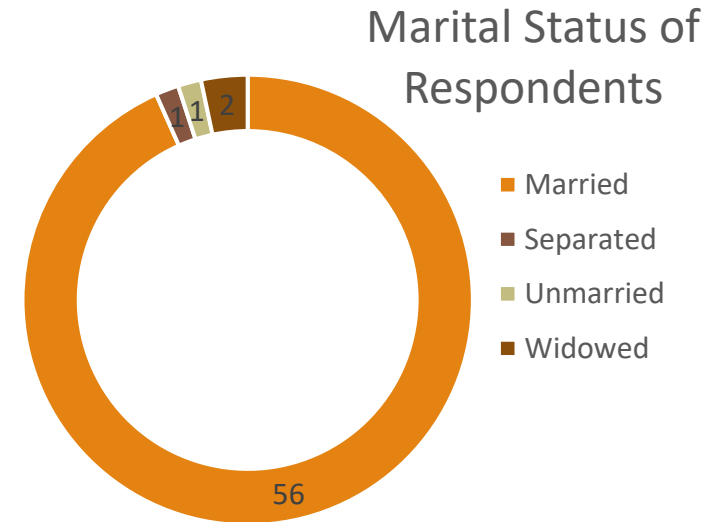
- a. One of the teachers completed her graduation while training at OBLF. She said – *“I was feeling left out among other qualified women and wanted to be more qualified.”*
- b. *“learning to drive a scooty not only eased conveyance to different schools but also is a symbol of success and respect in 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”*

Profile Information

Marital Status

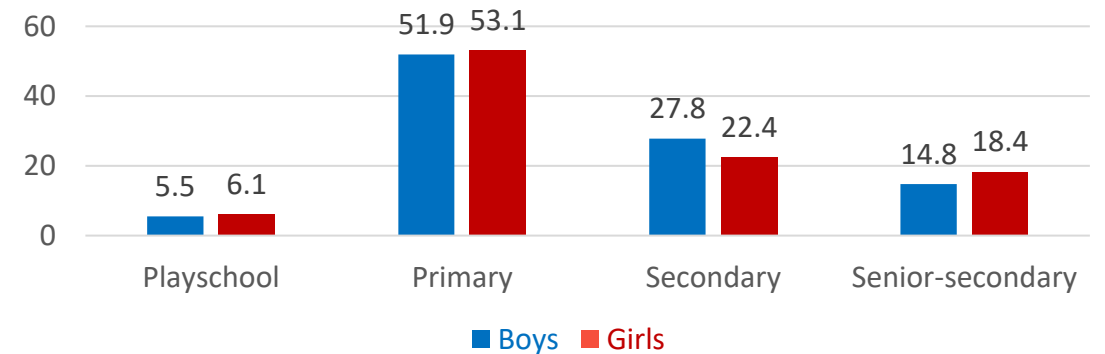
- Of the **60** respondents that were interviewed for ascertaining the impact of this program, a total of **56** are/were married. **53** of the total **56** married women live with their husbands.
- While the median age of the women interviewed was **34**, the median age at which the respondents have gotten married was **23.5**. According to the **NFHS-5** data, the median age at first marriage for women aged 20-49 is **19.2** years.
- This implies that the women in this community get married at a slightly later age than the national average.
- **58.3%** of the respondents said that they had dependents other than their children in the family. According to the data, there are an average of 1.6 dependents per respondent.



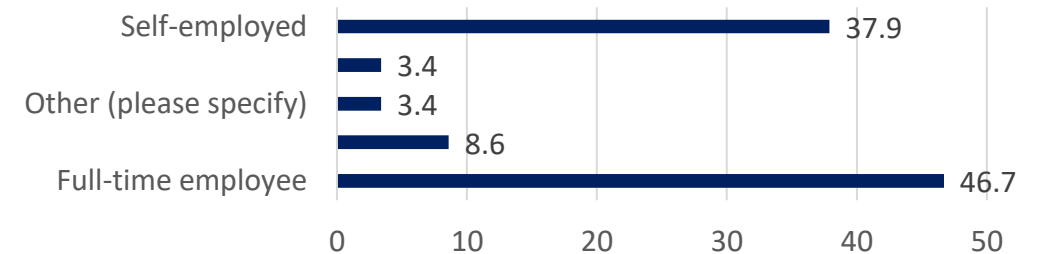
Spouses and Children Profile

- A total of 58 respondents have children.
- Out of a total 106 children, 103 are enrolled in school.
- 54 children enrolled are male and 49 are female.
- Enrolment is the strongest in primary level, showing an incline towards early childhood education.
- The spouses of these women are predominantly working in different odd jobs and some of them are self-employed.
- About **51.6%** of the spouses (31 out of 60) work in jobs that pay under Rs. 20,000 a month.

