

# OBLF'S QUARTERLY PROJECT REPORT (2022-2023)

One Billion Literates Foundation is built on a simple but powerful idea: everyone should have the chance to make the most of their potential to create better futures. Our core belief has also been that social problems are interconnected and grassroots, field-based organisations need to understand linkages and work to address these. We put this belief into action in the communities of Anekal Taluk, where we help people overcome hurdles like lack of resources, facilities, or supportive policies. Our work transcends education. Based on our core belief, we engage and invest in local communities deeply by creating capacity and meaningful livelihood for rural women, improving healthcare, and helping communities get stronger and more resilient. We work closely with the community and listen to what they need. We co-create solutions. We see a future where everyone, no matter where they live or what their background is, can take charge of their future and help their community flourish.

## ELEVATE & KICKSTART UPDATES

### Executive summary:

- Conducted midline for all students under Pre-A1
- Continued training and support for the teachers under the STAT (Subject Teacher Training) program.
- Collected Baseline-for STAT program
- Conducted an external school impact study to measure the strength of OBLF's intervention.
- Continued skill-focused training for community teachers. Teachers received training for English language proficiency (Reading and Speaking), Pedagogy, Financial literacy, Socio-emotional skill development, child safety & menstrual awareness.

Activity	Period hr/no of sessions	Details	Status	Progress Indicators
Conduct high-quality English classes for Govt. school children	All year round (academic year 2023 in progress)	Teaching 10 units across 4 schools each	In progress	<ol style="list-style-type: none"> <li>1. Average 76 to 80% attendance which reflects the national average</li> <li>2. Baseline-Endline conducted for the students under the program</li> <li>3. OBLF vs Non-OBLF program schools study</li> </ol>
Weekly teacher training on English	60+ sessions	Reading and Speaking	Achieved	Teacher assessment is conducted yearly.

language proficiency		competency skill focused sessions		(2023 conducted, the next one will be conducted in Feb 2024)
Monthly training on professional development	12+ sessions	Policies Tech skilling Stakeholder Relationships	Achieved	Observational behaviour changes: 1. Increase in professionalism & conduct with school stakeholders 2. Regular attendance 3. Leave communication 4. Increase in ownership and accountability
Monthly training on pedagogy	12+ sessions		Achieved	On field coaching based observation (trainers observe and rank teacher pedagogy on a rubric)
Monthly training sessions on socio-emotional development	12+ sessions	Mental wellbeing: Emotional regulation and resilience (5 sessions workshop)	Achieved	Anecdotal evidence through case studies
Financial literacy training		Financial Literacy (2-day workshop)		N/A
Monthly training session on menstrual awareness	3 sessions (27 hours)	Awareness-building sessions using a KAP model - Knowledge, Attitudes & Practices	Achieved	Baseline data for the teacher has been captured for this program  An endline will also be done post sessions
Teacher conference	2 conferences	The purpose of the Teacher Conference is to create a shared space of dialogue; for the teachers to come together as a group to zoom out and connect to the broader purpose of being	Achieved	Learnt about Child Safety & introduced to the POCSO Act. Organisational Culture - 'Trust' Belief in children's potential - Teachers learnt strategies to set high expectations from students

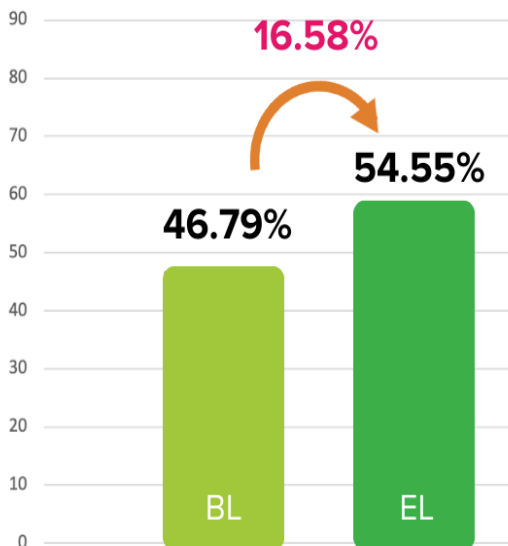
		at OBLF through reflection and skill-building.		
POSH Training	1 session	Teachers explored bodily safety & POSH		
On field coaching sessions	Each teacher receives these sessions monthly	Supervisors visit Peer trainers visits Field trainers visit	Achieved 2 rounds of on-field coaching for each teacher	1. Supervisors visit 2. Peer trainers visit 3. Field trainers visit

