

2022-2025

INTERNATIONAL PROGRAM LITERACY UPDATE:

PIONEERING NEW PATHWAYS FOR LITERACY



ProLiteracy®

Every adult has a right to literacy.

Increase the efficiency and effectiveness of international literacy programs

ProLiteracy has been empowering adults through literacy for more than 65 years.

ProLiteracy is working with 32 NGO partner programs and 2 publishing partners in 27 countries.

27 Countries

23,911 Learners

140 Communities



What We Do

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,

781 MILLION
ADULTS

(15 and older) still cannot read or write. **Two thirds** of them (520 million) are women.

ProLiteracy is actively supporting adult literacy around the world. Our partners vary from being grassroots organizations implementing programs to publishing partners utilizing our content.

- **The vast majority of the world's 781 million** adults who lack literacy skills live in three regions: South and West Asia, East Asia and the Pacific, and sub-Saharan Africa¹.
- **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 dollar a day or less are women (UN Women).
- **A rural girl** is two times more likely to get married as a child than her urban counterpart in some African, Latin American, and Caribbean countries (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 body of knowledge 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 age-inappropriate expectations for their child, which affects the use of appropriate discipline and the nature and quality of parent-child interactions (Goodnow, 1988; Huang et al., 2005).



WOMEN LEARNERS practice their writing skills during a literacy class in Niamey, Niger.

Photo Credit: Haoua Diatta



TEACHER WETE (with her daughter) is a former student who became an instructor for ProLiteracy's Cambodia partner, Non Timber Forest Products (NTFP). NTFP organizes a bilingual literacy program in tribal Kavet communities.

Photo Credit: Anne Thomas

Why We Do It

¹ <https://en.unesco.org/gem-report/there-are-still-781-million-illiterate-adults>

Increase access for adults in need by:

1. Developing literacy materials
2. Supporting literacy programs
3. Creating partnerships to advance the literacy cause

For ProLiteracy, growth means more than an increase in the amount of 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 look for ways to better work hand-in-hand with our public and private partners as they draw on their social and material assets to achieve their goals. As we continue to grow, we constantly look to the learners, teachers, and communities with whom we work to shape our vision of literacy and community development for the future.

“My joining literacy class has seen me experience many changes, notably developing good relationships with my husband, co-wives, and in-laws. My house is clean, and the health of my children improved. I will not stop this dream of supporting my community in positive ways.”

—Pokot tribal learner in the Kenya Adult Learners' Association (KALA)



LEARNERS GATHER FOR CLASS. The Kenya Adult Learners Association (KALA) is implementing a literacy class in the Pokot Tribal Region on the Kenya and Uganda border.



MAGDALENE GATHONI, founder of the Kenya Adult Learners' Association gives students their certificates after a literacy training course.

How We Do It



A woman in one of KALA's literacy programs prepares to distribute materials to participants.

27 COUNTRIES |

AFRICA

BENIN

World Reader



BURKINA FASO

World Reader



CAMEROON

World Reader



CÔTE D'IVOIRE

World Reader



EGYPT

Association of Anba Mussah (ANBA), Cairo



GHANA

PACE, Worawora



World Reader



KENYA

Kenya Adult Learners' Association, Nairobi



LIBERIA

Imani House, Monrovia



NIGER

MICA, Boukoulou/Gazaoua



NIGERIA

UNIVA, Ibadan



World Reader



RWANDA

SEVOTA, Kamonyi



SIERRA LEONE

SLADEA



SOUTH AFRICA

Connect Network



UGANDA

Kiddawalime, Luweero District



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 long and healthy life needed for a decent political freedom,"

— Sen, A. 2003. A Matter of Justice. New York: Oxford University Press, pp. 33, 68 UNDP, 1990

32 PARTNERSHIPS



a sustained process of human development defined by the free choice of one's choices. The most critical of these are to live a decent life, to be educated, and to have access to resources at a standard of living. Additional choices include the guarantee of human rights, and personal self-respect."

...r of Choice. In the UNESCO Courier, Special Issue November 2003, ... , pg. 9-10

ASIA

CAMBODIA

Non Timber Forest Products (NTFP), Ratanakiri Province



INDIA

Laubach Literacy Educational Trust, Kerala



Yuvaparivartan, Tamil Nadu



PHILIPPINES

World Reader



NEPAL

Prisoner Assistance Nepal, Sankhu



CENTRAL ASIA

AFGHANISTAN

Roqia Center For Women's Rights, Kabul



WEST ASIA

IRAQ

Halemoon



LATIN AMERICA

COLOMBIA

CLEBA, Medellín



Fundación para el Bienestar Humano (FBH), Medellín



ECUADOR

AMJUPRE, Puyo



HAITI

AyitiKonseVet, Badesentann



MEXICO

PLAMAC, Guanajuato



CEP, Parras



EUROPE

IRELAND

World Reader



Featured Literacy Programs

Some highlights from programs that ProLiteracy is supporting thanks to

ProLiteracy is able to provide funding to grassroots programs around the globe thanks to our generous donors. All projects supported by ProLiteracy are conceptualized, designed, and implemented with our partner grassroots non-governmental organizations (NGOs) who value the importance of focusing on the needs and priorities of local learners.