Children enrolled in school (%age)



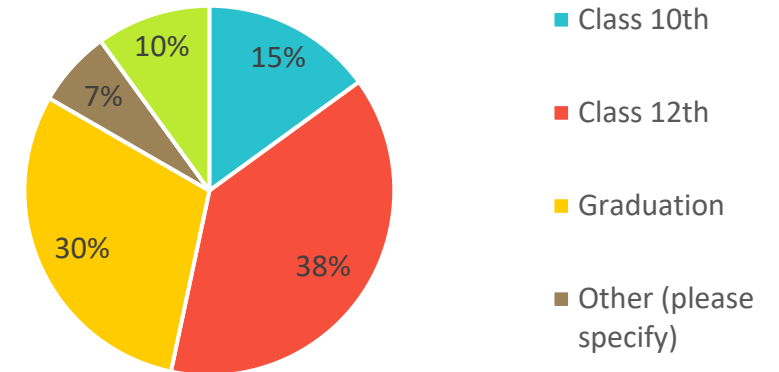
Employment Status of Spouses (%age)



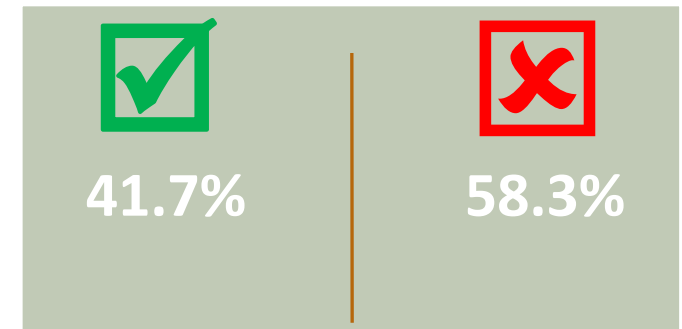
Qualification and Employment

- While **9** of the total respondents have qualified only their 10th standard, **23** them have completed their 10+2 level of education.
- Majority of the women interviewed were unemployed before they joined the OBLF program and are now earning a stable income through teaching at various government schools.

