

So you want to begin
A
Literacy
Program

Ardis Dick Stenbakken
A Women's Ministries Resource
General Conference Department of Women's Ministries
1997
Revised 2003

Table of Contents

So You Want to Begin a Literacy Program	1
Why Literacy Is Important for the Church.....	2
Why Literacy Is Important for Women’s Ministries	4
Benefits to Women.....	5
Obstacles for Women.....	6
What Is Literacy?	7
Who Needs It?.....	8
How Adults Learn.....	9
How to Begin	12
Budgeting	16
Writing Proposals.....	16
For the Tutor	17
Teaching Without a Book	19
Post Literacy Programs	20
What About Second Language Literacy?	20
Literacy for the Future	21
Appendixes	
A Resources	21
B Some Country Literacy Statistics	30
C Budget Example	33
D Checklist for Evaluating Proposals	34
E Why Should We	
F Big ideas (overhead)	36
G Now try this (overhead)	38
H 12 Reasons for Women’s Literacy Programs (overhead)	40
I 10 Reasons for Women’s Literacy Programs (handout)	41
J Women and Literacy (overhead).....	42
K Before You Begin (overhead)	43
L Facts and Quotes about Literacy (handout)	44
M “Reading to Children”	45
N Nine Benefits for Parents Who Read to Kids (overhead or handout).....	48

So You Want to Begin a Literacy Program

You are to be congratulated. You want to do something that can make a difference and fill a great need. But you probably also have a lot of questions about such a program. How does one begin and what materials do you use?

The purpose of this manual is to help you begin. It will not answer all the questions there are about every place in this world where there are literacy needs, but it will help you to begin to find what questions to ask, and help you find some answers. The purpose is to help you understand enough to get the planning of a program started. There are a number of facts and figures included too so that you can present programs, motivating and getting others interested in joining in the project. There is also material to help you understand a bit more about adult education—adults learn differently than do children.

The one thing that is not taught here is the actual language instruction. There is nothing about which letter of the alphabet to begin with and what to teach in each lesson. The reason: different languages necessitate appropriate adaptation. Some languages, of course, do not have a Roman or Latin alphabet at all, so teaching methods will be different.

May God bless you as you begin designing and planning a literacy program.

Christian Literacy. . .

1. Is a tool for the evangelist—providing an ideal climate for conversion and church planting;
2. Opens the pages of the Bible and other Christian literature to both non-Christian and the growing convert;
3. Is a door into nations and parts of nations where other types of missions are unwelcome;
4. Provides a satisfying activity for local Christians who are eager to help lift up their own people to a better life;
5. Expresses compassion, demonstrating that Christians are still in the Samaritan business.

*“The days are coming,” declares the Sovereign Lord,
“When I will send a famine through the land
not a famine of food or a thirst for water,
but a famine of hearing the words of the Lord.”
—Amos 8:11*

Why Literacy Is Important for the Church

Christ's method alone will give true success in reaching the people. The Savior mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, "Follow Me."

—E. G. White, *Ministry of Healing*, p. 143.

As we strive to witness for our Lord and to follow His example, we look around to find the needs of the people so that we too may minister, win their confidence, and invite them to follow the Savior. One of the most obvious needs for women in the world is the need for literacy—the ability to read and write.

The facts and figures are staggering, but they also tell the story. The world population is just over 5.2 billion. The complete Bible is now available to 97% of these people in their mother tongue. Yet 45-55% of these people cannot read. Non-readers comprise the vast majority of the peoples yet to be reached with the Gospel.

The United Nations estimates that in the world today, there are about one billion adults who cannot read or write well enough to function or reach their basic goals in life. Many cannot read anything at all. The UN further estimates that by the year 2000, 98% of these will be in developing regions of the world. East Asian and South Asian developing countries had 70% of the world's population of illiterates in 1990. In 48 of 102 developing countries, the illiteracy rate exceeded 40%. UNESCO reports that the United States literacy rate is greater than 95%, but the recently completed *National Adult Literacy Survey* (1993) found that at least 45% of the US population has low or severely limited basic skills. Other democracies have similar problems.