LEARNERS who attend the Halemoon Literacy Program in Iraq practice writing using the Arabic Laubach Way to Reading Level 1 curriculum.



Health

CAMBODIA: Non-Timber Forest Products (NTFP)

ProLiteracy's partner in Cambodia, has integrated a health and sanitation program into their basic literacy classes in rural Cambodian villages. The Kavet of Ratanakiri are gradually coming to the realization that clean water and sanitation is key to the health of their community. By using the literacy classroom to teach about good hygiene and sanitation practices, NTFP is helping reduce the spread of disease while simultaneously mobilizing villages to work together to address critical health needs. Topics covered by this initiative include garbage disposal, covering water pots to prevent malaria and sanitation, mother-child nutrition and health, oral rehydration, and accessing health immunizations.



Family
Literacy

IRAQ: Halemoon Literacy for Women and Girls is one of ProLiteracy's new international partners working with women and girls in Iraq. *Halemoon* means "dreamers" in Arabic. The mission of Halemoon is to achieve lasting improvement in the quality of life of orphans and widows in Iraq through education, material support, life skills

training, advocacy, and income-generating activities. Halemoon is currently providing literacy classes to 150 vulnerable girls and women who have no previous education or experience, and to school students who have missed their education because of their illiterate parents or lack of internet and computer access for virtual learning due to COVID-19. Through Halemoon's literacy classes, young girls and women gain access to basic instruction to learn to read and write, and they are empowered by being able to read storybooks, read medication labels, fill out their children's birth records, and advocate for themselves.



Human
Rights

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. 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 for rape to be recognized as an act of genocide. SEVOTA works with widows and women who are victims of violence, many of whom are survivors from the 1994 genocide. ProLiteracy is supporting a literacy project which integrates health education into basic literacy programs. In the case of women in Rwanda, the most needed health education is around emotional/mental health and overcoming trauma.

our generous donors.



NIGER: Micro-Credit in Africa (MICA)

Micro-Credit in Africa devotes itself to the education and empowerment of women in Niger. Niger is estimated to be one of the poorest countries in the world with 61% of the population living on less than one dollar per day.

Women comprise two-thirds of that population. The literacy statistics are just as sobering—only 28.7% of the population can read or write. ProLiteracy has been supporting MICA's literacy program for tribal women and girls for more than 15 years through small grants and material development. MICA is currently serving 570 women to engage in economic self-reliance through its women's literacy and enterprise programs as well as leadership workshops, job skill training, and computer/digital literacy classes.



COLOMBIA: Fundación para el Bienestar Humano (FBH)

FBH has been ProLiteracy's pioneer partner in piloting our new *Laubach Way to Reading* Spanish App called, *Podemos Leer*. FBH is utilizing the *Podemos Leer* app to provide digital literacy skills to approximately 100 domestic workers who will improve reading and writing

while simultaneously strengthening digital literacy skills so that they can access information and improve employment opportunities.



ADULT LEARNERS in Fundación Bienestar Humano's digital literacy program utilize ProLiteracy's *Podemos Leer* app to improve their literacy skills.

"I joined MICA Adult Basic and Digital Literacy Program in the center, today, I know how to write, type, and can easily change settings in a phone. I also have the ability to read letters, newspapers, and books. I believe this is important this life of technology."

—Nafissa, adult learner in MICA's literacy program in Niamey, Niger



WOMEN IN THE MICRO-CREDIT IN AFRICA (MICA) program implemented in Niger, practice financial literacy skills by counting money and keeping records.



Strategic Partners

ProLiteracy partners with private foundations and corporations to support
We have partnered with Lancôme/L'Oréal and their global Write Her Future

Lancôme Mexico: With support from Lancôme Mexico, one of ProLiteracy's longest standing partners, Proyectos Laubach de Alfabetización en México, A.C., (PLAMAC), is implementing a women's literacy program serving women in rural communities in the state of Guanajuato as part of the global Write Her Future campaign. **UNESCO indicates there are 4.3 million adults older than 15 in Mexico who cannot read or write, and women account for 61 percent of that population.** In the State of Guanajuato, six out of every 100 women over 15 years old cannot read or write. The literacy program will equip women with the basic reading and writing skills they need to utilize literacy as a means to reach their goals, improve their livelihoods, and overcome poverty. Now in its second year, the program is bringing visibility to the issue of low literacy in the region, and it is providing a model for expansion to reach communities in the suburban area of Irapuato, the second most populated city in the state of Guanajuato.