Qualification of Respondents



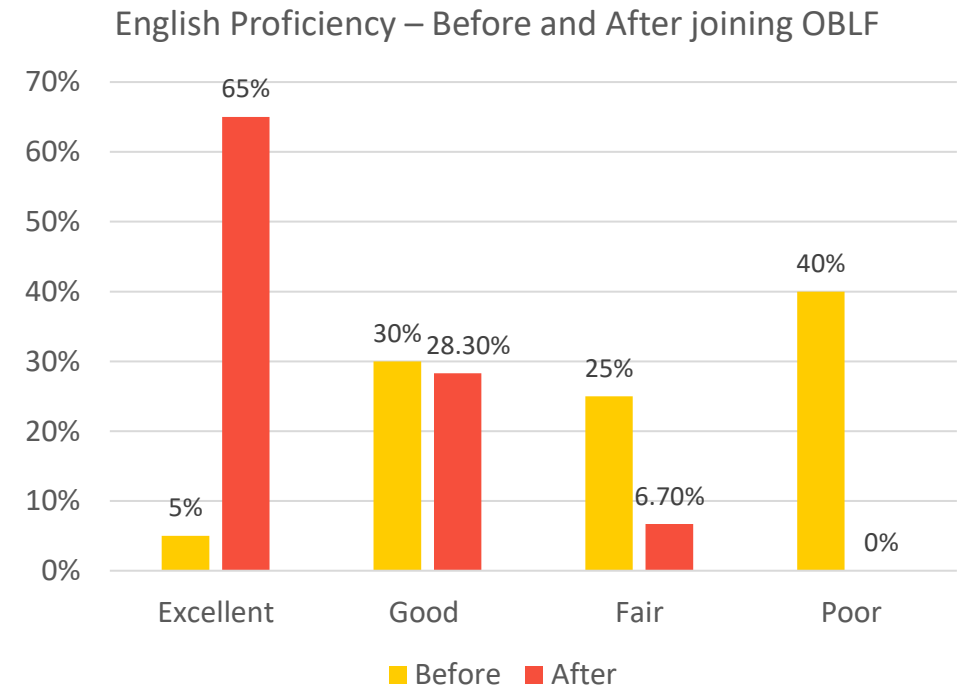
Respondents already employed



Outputs

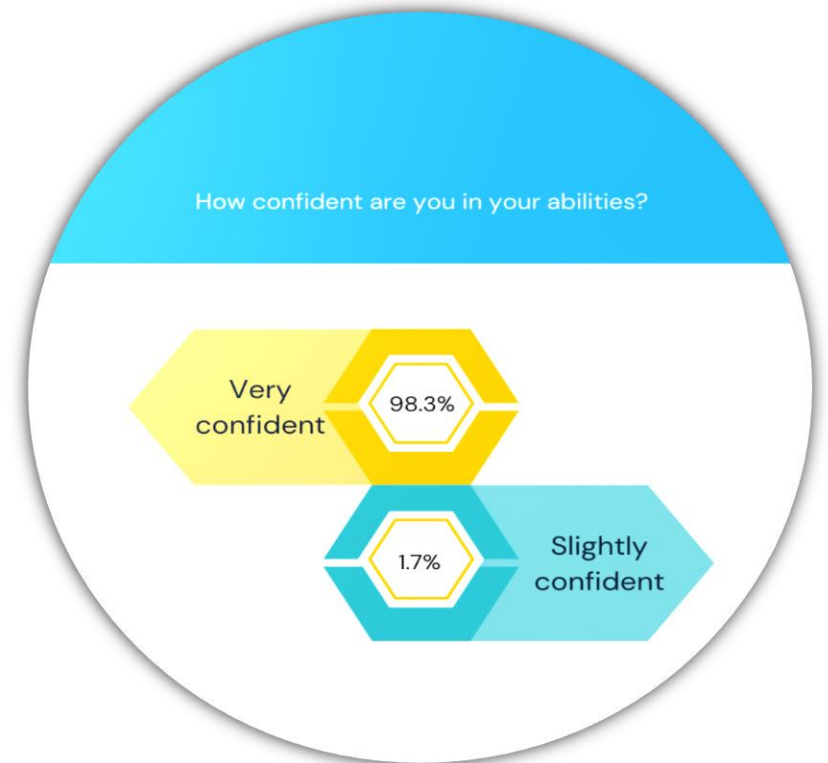
Output 1: Building English proficiency in women.

- **24** of the teachers in their interview rated their English proficiency skills as '**poor**' prior to joining the program. Only **3** of the respondents said that their skills were '**excellent**' while **18** said it was good.
- While **39** respondents now rate their skills as '**excellent**', there is **no teacher** in the entire target group that now rates their skills as '**poor**'.
- Some of these teachers shared with us how after being trained to become better teachers, they have been able to teach English to their children at home as well.
- One of the respondent shared – *“my daughter, who studied at one of the OBLF schools, not only helped me learn English but also urged me to join the OBLF program as a teacher.”*