Literacy is important to the church in two principal ways: as nurture of the members and as outreach. It is obvious that unless a person can read with at least a minimal degree of fluency, he or she cannot read the Bible. Or anything else that the church produces. These persons cannot do any type of Bible study that requires reading or writing. They cannot read Ellen White or any other devotional or instructional material. If they are parents, they cannot read the Sabbath School lesson to their children. Church leadership would also be difficult. Many of these illiterates live in areas of the world in which it has been particularly difficult to spread the Christian message.

Those who have studied church planting have discovered that in areas of the world where less than fifty percent of the population is literate, teaching reading, particularly classes based on the Bible, is one of the quickest ways of building up a church. In a survey in the United States, half of those surveyed said that the reason they wanted to learn to read was so that they could read their Bibles and participate in church activities.

For the church, the Word, Jesus Incarnate, is supreme. But unless one knows how to read, accessing the Word is difficult. It is important that Christians be able to study and confirm their

faith. Pastor Samson Phiri of Zambia once said, “Dictators love an illiterate electorate; illiterates will believe anything they are told.” We do not want church members who will believe just any new thing they are told; we want them to study verse upon verse, to know and hold onto the truth.

Non-readers are captive, prisoners of their handicap. As we carry out Christ’s work, we too can say:

“The Spirit of the Lord is on me,
because he has anointed me
to preach good news to the poor.
He has sent me to proclaim freedom for the prisoners
and recovery of sight for the blind
to release the oppressed,
to proclaim the year of the Lord’s favor.” Isa. 61:1, 2 and Luke 4: 18, 19, NIV.

As we discover needs, it is with satisfaction that we can develop plans to meet these needs. As Hector Hammerly, Ph.D., of British Columbia, Canada, has said, “To provide the gift of reading to others is a signal Christian service that empowers them to live more interesting and far more useful lives. Furthermore, the teaching of literacy lends itself quite well to sharing the Gospel in a gradual, tactful way.”¹

In many parts of the world, literacy programs can use the Bible as an important part of the lesson and reading material. Each Women’s Ministries group will need to assess the situation and use the Bible only if it is safe to do so. In some places using the Bible openly and immediately can endanger lives and shut down the literacy program. If there are no such conditions, however, the Bible is excellent to use.

There are other ways in which Bible literacy is important to the church:

1. It gives church members a way to minister to others in a non-threatening way. It encourages both the tutor and the student to become daily Bible readers.
2. The non-Christian will know the tutor cares about them because of the help they are receiving. They will be curious about why the tutor is so loving and kind; they will be more open to the Gospel.
3. It strengthens the existing church if church members learn to read. If the member cannot read they can easily be led into false doctrine. A Bible-reading church is a strong and growing church.
4. Literacy programs can build non-political cooperation with governments because almost all governments want their people to be able to read. It can strengthen community life as well when topics such as health, parenting, or sanitation are also addressed.
5. It is something that can be done right in the local church. One does not have to go a long ways to find people who need the help of a loving church.

¹ The Teaching of Literacy and ESL/EFL As Outreach Ministries, manuscript.

Why Literacy Is Important for Women's Ministries

Of the one billion adults who cannot read, the majority are women, somewhere around 650,000,000. Since writing began, women have had less access to reading and writing than men. It is still true today in many areas of the world (see Appendix B, page 30). In some countries the situation is becoming worse, however, rather than better. In fact, the number of illiterate women in the world will continue to grow until sometime in the next two decades when efforts to expand access to primary school can provide an education to most children. These women are a natural group for whom Women's Ministries can work and witness. When a woman learns to read, her whole family has a better chance of becoming literate. As reading is taught, these women can be introduced to material teaching Christian parenting, health, life style, and philosophy. "When you educate a man you simply educate an individual, but if you educate a woman you educate a family."

The majority of these women live in what Global Missions describes as the "10-40 Window," or that part of the world ten degrees north and 40 degrees south of the equator, the focus of much of our Global Mission work. The bulk of these women are Muslim. Not only is this a difficult group of people with whom to work, but also it is almost impossible for a man to work with any of these women. Therefore, it is an important work that women can undertake.

Although Women's Ministries literacy programs will be run by women, it would be a disservice to exclude men who may also want to be involved, or to limit our classes just to women. Some studies show that both men and women learn better when both are involved in the classes. In other societies, women do not want to be in classes with men. The leaders in each area of the world will have to make their own decisions on this, but as much as possible, let us always be inclusive.



