Increase the efficiency & effectiveness of international literacy programs

ProLiteracy has been empowering adults through literacy for more than 60 years.

ProLiteracy supports literacy in 35 countries and partners with 21 NGO programs and 2 publishing partners.

“Access [to education] is not the only crisis—poor quality is holding back learning even for those who make it to school,”
—UNESCO Former Director-General Irina Bokova.
Increase awareness and funding for adult literacy programs around the world

Facts:

Literacy is a cornerstone of human development and economic growth, yet according to the latest data, 774 MILLION ADULTS (15 and older) still cannot read or write. Two thirds of them (493 million) are women.

ProLiteracy is actively supporting adult literacy in 46 countries with 21 partners. Our partners vary from grassroots program partners to publishing partners utilizing our content.

- The largest illiterate populations are centered in certain regions and countries. Southern Asia is home to almost one-half of the global illiterate population (49%). In addition, 27% of all illiterate adults live in sub-Saharan Africa, 10% in Eastern and South-Eastern Asia, 9% in Northern Africa and Western Asia, and about 4% in Latin America and the Caribbean. Less than 2% of the global illiterate population live in the remaining regions combined (Central Asia, Europe and Northern America, and Oceania).

- There are 300–350 million indigenous people who speak between 4,000 and 5,000 languages, living in more than 70 countries. Indigenous people account for 5% of the world’s population (UNDP, 2004).

- The majority of the 1.5 billion people living on $1 a day or less are women (UN Women).

- The focus on parental knowledge as a point of intervention is important because parents’ knowledge of child development is related to their practices and behaviors (Okagaki and Bingham, 2005). For example, mothers who have a strong understanding of child development have been found to interact with their children more positively compared with mothers with less knowledge (Bornstein and Bradley, 2012; Huang et al., 2005). Parents who understand child development also are less likely to have inappropriate age-expectations for their child, which affects the use of appropriate discipline and the nature and quality of parent-child interactions (Goodnow, 1998; Huang et al., 2005).
Increase access for adults in need

1. Develop literacy materials
2. Support literacy programs
3. Create partnerships to advance literacy

For ProLiteracy, growth means more than an increase in funds raised. It means supporting learners, teachers, and communities in innovative ways as they expand their range of daily choices and opportunities. By providing resources for unique, culture-specific, learner-guided literacy programs, ProLiteracy continues to work hand-in-hand with our public and private partners as they draw on their social and physical assets to achieve their goals. As we continue to grow, we always look to the learners, teachers, and communities with whom we work to shape our vision of literacy and community development for the future.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”

—Nelson Mandela
“Use of e-readers has made me a digital learner. Now I can see the benefit of adult education as I can read all the books from one place.”

— Mrs. Joyce Mboya, an adult learner from Bar Sauri Centre
35 COUNTRIES

AFRICA

BENIN
World Reader

BURKINA FASO
World Reader

CAMEROON
World Reader

CENTRAL AFRICAN REPUBLIC
U.S. Bureau of Educational and Cultural Affairs (ECA)

CÔTE D’IVOIRE
World Reader

EGYPT
Association of Anba Mussah (ANBA), Cairo

ETHIOPIA
U.S. Bureau of Educational and Cultural Affairs (ECA)

GHANA
PACE, Worawora

U.S. Bureau of Educational and Cultural Affairs (ECA)

KENYA
Kenya Adult Learners’ Association, Nairobi

U.S. Bureau of Educational and Cultural Affairs (ECA)

LIBERIA
Imani House, Monrovia

NIGER
MiCA, Boukoukou/Gazaoua

NIGERIA
UNIVA, Ibadan
World Reader

RWANDA
SEVOTA, Kamonyi

SOUTH AFRICA
Connect Network

SOUTH SUDAN
U.S. Bureau of Educational and Cultural Affairs (ECA)

TANZANIA
U.S. Bureau of Educational and Cultural Affairs (ECA)

UGANDA
Kiddawalime, Luweero District

U.S. Bureau of Educational and Cultural Affairs (ECA)

ZAMBIA
World Reader

ZIMBABWE
World Reader

Economic Self-Reliance
( agriculture, microenterprise, microcredit, vocational training, and community infrastructure projects)

Health
(clinics, medicine chests, and training in preventive health practices)

Digital Literacy
(literacy programs that incorporate the use of e-books, tablets, and digital content for training and instruction)

Family
(adult education centers and family literacy programs)

Human Rights
/projects promoting gender equity and women’s leadership)

Publishing
(adult literacy materials developed by New Readers Press/ProLiteracy being used with strategic partners to strengthen education programs around the world)

“Empowerment is as enlarging people’s choices...”

“Empowerment is a sustained process of human development defined as enlarging people’s choices. The most critical of these are to live a long and healthy life, to be educated, and to have access to resources needed for a decent standard of living. Additional choices include political freedom, guaranteed human rights, and personal self-respect.”