## MONITORING & EVALUATION

### Student Proficiency: Baseline-Endline (2022-2023)

Our Impact Assessment for 2022-2023 provides a clear picture of the substantial changes we've been able to facilitate through our programs. By conducting comprehensive baseline and endline evaluations across three different levels, we were able to track the progress of all 500 students under the program. Other than the improvement in spoken English, we have seen significant enhancements in listening and writing skills — the two critical components of language learning. While our students already had a high baseline for reading skills, we identified room for further strengthening our teachers' English Language Proficiency in two areas — reading and grammar. Our training sessions for the upcoming year will be focused on bolstering them.

#### Overall Student Performance



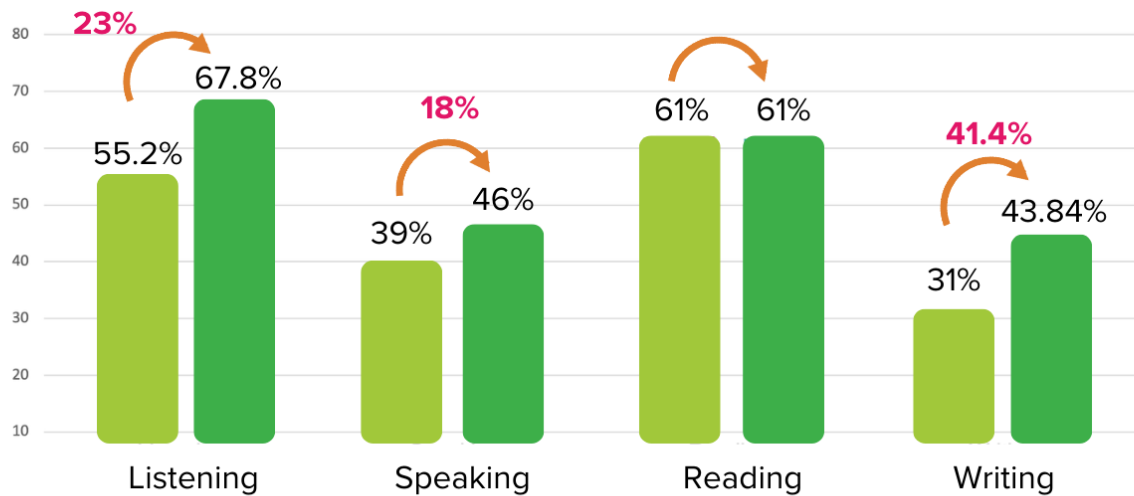
#### Insights & Inferences

The overall baseline score for students across levels is **47%** and the overall endline score was **55%**.

Student performance improved by **16.5%** this academic year.

Listening and speaking have significantly improved. This can be attributed to the fact that our student population comprises students predominantly at Pre-A1 and the integration of Phonics into our curriculum.

## Student Performance across four core learning skills



### Ability Descriptors

Can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Can interact in a simple way provided the other person is prepared to repeat or rephrase things. Can ask and answer simple questions on very familiar topics.