Benefits to Women

Some of the benefits to women from a literacy program include:

- lower birthrates (smaller families)
- with lower birthrates, the parents are better able to provide Christian education
- the children have improved educational abilities
- decrease in maternal mortality
- later marriages
- overall improvement in family health
- decrease in infant mortality
- a greater sense of personal self-worth
- an ability to read Scripture
- an ability to assume responsibility for personal spiritual choices
- an expanded influence in teaching children spiritual values
- an ability to become involved in the church's mission
- a greater possibility of becoming financially stable
- increased employment choices and productivity
- the ability to provide financial support to the church
- more involvement in community development

Studies in sub-Saharan Africa and Gambia show that increased agricultural productivity, mortality and child immunization rates correlate more closely to the literacy rate of the women than it does to the gross national product. Another study found that the mother's schooling is a predictor for her children's long-term nutritional wellbeing.

The mother's ability to read often determines the literacy level for the entire family. In Nepal, an AID program found that girls in secondary school performed much better academically if their mothers had completed a literacy class. In the U. S., a study found that 65% of the children whose mothers participated in adult education programs demonstrated improvement in school. Furthermore, what a mother learns in an adult literacy program regarding child rearing and health can have an immediate effect on the family.

Literate women also understand more of what they hear regarding health and family planning and are able to communicate with health professionals better than women who are illiterate.



Obstacles for Women



Some governments do not yet feel that education is of paramount importance for women. As a result, little has been done to fund or promote adult literacy programs for women. Before these governments promote female literacy, it will require pressure of people committed to large-scale social change.

Many women have a difficult time finding the time and energy for schooling even if given the opportunity. They also lack concentration because they must bring their young children with them to class. For this reason, when planning a literacy program, it might be beneficial to also plan a nursery or separate program for the children. Many lack the support of the men in the families; illiterate fathers or husbands may be unwilling to allow wives and daughters to participate. However, men often become more supportive when they discover that reading increases the woman's earning power. The lack of relevant reading material in the mother tongue is often a discouragement to women too, especially for follow-up and enrichment materials. Many women are also embarrassed by their lack of education, so

a program must be very non-threatening and supportive, respecting these women for what they do know and can do.

The literacy worker will have to plan the program so that the needs of the women are taken into consideration. For instance, a program could take place around where the women wash clothes. It might take place while they are doing sewing or some hand work in connection with their preparing food. The classes may have to be of shorter duration but more sessions. Workloads may be heavier at certain time of the year, such as planting or harvesting seasons.

There are numerous obstacles, but none that cannot be overcome if a program is well planned and designed.

*They who teach others will,
Like the stars in the heavens, shine forever,
For they never know
where their influence will stop.
-Anonymous*

What Is Literacy?

Historically, a person was considered literate if he or she could sign their name. Then in 1951, UNESCO said that a person was literate if they could, with understanding, both read and write a short, simple statement on his/her everyday life. In recent years, the United States military began requiring a high school diploma or GED (general equivalency diploma). Now most literacy organizations define literacy as being able to use printed and written information to function in society to achieve one's goals and develop one's knowledge and potential. In various parts of the world, different levels of reading and writing are used to define literacy, but we can all agree that if a person cannot read or write well enough to do what they want to do, they need more literacy.

Literacy and illiteracy are NOT opposite poles, but a continuum. In order to be truly literate, a person needs to be able to function at whatever goal level that individual has set. For instance, in a study of a literacy program in Tanzania, it was discovered that the majority of the learners were middle-aged women from the poorer groups of society. Two-thirds had attended school, most for more than four years. But they were unable to meet their goals, so needed more literacy.

In *Adult Literacy Programs* (1995), Comings, Smith and Shrestha say:

The level of literacy skill that would be considered severely limited in rural Lesotho is quite different from that in urban America; in fact, the only useful definition of literacy is one that is set within the context of the life of an individual. In any context, however, the inability to read a simple text, such as those used in the first grade of primary school, should be considered complete illiteracy, and UNESCO's estimate of 950 million is made up of people who fit this definition of illiteracy. If literacy is defined more broadly as a proficiency in reading, writing and math sufficient to compete for good jobs and participate fully in social and political life, the number of adults, worldwide, who could benefit from basic skills training might be as high as 2 billion. If the definition includes workers who could earn a higher wage if they improve their basic skills, the total might be 3 billion. Because approximately 100 million of the world's primary school age children are not attending school and many that do attend drop out in the first two years, the world's illiterate population will not decrease dramatically over the next ten years without a much greater adult educational effort.²

To be successful a literacy program should not be limited to only reading and writing. Literacy training should take a holistic approach, including speaking, listening, reading and writing.