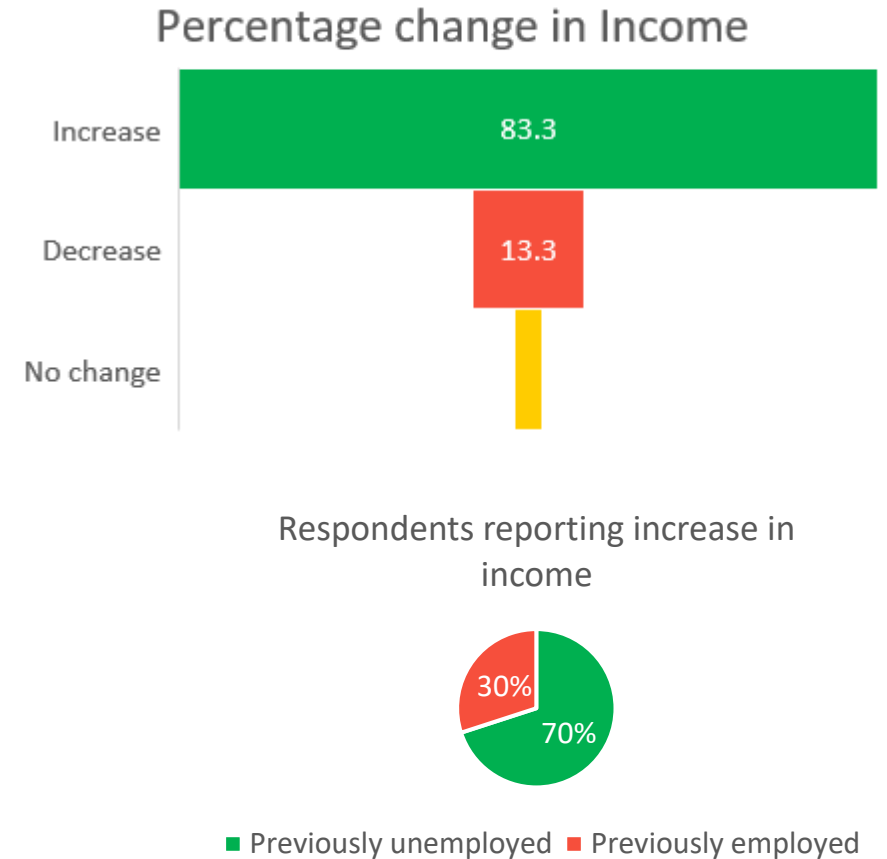
Output 2: Women are upskilled and more capable.

- **36** of the respondents said that they received their training in proper classrooms, while **17** responded that their trainings took place at a learning centre and in a classroom.
- **98.3%** respondents affirmed that digital devices like computers/laptops, projectors, mobile phones/tablets, etc were used during the course of training.
- The preferred mode of learning was through mobile phones, with **40 (66.7%)** of the respondents selecting the option.
- **59** of the **60** teachers replied '**very confident**' to the question '**how confident are you in your abilities**'. Upon probing why, many of them replied that OBLF training led to some very positive outcomes.
- 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."*
- One of the skills that got greatly featured in conversation with the teachers was how learning to drive a scooty not only eased conveyance to different schools but also became a symbol of success and respect in the society.



Output 3: Stable livelihood opportunities are provided.

- **35** out of these **60** women did not have a source of livelihood before joining OBLF and were dependent upon either their spouses or guardians for day to day expenses.
- **83.3% (50 out of 60)** of the respondents have reported an **increase** in income, out of which, **15** are those who already had a job prior to joining OBLF.
- While the average income calculated from last job was **Rs. 3975**, the average of income at OBLF was **Rs. 10985**, recording an upward jump of **Rs. 7010 (176.4%)**.
- Apart from their work as teachers with OBLF, **7** women run other side ventures to earn extra bit of income. Some of these other jobs are- Tailoring, NRLM official, home-tuitions and a bangle selling business.
- Average income from these other jobs is **Rs. 6000**, while as the average income earned working with OBLF is **Rs. 10985**.

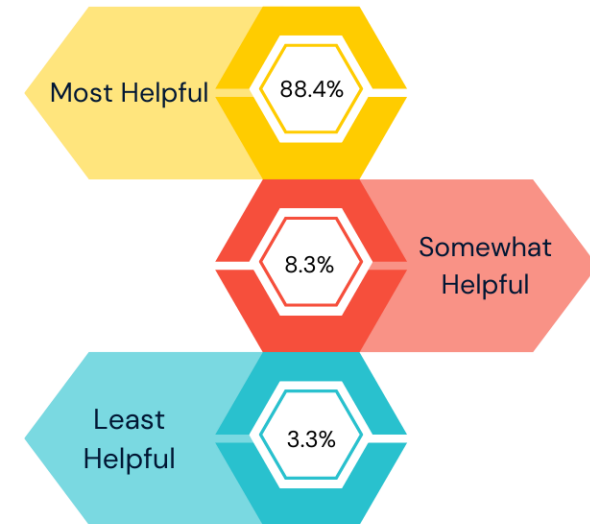


Outcomes

Outcome 1: Communicating more confidently.