Can write short greetings and messages. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

## OBLF Student vs Non-OBLF Students: School Impact Study (2023)

### Impact Study Hypothesis:

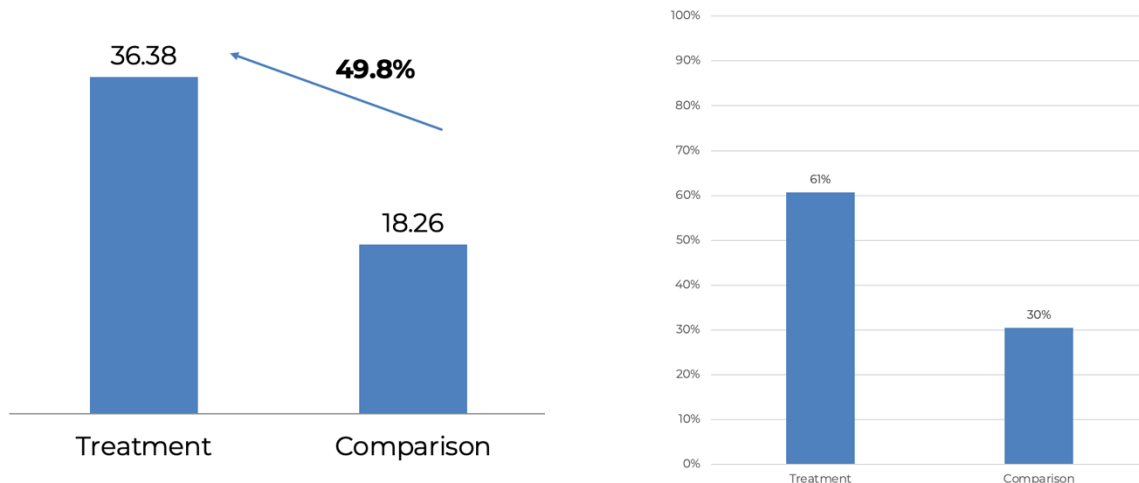
Learners who are exposed to OBLF's CEFR-based levelled syllabus, curriculum, and model of instruction demonstrates significantly better English language proficiency as compared to learners in non-OBLF intervention schools.

### Methodology:

- A quasi-experimental, external study conducted by an independent social research organization, with field assessors and analysts who are in no way connected to OBLF or its operational model.
- Statistically significant and valid sample group comprising a 'Treatment group' and 'Comparison Group'- calculated using a confidence interval of 95% and an error rate of 5%.
- The treatment group comprises learners from OBLF partner schools for a min. of one year | The Comparison group comprises learners from schools who have had absolutely no partnership with OBLF.

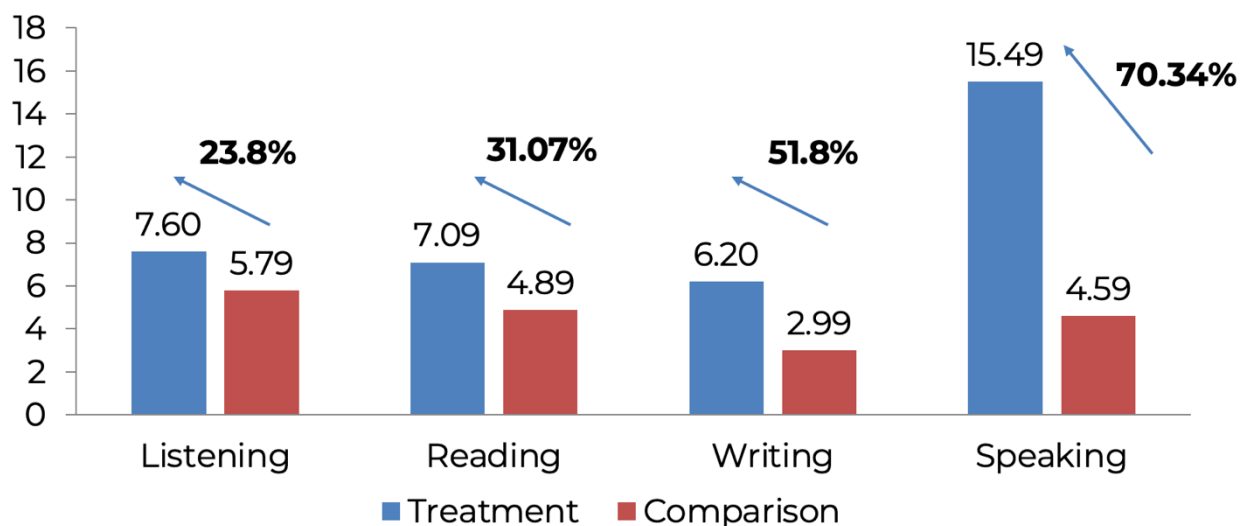
## Overall average Marks

The average marks of students where the programme by OBLF is implemented is **49.8%** higher than the students who have not been exposed to the programme. The overall percentage of students where the programme by OBLF is implemented is **30% higher** than the students who have not been exposed to the programme