The Write Her Future Mexico program has successfully improved the literacy skills and expanded the formal education of 45 women from the communities of San Juan, San Miguelito, and El Sauz. At the beginning, 13% had not concluded primary school, 16% had not completed secondary school, and 71% lacked a high school certificate. After 12 months of implementation, the program obtained the following results:

- **The percentage of women** with only a few years of primary education (13%) dropped, and 4% of those remaining continued to study for their primary school equivalency.
- **All of the women** in the program showed interest in validating their secondary education; (16%) successfully obtained their certificate at the end of the program.
- **1 out of every 3** participating women was able to officially validate the national requirements for primary, secondary, or high school education.
- **About half** of the learners interested in participating in the formal labor market expressed that the program helped them to either get a formal job or a job with decent work conditions.

To learn more about the Write Her Future Program in Mexico, please visit: <https://www.proliteracy.org/WHF-Mexico>



adult education programs around the world. campaign to increase access to literacy for women in Panama and Mexico.

Lancôme Panama: With support from Lancôme Panama, the Guna Women's Literacy Program is reaching indigenous Guna women in the community of Arraijan, located on the west side of the city of Panama. ProLiteracy has partnered with Centro de Estudios y Acción Social Panameño (CEASPA) and Coordinadora Nacional de Mujeres Indígenas de Panamá (CONAMUIP) to implement the Guna Women's Literacy Program. Guna women are one of Panama's most well-known tribal groups who typically reside in the San Blas islands. ProLiteracy and our partners will work with Guna tribal communities who have migrated to the outskirts of Panama City. By improving digital literacy access and strengthening their capacity to participate in their communities, Guna women are increasing their reading and writing skills in Spanish while simultaneously working together to solve daily life issues in their community.

The Guna Women's Literacy Program will be locally implemented by CEASPA and CONAMUIP, organizations recognized at the local and regional level for their important promotion of a fair and more equitable society to build an environment of sustainable social, environmental, and economic development.

CEASPA seeks to overcome marginalization of populations in need with the construction of abilities necessary to transform learners' reality and improve living conditions. The organization works on issues of human rights, citizen participation, gender, and sustainable development.

CONAMUIP is an inter-ethnic organization whose objective is to work with indigenous women through a model of direct and active participation in solutions to their daily socioeconomic challenges. The projects carried out, aimed at individual and collective strengthening, cover issues of interculturality, education, health, traditional knowledge of indigenous peoples, the environment, and others.

Write 
Her Future
LANCÔME
PARIS

ProLiteracy International Organizational Membership

ProLiteracy has launched an International Membership program so that we can continue to expand our reach and impact around the world with grassroots literacy organizations. Since launching the program in 2020 we have registered 18 members and are continuing to grow! The purpose of this Membership program is to build global literacy networks with adult education organizations around the world and partner with these programs to share best practices from the field and advocate for the needs of adult learners.

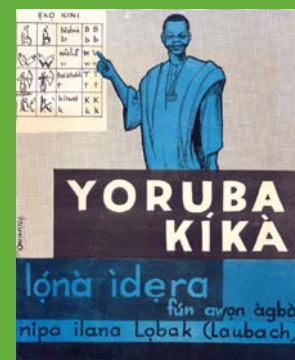
To learn more about ProLiteracy's Membership Program and benefits, please visit: www.proliteracy.org/membership.



Literacy Tools and Resources:

ProLiteracy develops a variety of instructional resources for U.S. and International organizations. In addition to titles produced by New Readers Press, our Programs Division also develops free resources on financial literacy, tutor training, ESL, and various aspects of community development. We are pleased to share the following resources:

- **ESL:** *News for You* is a weekly instructional news source for English language learners featuring high-interest news and feature articles from the Washington Post and Associated Press written at a 3rd-6th grade reading level. We publish both a print and digital version which feature a teacher's guide with lesson plans, exercises, and a crossword puzzle. The online version also provides story audio, interactive exercises, poll questions, mouse-over vocabulary definitions, and puzzles. Students build language, reading comprehension, vocabulary, writing, listening, and speaking skills.
- **Literacy Solutions Manuals:** These are simple but effective discussion manuals that incorporate literacy instruction with thematic issues (ex: human rights, health, democracy, etc.). 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, he received many requests by new readers for bible stories written at low literacy levels. Translated into more than 50 languages, these easy-to-read books helped adults around the world learn to read while learning about the life of Christ. The booklets use illustrations, key vocabulary words, and simple language that have been adapted for each country/language and are presented in a series of 4-6 booklets. Today, ProLiteracy has 55 different versions of these primers available to order on a project-by-project basis.
- **Mother tongue literacy instruction:** ProLiteracy is committed to the promotion and development of mother-tongue literacy materials. We carry on Dr. Frank Laubach's approach of creating materials that are tailored to the language and cultural needs of the learners. We have mother-tongue literacy materials in over 300 languages and are happy to partner with organizations looking for literacy instruction materials that follow the Laubach method.
- **Digital Literacy:** *Leamos* is an easy-to-use online literacy course that teaches non-literate Spanish-speaking adults to read and write in Spanish before enrolling in an English as a second language program. *Leamos* helps adults with less than two years of formal education learn basic literacy so they can confidently pursue other educational goals for the first time in their lives, including learning English. The course consists of 43 self-paced instructional lessons divided into nine modules. The course takes approximately 150 hours to complete. Most students who have completed the *Leamos* course test at a second to third grade level for Spanish literacy.
- **NEW! Laubach Way to Reading Spanish App:** *Podemos Leer* is an app that ProLiteracy designed for adult learners to strengthen Spanish literacy skills. The app follows the Laubach method and reinforces basic literacy skills, focusing on sound-symbol relationships, decoding of syllables, and practice of word blends. Users with very limited literacy skills can progress in their learning by practicing the app in or outside of the classroom. *Podemos Leer* requires a basic smartphone and is designed to be a self-paced educational tool. The app does NOT require continuous Wi-Fi or data connectivity; it can be a tool for independent learning or also a classroom that is using the app in conjunction with the Laubach curriculum. For more information visit: PodemosLeer.com



ONE OF THE ORIGINAL LITERACY PRIMERS developed by Dr. Frank Laubach for literacy programs in Nigeria.

New Projects/Initiatives

Digital Access Project: Helping rural populations acquire literacy skills and

In honor of Dr. Bob Laubach and his father, Dr. Frank Laubach, ProLiteracy created a fund to support innovative program and publishing initiatives. In 2016, ProLiteracy used the fund to support the digitization of primers that follow the instructional method Dr. Frank developed in the 1950s. Today 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 five percent of the world's population (UNDP, 2004).¹ To date, ProLiteracy has digitized and made available literacy primers in 30 Latin American, African, Asian, and Middle Eastern languages.

Laubach Way to Reading continues to be a curriculum that is used and sold through our publishing company, New Readers Press. Throughout his lifelong career, Dr. Frank developed literacy materials in more than 300 languages, and ProLiteracy is making these resources available to programs around the world. By providing access to these materials, we address two key challenges in the global literacy crisis: **the lack of materials for adult learners—many of our literacy partners lack the funding and expertise to develop materials that address the needs of adults, and the larger problem many countries still face—the lack of teacher training.** We believe the step-by-step instructions in these materials are still relevant today for programs, and these resources can be effective tools that will strengthen adult literacy around the world.

To access these historical Laubach literacy primers, please visit ProLiteracy's Education Network website: www.proliteracy.org/ednet

¹ Indigenous groups account for approximately two-thirds of the world's 6,700 mostly oral languages (Skutnabb-Kangas, 2001)



PROLITERACY'S RWANDA PARTNER, Structure d' Encadrement des Veuves et des Orphelins pour le Travail et l'Autopromotion (SEVOTA) incorporates tribal dance with women learners into their meetings.

access materials in their native language

Laubach Way to Reading: A time-tested approach that has taught millions to read!

In 2017 ProLiteracy updated Dr. Frank Laubach's original 1959 Arabic *Laubach Way to Reading* materials and we have shared them with programs in the Arab region. Today partner programs in Iraq, Egypt, and even in the United States, are using our LWR Arabic Teachers Guide and Student workbooks in their programs. Of the 22 Arabic-speaking countries, five have the lowest literacy rates for women in the Arab world. We believe the Laubach method continues to be a powerful and effective resource to support learners and teachers, and most importantly, is designed for adult learners to succeed in quickly learning to read and write.



YOUNG WOMEN AND GIRLS in Iraq gathered together for their literacy class.

Photo provided by Halemoon.





"If you seek the greatest joy, find how best you can help others."

—Dr. Frank Laubach

Guiding Principles

The following principles are the foundation for ProLiteracy 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 key 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.

Literacy gains are not only measured through assessments; quality programming can be measured in more ways than skills improvement.