- A cross examination of the number of years for which a teacher had been associated with OBLF and the level of increase in their confidence to communicate in English led to some promising results.
- The teachers were divided into categories based on their years of experience with OBLF, with the range set from '**0-2 years**' to '**more than 10 years**'.
- It was found that the highest number (**15**) of respondents who said they were 'very confident' with their English communication skills were under the **3-5 years** category, which shows that the program has delivered effective results right from its early stages.
- Also, **88.4%** of the teachers said that they found the program to be 'most helpful' in improving their confidence and skills.
- Some of the respondents shared how the program has instilled so much confidence in them that they have started to become more vocal about things at home.
- For example - One of the teachers shared – "while earlier I would get called out for not speaking at all, now I get called out at home for speaking too much."

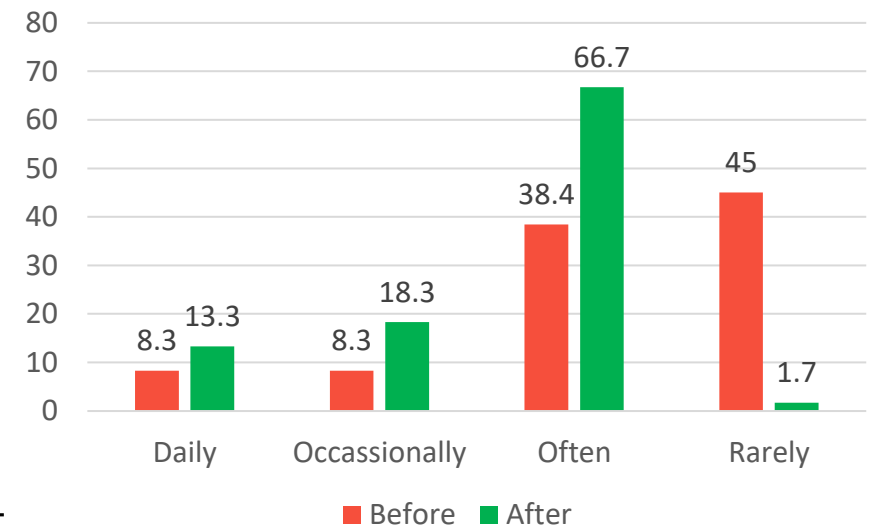
Improvement in Communication Skills and Confidence?



Outcome 2: Building basic financial literacy.

- Through the survey, it was found that **59** (98%) out of **60** respondents have a bank account in their name. While **27** of them reported that before joining OBLF, they **rarely** operated the bank account, after joining OBLF, only **one** respondent said that she rarely used the account. According to NFHS-5, the state figure of women having a bank account is **88.7%**.⁴⁰
- **66%** said they started using the bank account often and about **18%** said that they used the bank account occasionally after joining OBLF.
- A vast majority of the respondents (**73.3%**) confirmed to have at least some form of household budget, but **50-60%** said that they do not have any short-term or long-term financial plans in place.
- A total of **40 (67%)** out of the **60** teachers said that they were not aware about any flagship programs by the Government of India for the underprivileged. However, some of the respondents did say that they had started saving some money under the *Sukanya Samriddhi Yojana* scheme.
- The respondents said that they now have a clear demarcation for finances at home. What they earn from OBLF is utilised into paying small bills like electricity, mobile phone bill, etc. Also, for some who own a two-wheeler, the income from OBLF helps paying the EMIs for the same.

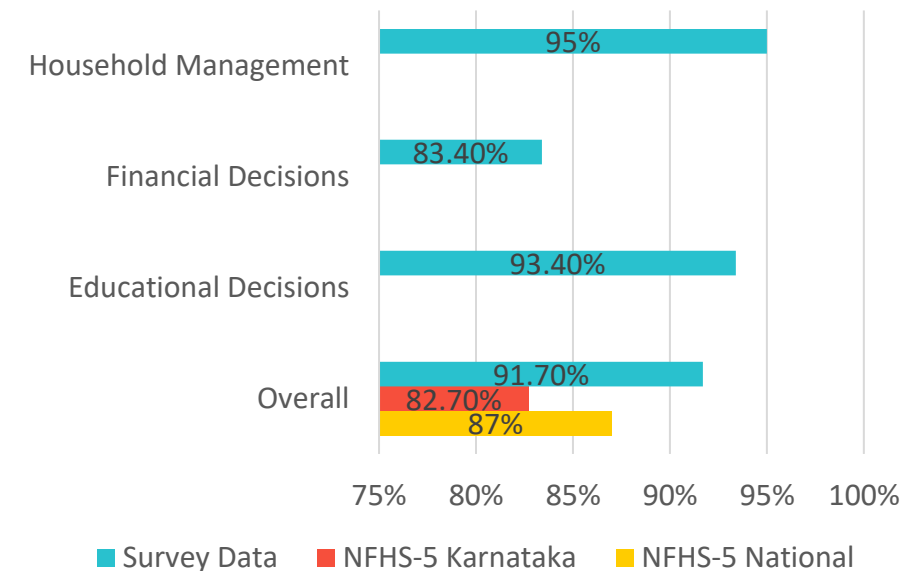
Operating Bank Account – Before and After
(Percentage)