## Skill-wise Overall improvement

Learners in the treatment group perform better than the comparison group across each of the components of the English language. In the two most challenging aspects of language adoption - Writing and speaking- the difference between the two groups is the highest.



As exposure to the OBLF programme increases, the difference in proficiency between the groups also increases. i.e.– the longer the learners stay in the OBLF program, their proficiency in English increases, and the difference between them and the comparison group widens. The performance in writing and speaking among the treatment group is higher than the comparison group in both levels.

**In conclusion: This study conclusively validates the following:**

1. Learners in OBLF partner schools have significantly higher English language proficiency than learners in non-OBLF partner schools.
2. The longer the learner stays in the program– the higher the language proficiency, and the wider the gap between OBLF and non-OBLF learners.

## EMPOWERING OUR TEACHERS:

### From Local Classrooms to University Halls

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In a groundbreaking advancement for our educators, we are thrilled that five of our incredible teachers have been chosen for a certification course by the renowned Azim Premji University!



### Seizing the Opportunity

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Upon learning about the course offering, we recognized an unparalleled opportunity for our teachers' professional growth. Thus, we encouraged those who demonstrated exceptional potential to seize the chance. With an unwavering commitment to excellence, our teachers embarked on the challenging application process. Their hard work paid off, leading to their successful selection. And so, they're now on their journey to the classrooms of APU.

### A Pioneering Leap Forward

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This achievement marks a turning point in their personal and professional journeys. For the first time, these dedicated women have stepped into the realm of formal higher education, breaking down barriers and setting an inspiring precedent.

### The Road Ahead

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The course promises to be a rigorous one, demanding approximately 5-6 hours of study and weekly assignment submissions. Our teachers skillfully balance this academic workload with their work commitments, home responsibilities, and personal preparation. And we're confident in their tenacity and ability to rise to this challenge.





## SEVERELY MARGINALISED COMMUNITY REHABILITATION

### INITIATIVES IN BRIDGING GAPS & BUILDING STRENGTHS

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The core of our efforts for the children of Waste Pickers Colony is to foster a harmonious transition into their relevant grades at government schools. Complementing this, we've designed a unique **Creative Art Therapy** course to accentuate the **Socio-Emotional skills** in our students, turning classrooms into a canvas of expression. Recognising the fundamental role of health in learning, we established a **Primary Healthcare Program**. The objective of this initiative is to ensure that our community has regular access to vital health services, maternal, and childcare support.

In the heart of Bannerghatta forest, in the Hakki Pikki colony, we've embarked on a **Life Skills Program** journey. This program has a unique edge of leveraging mixed-gender sports such as Ultimate Frisbee to cultivate a friendly, safe, and interactive learning environment.



### REMEDY: OUR PUBLIC HEALTH INITIATIVE

Our strategic approach to healthcare intervention pivots around several core components:

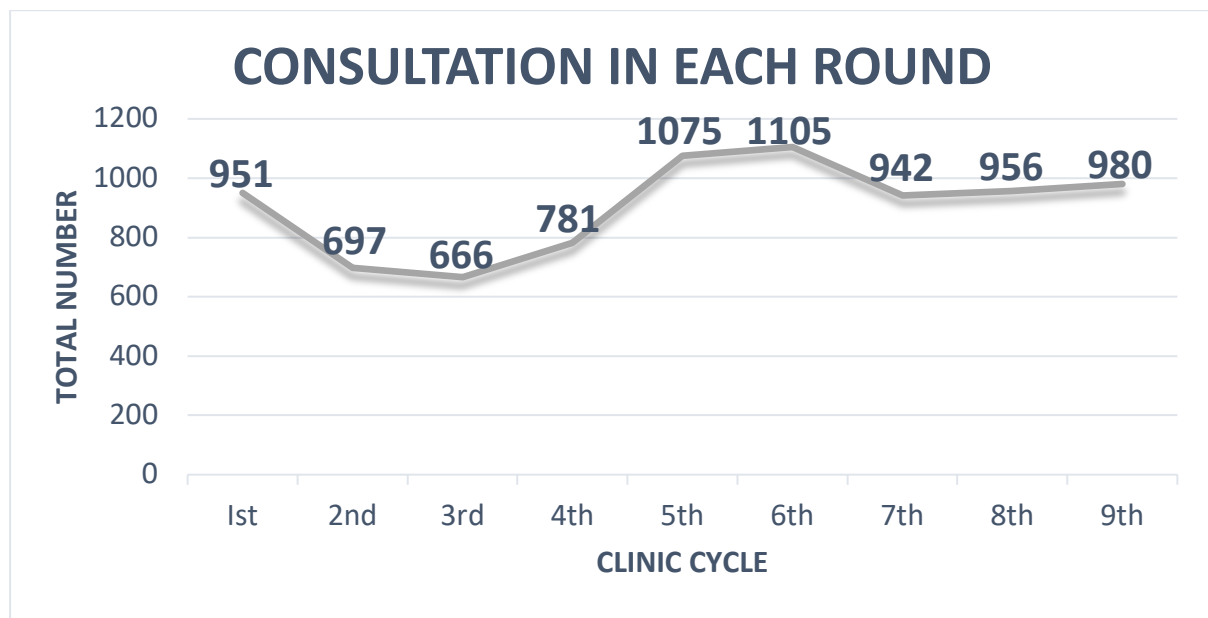
- **Comprehensive Demographic Mapping:** To ensure targeted and efficient intervention. Our target population is individuals over 30 years and currently extends to 7514 individuals.
- **Early Diagnosis of NCDs:** To provide prompt treatment and mitigate health risks. Our team has completed 6 full clinic cycles. One cycle is approx. 6 weeks – covering each village at least once. This spans over 30 villages with 13,388 individuals.
- **Capacity Building Initiatives:** To strengthen the community's ability to manage and prevent health issues. The local issues that influence screening decisions include lack of community awareness, biases, preconceived notions towards screening, inability to avail care due to wage earning responsibilities, migration, and an aged untended population across households.
- Our frontline workers continue to build community awareness and mobilise households to attend the health clinics through robust door-to-door follow-ups. Local FLWs enjoy more trust & community visibility in comparison to those who reside outside these villages.

**Our mobile clinic initiative, "Nimma Kai Nalli Nimma Arogya", operational since August 2022, forms a crucial part of our strategy.**

It delivers:

- Risk Screenings and Primary Care: Offering comprehensive health checks to all individuals. Our team has conducted over 5000 consultations.
- Health Education: Spreading knowledge about healthy lifestyle practices to prevent NCDs. There has been a noticeable shift in community sentiments and collective awareness around accessing timely, predictable healthcare and treatment.
- Our frontline healthcare workers have been instrumental in deepening community ties, monitoring individual healthcare status, and adhering to treatment protocols across households.

**A TOTAL OF 270 CLINICS ACROSS 9 CYCLES WERE CONDUCTED WITH OVER 8153 TOTAL CONSULTATIONS BEING MADE**



N=7635

A total of 1222 NCD cases were detected. 501 of these were Hypertension, 407 were Diabetes and 314 of them were both. The prevalence rate of NCDs has moved from 12% to 16% across these 9 cycles. Additionally, there has been a strengthening of community bonds with the front-line health workers robustly tracking patients and their treatments. Additionally, we also introduced active screening across seven villages and a target population of 1614. We have completed active screening for 1098 people (68% of the population and will cover the balance of 516 in the next cycles.