Math literacy requires some of the same skills as reading and writing but requires its own separate skills as well. Students in a basic literacy program can be taught the number symbols and helped to understand them by counting objects and marks on paper (See Appendix P).

² "Adult Literacy Programs, Design, Implementation and Evaluation," John P. Comings, Cristine Smith and Chij K. Shrestha, 1995, manuscript draft.

Who Needs It?

There are several groups you can serve. There are illiterates—adults who cannot function at a standard level of reading or writing. There are those who need to improve their skill level to be able to get a better job. Many times these people are second language illiterates—they cannot read or write in the national language of government and commerce.

Women’s Ministries, in some places, may also want to reach out to Pre-literates—small children. In areas of poverty or where parents are not literate, very often children are educationally impoverished and some special help to them can help make sure they become literate. Another need area is for tutoring and helping children who are struggling with homework and keeping up with their classes. Local schools and teachers can help plan programs for these two groups.

Some people are illiterate, not because they never had the opportunity for school, but because of other problems such as hearing problems, vision problems, learning problems such as dyslexia, context deficiency, or being unable to work in a group situation. Others had to drop out for health reasons or to go to work to support the family. Others lack motivation—they have felt they could function without education, but have now discovered that is not true. Some were not ready when they began school and so began a cycle of failure. Others lacked modeling; others did not try and received social passes; others came from migrant families and moved too often to receive an education.

In many countries, there is a national language and a number of local languages. For many, the question is what language should be used for the literacy program. Learning in a local language is easier for the student because the vocabulary is more familiar. It reinforces culture, history, identity and feeling of self-worth. Often reading and literacy materials in the local language are limited and will not benefit the student as much in commerce or employment. A national language can be a binding force that contributes to building national unity.

When planning literacy programs, it might be well to consider holding literacy programs in the prison system, as a very high percentage of prisoners are illiterate. One of the reasons many turn to crime is because of the failure cycle from illiteracy and the inability to hold a good job.

In many areas, especially in urban centers in developed countries, GED training programs may be more necessary than basic literacy.

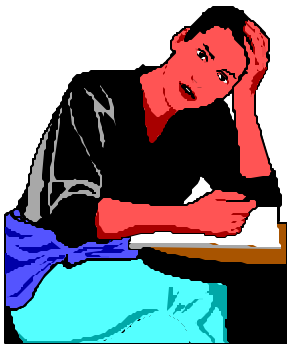


How Adults Learn

There are four principle factors in adult education:

- Respect
- Immediacy
- Relevance
- Hands on learning

Many adults feel embarrassed by the fact that they cannot read. If they are treated with condescension or like a child, they quickly drop out. The teacher must understand and model the fact that even though the illiterate adult may not be able to read, he or she is a very intelligent person who has other expertise and knowledge that even the teacher may lack.



Respect can be shown in many ways. One example would be for the teacher not to say “I am helping you learn to read,” but that “I am helping you to *improve* your reading skills.”

Teaching adults is very different from teaching children. For this reason, professional teachers are usually no better prepared to teach adult literacy than are others who receive literacy training. In poor societies, studies show that local poor (not those from the middle class) female teachers have been the most successful at encouraging participation in reading programs.

An adult comes to learn on her own free will. Many times these adults feel like failures—most of the world can read and they cannot. Perhaps they never had the opportunity, or this individual may have met with any number of roadblocks that have prevented her from learning. So encouraging, motivating and building self-confidence will be an important part of the tutor’s work. The teacher will want to help the student succeed right from the beginning, and in each and every lesson. The key to teaching someone to read is not so much in the techniques or the materials, but in an attitude of mutual cooperation and support between the tutor and the new reader.

Again, it is important to remember that adults who cannot read are not illiterate because they are stupid. Usually, adults who cannot read are very intelligent—they have to be very smart to be able to get along in a reading world. They have to hear and remember everything; they cannot write themselves notes or look up information they may forget!

Adults want to learn quickly. They have full responsibilities already, often with full time work and family, so taking time for class and homework will require dedication and commitment.