Featured Literacy Programs

Some highlights from programs that ProLiteracy is supporting thanks to our generous donors.

EGYPT: The Association of Anba Mussah, Al-Assad (ANBA) works in Old Cairo where many rural Egyptians have relocated to escape poverty. Access to information about health for women and girls is vital as many topics are considered “taboo” and not discussed in the home. ProLiteracy is working with ANBA to implement a Women’s Health Education program focused on sensitive health topics including: urinary tract infections, menstruation, intestinal issues, female genital mutilation, and reproductive choice. Women gain access to basic literacy classes where they learn to read and write and are thus able to feel empowered by filling out their children’s birth records, reading medication labels, and advocating for themselves.

CAMBODIA: ProLiteracy’s partner Non-Timber Forest Products (NTFP) serves tribal learners of all ages in remote areas of northern Cambodia where access to education is extremely limited, mostly due to isolation and civil war. The Kavet are among the most disadvantaged people in Cambodia. The Bilingual Literacy Project, which benefits more than 500 learners annually, is run by teachers, local community education committee members, and village leaders—all volunteers. Community members build wooden or bamboo community centers that double as classrooms. The Bilingual Literacy Project has been recognized by UNESCO as a model bilingual education program, and continues to grow as former students become trained teachers and bring literacy to new villages.

RWANDA: During the course of 100 days in 1994, over 900,000 people were massacred in Rwanda. Up to half a million were raped, with some 70% infected with HIV. Survivors’ testimony and the shocking data on the prevalence of sexual violence during the civil war, resulted in the first ever recognition of rape as an act of genocide by the international court. Godelieve Mukasarasi, founder of Structure d’Encadrement des Veuves et des Orphelins pour le Travail et l’Autopromotion (SEVOTA), has played a key role in advocating against these tragedies. ProLiteracy has partnered with SEVOTA since 1998 to integrate literacy into its promotion of human rights for women. SEVOTA works with widows and women victims of violence, many of whom are survivors from the 1994 genocide. With funding from The West Foundation, ProLiteracy supports a women’s education project which integrates health education into basic literacy programs. The area of health identified as most needed by women in Rwanda is emotional and mental health to overcoming trauma.

**MEXICO:** Proyectos Laubach de Alfabetización en México A.C. (PLAMAC) is a women-focused organization working in economically and socially marginalized communities that receive few public services, especially education. PLAMAC works in three clusters of communities in central Mexico. All of the communities have women’s savings clubs where women individually save small amounts of money in a communal chest or savings box. Literacy instruction, based on women’s savings clubs, includes record-keeping and numeracy skills. Over time, the women begin to develop income-generating business plans with their savings. Projects include livestock cooperatives, bakeries, and small stores.

**COLOMBIA:** Fundación para el Bienestar Humano (FBH) works with low-literate domestic workers in the city of Medellín to strengthen their digital literacy skills. The digital literacy instruction helps workers learn technology tools so that they can access information for the benefit of personal and family development. Learners are taught how to fill out online job applications, how to enroll in coursework and classes, and basic skills like typing and navigating the internet. Proliteracy is piloting the use of our online Spanish literacy course Leamos™ Let’s Read, which helps learners gain basic Spanish reading and writing skills online. See info about Leamos on page 11.
Strategic Partners in Publishing

**ProLiteracy** partners with public and private institutions to make adult education materials available to programs around the world.

**New Readers Press, ProLiteracy’s publishing division**, sells over 400 adult education titles. Materials include mother tongue literacy instruction, basic English reading and writing, U.S. high school equivalency test prep materials, English language learning, math, workforce development, financial literacy, and more. In the past three years, our international division has begun exploring how it can support adult education programs with our unique materials.

**Publishing partners** include government departments, ministries of education, strategic education partners, or adult literacy non-profits. New Readers Press materials are currently being used in 26 countries with a variety of public and private partners. We focus on seeking new collaborations to make our adult education content available to direct-service programs around the world.
ProLiteracy develops a variety of instructional resources for U.S. and international organizations. In addition to those produced by New Readers Press, our Programs Division also develops free resources on financial literacy, tutor training, ELL, and various aspects of community development.

- **ELL:** News for You® is a weekly instructional news source published by New Readers Press, featuring high-interest news and feature articles from The Washington Post and Associated Press written at a third- to sixth-grade reading level. Each issue also features a low-level crossword puzzle. Both print and digital versions feature a teacher’s guide with lesson plans, and exercises. The online version also provides story audio, interactive exercises, poll questions, mouse-over vocabulary definitions, and additional puzzles. Students build language, reading comprehension, vocabulary, writing, listening, and speaking skills.

- **Literacy Solutions manuals:** Literacy instruction and thematic issues (human rights, health, democracy, etc.) are incorporated into simple but effective discussions manuals. ProLiteracy has adapted and translated these manuals into 34 languages with 128 adaptations of the content to reflect local culture and circumstances.