Outcome 3: More proactive role in decision-making.

- According to the **NFHS-5** data, **82.7%** married women in the state of Karnataka participate in household decision-making. The national figure for women in rural households participating in decision-making is at **87%**
- This reflects in the data from this survey with **93.4%** of the respondents taking decisions related to the education of their children either independently (**31.7%**) or jointly with their spouse (**61.7%**).
- *"A complete autonomy in decision-making has allowed me to fulfil the aspirations of my children."* Her son wanted to play professional cricket and she could help him join coaching while she also helped her daughter join dance classes.
- The numbers for decision on household expenses and household management are also encouraging with **26.7%** and **33.3%** confirming that they take these decisions independently.
- *"While earlier I had to beg in front of my husband, now that I earn on my own, I am able to manage things."* The fact that they are contributing towards the welfare of their family stands out for them and makes them more confident and increases self-esteem.
- What really goes on to show positive impact is that **55** women (**91.7%**) say that they feel 'very confident' now to make key decisions on financial matters on their own.

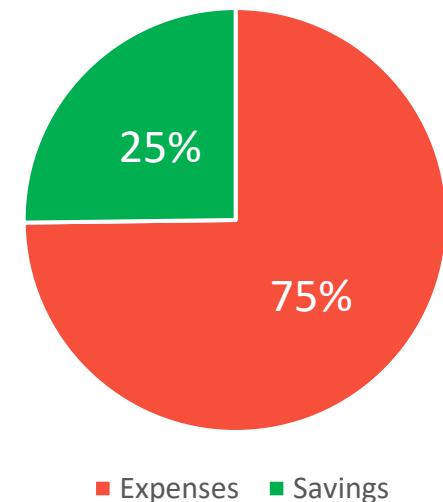
Women Participation in Household Decision-making



Outcome 4: Feeling empowered professionally, socially and personally.

- NFHS-5 provides data for 2019-21 and looks at the position of women on some of the following indicators —
- **Women who worked in the last 12 months and were paid in cash - 25.4%** is the national figure. Upon asking whether they've been able to save any money in the past 12 months, **32 (53.3%)** of the OBLF respondents replied yes. The average savings in a month has been calculated at **Rs. 2513**.
- **Women having a mobile phone that they themselves use** – Karnataka has a total of **61.8%** women aged between 15-49, who have their own mobile phones. **All of the 60** respondents with OBLF own a personal mobile phone and often use it during the course of their trainings.
- The one thing that stands out for these teachers is the respect that they have earned in the society. *"While earlier we were called out by name whenever we stepped out, now we are cordially greeted with a 'Ma'am' prefixing our names."*
- Some of the women in the community see these teachers as learned individuals and so they consider them as point-persons to resolve some issues that they face.

Average Savings in a month



Outcome 5: Improved knowledge about critical issues like gender issues, safety, etc.

- **50** out of the total **60** respondents replied that their knowledge on social issues has definitely improved after training with OBLF. This is manifesting as them being seen as point people for this kind of information in their villages
- Some of the respondents stated that their role in the society and at home was being acknowledged more and appreciated since they joined the program.
- One respondent shares - *"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."*
- In some households, particularly the ones where the husband is not working, there is a pressure of completing household chores. The respondents had to strike a balance by making lifestyle adjustments like waking earlier to finish the chores or giving up on relaxation time.
- With the training at OBLF, the bond that these teachers share with their students in government schools has also changed. One of the respondents said, *"there is a certain degree of honesty and mutual respect between the OBLF teachers and the children."*
- While the non-OBLF teachers take the simple read and write approach, the OBLF teachers do visualisations, explanations, etc which is much more appealing to the students and this was because of the trainings at OBLF.

Has awareness of social issues improved?