Educators are coming to realize that we all learn more by doing than simply by hearing. As much as possible in a literacy program, have the student learning to read things *she* wants to read. Then

have her actively involved in the class setting putting to use the things she has learned on material she has interest in. If you are teaching in a group setting, having students help each other will enhance their retention. Discussing what they have read helps, and follow up writing assignments enrich their learning further. Addressing topics of community or personal concern make this even more meaningful. You can also ask the students to illustrate material read, or have them read and demonstrate what they read about. For instance, women might demonstrate making a recipe they are learning to read.

The following shows instructional strategies and the average retention rate for various types of teaching (see also appendix O):

<i>Instructional Strategy</i>	<i>Average Retention Rate</i>
Lecture	5%
Reading	10%
Audio Visual	20%
Demonstration	30%
Discussion Group	50%
Practice Group	75%
Teach others/Immediate Used Learning	90%

Here are some guidelines for teachers that will help with adult learners:

- Speak softly. Be courteous and respectful.
- Always encourage your student. Do not forget to praise her often for her good effort. Never become angry at her mistakes.
- Keep humble, showing honor to your student. Treat her as an *equal*; never appear superior
- Never laugh at mistakes or allow others to laugh. Don't make the student work too hard, nor let her think she is learning too slowly.
- Love your student and tell her you are sure she can learn quickly. Make the study as happy and interesting as possible.
- When you are unable to teach, either find a substitute teacher or plan with your student well in advance to teach her at another time.
- Sit beside your student. Try to make her feel you are her equal, not superior. Try to be more like Jesus to her than anyone she has ever met.³

At the beginning of the course, it is good to tell the students that they are expected to teach at least one other person to read as soon as they have learned to read. This will help the student realize that they are expected to succeed and that they are a worthy and capable person. It will also help to extend the program beyond the initial outreach.

³ Adapted from *Teaching Guide*, Literacy and Evangelism International, 1993.

How to Begin

A literacy program will be easier for learners if:

- literacy is taught in the first language, or mother tongue, of the learner
- differences between the spoken language and the written language are not great
- there is a large amount of literature available to the learners in the language of instruction
- the learners can perceive immediate economic gain from becoming literate
- the project is small and has a dedicated staff or the project is large and is part of a mass mobilization campaign assisted by a political ideology
- the learners perceive that the program is responsive to their expressed needs.

A literacy worker may have little control over some of these factors. Nevertheless, she should be aware of the elements of a project that act as constraints to success.

—*Peace Corps Literacy Handbook*, 1984, p. 13.

Before you begin, it is important to understand what is required to have a successful program. Don't become discouraged when you are already doing as well as might be expected. Plan for 100% success but don't quit if you do not get it, because a successful literacy program has been defined by some as a program where about 50% of the participants acquire a level of literacy skill sufficient to use and retain over time. Because of the nature of adult education, some of the important elements in such a program are:

1. Timing and duration of instruction
2. Instructional materials
3. Teacher recruitment and training
4. Participant motivation
5. Supervision and monitoring
6. Connection to other development activities
7. Government/NGO (non-governmental organization) collaboration
8. Post-literacy activities

For the average adult, 200 to 300 hours of instruction are needed to acquire a level of skill sufficient to use and retain over time. Some of this will depend also on whether it is one-on-one with a tutor or a class setting.

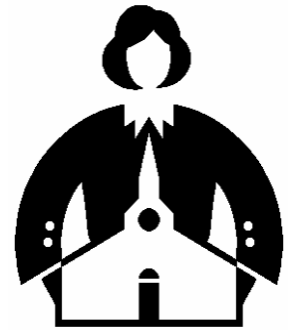
Basically, there are two types of literacy programs: one in which a tutor meets privately with an individual student at a time and place mutually agreed upon by the two of them. The class work centers around that one student's interests and abilities. This type is probably most common in places like the United States, where the illiterates are widely scattered among the population. The second type is a classroom or small group setting, in a school, church, or even the open air. Everyone in the group works on approximately the same type of material. To be most successful, most experts say the group size should be limited to 8-12 students.

So, what does one do to present enough hours and material for the student to attain a level of success? You must begin with research! It is imperative that you know exactly who your students will be, how many are illiterate, and whether they are totally illiterate or functionally literate.