- **Faith-based literacy materials:** During the 1950s and 60s, Dr. Frank Laubach developed a series of adult-literacy primers based on the life of Christ. As Dr. Frank began pioneering literacy campaigns around the world, often the most requested materials by new readers were Bible stories written at low literacy levels. Translated into more than 50 languages, these easy-to-read books helped adults learn to read while learning about Christ. The booklets use illustrations, key vocabulary words, and simple language that have been adapted for use in different countries. Today, ProLiteracy has 55 versions of these primers available to order.

- **Mother tongue literacy instruction:** ProLiteracy is committed to the promotion and development of mother tongue literacy materials. We carry on Dr. Laubach’s approach of creating materials tailored to the language and cultural needs of learners. We have mother tongue literacy materials in over 300 languages, and we partner with organizations looking for instructional materials that follow the Laubach method.

- **Digital literacy:** Leamos™ Let’s Read is an easy-to-use online literacy course that teaches non-literate Spanish-speaking adults to read and write in Spanish. Leamos helps adults with fewer than two years of formal education learn basic literacy so they can confidently pursue other educational goals, such as learning English. The course consists of 43 self-paced lessons and takes approximately 150 hours to complete. Most students who complete Leamos test at a second- to third-grade level for Spanish literacy.
Women in Literacy: A special focus

ProLiteracy’s partner programs report that the majority of participants are women. Throughout the developing world, women have far less access to education and opportunity than men do. Early marriage, school fees, armed conflicts, costly transportation, gender discrimination, and heavy workloads in the home are barriers that prohibit education. Women comprise two-thirds of the world’s non-literate population. Access to education, training, property ownership, financial credit, and other resources needed for self-sufficiency is limited. ProLiteracy’s Empowering Women Through Literacy initiative provides seed grants, technical assistance, materials, and training to autonomous grassroots organizations that target women bypassed by traditional education. Since 1990, we have funded literacy programs that target 98 percent women.

"The majority of the 1.5 billion people living on 1 dollar a day or less are women."

—UN Women
A rural girl is 2 times more likely to get married as a child than her urban counterpart in some African, Latin American, and Caribbean countries.

—UN Women
New Projects/Initiatives

Digital Access Project: Helping Rural Populations Acquire Literacy Skills in their Native Languages

ProLiteracy is launching a new initiative to make indigenous literacy primers available for programs around the world. The vast majority of the 774 million adults who lack literacy skills live in three regions: South and West Asia, East Asia and the Pacific, and sub-Saharan Africa. To target communities of greatest need, we will focus on updating and digitizing literacy primers for programs in these regions. The majority of the languages for which Dr. Laubach developed materials are non-mainland languages for populations that still exist today.


Source: See Chapter 7 in the full EFA Report.

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There are approximately 350 million indigenous people who speak between 4,000 and 5,000 languages, living in more than 70 countries. Indigenous people account for 5% of the world’s population. Most indigenous populations live in areas that fall outside of traditional education systems.

2 UNDP, 2004
PLEASE CONSIDER SUPPORTING THIS NEW INITIATIVE AND MAKING LITERACY A REALITY FOR RURAL LANGUAGE COMMUNITIES.

Laubach Way to Reading – Arabic

In honor of Dr. Bob Laubach and his father, Dr. Frank Laubach, ProLiteracy has created a fund to support innovative program and publishing initiatives. We have centered the fund’s first project on Laubach Way to Reading, one of the first literacy series Dr. Frank developed that continues to be used today. Translating Laubach Way to Reading into Arabic will allow ProLiteracy to have the most impact on global illiteracy by providing high-quality Arabic content to literacy programs. Of the 22 Arabic-speaking countries, 5 have the lowest literacy rates for women in the Arab world. An Arabic version of Laubach Way to Reading helps address two problems: the lack of materials for our literacy partners and—the larger problem many countries face—the lack of teacher training. We believe the step-by-step instructions in the Laubach Way to Reading teacher’s edition and the illustrated student book are powerful tools that will strengthen adult literacy in the Arab world.
Guiding Principles

The following principles are the foundation for ProLiteracy’s international work:

**All people** are endowed with innate human dignity and the potential to learn and change.

**Multiple literacy practices** exist in and across cultures and encompass ways of thinking, acting, and being.

**Literacy programs** should reflect the needs and priorities of local learners. Local peoples should design, implement, and manage their own literacy programs.

**Literacy learning** includes fundamental skills, critical thinking, cultural expression, and action.

**Community development** is a crucial component of effective literacy programs.

**Literacy instruction** is a crucial component of effective community development programs.

**Successful literacy instruction** is based on mutual respect and supportive interactions between teachers and learners.

**Priority** should be given to those whose needs are greatest.

**The most effective instruction** is based on students’ stated and unstated goals for learning.

**Successful literacy programs support learners** as they become empowered with practices, information, and confidence to improve their lives.