The next step is to discover why these individuals are illiterate. What are the obstacles to changing the situation? Are there those who prefer that they remain illiterate? What resources are available to help overcome these obstacles?

You need to know the level of interest in your church. Have they been involved in literacy in the past? What were the results? Does the local church actively use the Bible and encourage its reading? What impact have other local religions had on literacy? Does your church understand the problem illiteracy causes for church and community?

You also need to research available reading material. What material is available from literacy groups or the government? How much material is available to read as supplementary or follow-up? Are the materials easy and inexpensive enough to acquire? Are the Scriptures, or portions, readily available in the local language?



Who is writing the reading material that you might use? What are they writing about? What perspective or ideology are they coming from? Does the material address local needs and can the local people identify with the material?

All of the answers to such questions will help you know what type of program you need to design. When you have done this, begin the actual planning (“big ideas,” Appendix F, lists other items that can also be addressed now or later in your planning process):

1. Decide what the language of instruction will be. Should it be the local, indigenous language, the language of business and commerce, or a second language such as English.
2. Find literacy materials. These can be obtained from literacy organizations, governments, or university and college systems. Because each area of the world is different, you must do this research on your own. Talk to your ADRA director—have they done literacy in that language? Contact your ministry of education or other non-governmental organizations, especially those involved in development or education. They may have money, materials, or advice.

If the vowel sounds of a language are regular (they are not in English) it is fairly easy to begin by teaching the vowel sounds and then introduce consonants as the student indicates what words she wants to learn to read. You might not even need a book for such a program. You can use all types of materials that are readily available for free: newspapers, government health and educational pamphlets, employment application forms, advertising. You can also use material such as simple and familiar songs and

choruses. The repetition in them is excellent. (See “Teaching Without a Book,” page 18.)



3. Recruit tutors. Probably these will be women from your local Women’s Ministries group, or you may invite interested others to join you in your literacy project.

4. Find someone to train your tutors. The same sources who supply literacy materials are good possibilities. Talk again to the local university adult education department and your ADRA director for assistance.

In the United States, and some other areas of the world, literacy tutor training can be obtained by contacting your local library. If you have a number of tutors willing to be trained, the library or the literacy group working with them may be willing to come to your church or school and do the training at a time convenient to your group. Check in the yellow or white pages under “literacy” or contact Laubach Literacy International or Literacy Volunteers of America (see listings in Appendix A, page 21).

5. Decide how you will recruit your students. Design an advertising program. Remember they cannot read advertising! Investigate how people in the society in which the illiterates live usually get information. Use every avenue you can discover.

Seen in a city newspaper:
“Illiterate? Write today for help.”

6. Decide how you will test and place your students. If the literacy material you chose has a placement test, use it. If not, you can use interviews or develop a simple test yourself.

Questions you might ask to help place students would be:

- What things are you comfortable reading now? Do you read or write at work? At home? With your children?
- Please choose and try a few words or sentences from this literacy book (a basic level book).
- When you get stuck on a word when reading, what do you do?
- (If the student cannot read, ask) Have you ever tried to learn to read and write before? (If they have,) What did you like or dislike about the experience? Why did you stop? How would you do things differently now?
- Are you interesting in learning to read and write [or improving your skills?] Why? What makes learning to read and write difficult?
- How much time would you be able to spend each week in class?
- If you can sound out words in a sentence, do you usually understand what you have read?

- What are your hobbies or special interests?
- What are you good at?
- What would you like to learn to read?

7. Decide if you will charge the students anything. Some are poor and a fee will discourage them. Others are more likely to attend faithfully if they have something invested. You must research which will be best for those you are trying to reach.

8. Decide when and where you will have class. It must be safe and convenient for the students or they will not come.

9. Decide when you will meet and for how long. It is important, again, that the time be convenient for the students. How will the time slot you pick affect the rest of the student's family? If the wife is unable to prepare dinner or care for the children, she will not be allowed to attend. You may want to begin with a three or six month commitment and then reassess decisions made.

10. Plan for registration and record keeping: who will do it and how?

11. Budget. How much will the program cost and where is the money going to come from?

12. Begin!



Budgeting

Many international literacy programs develop their own materials for specific indigenous languages. This is costly and usually takes about three years. Therefore, we recommend that if possible you use materials someone else has developed. If you must develop materials, you will need to apply for a government or NGO (non-governmental organization) grant or a program under the sponsorship of someone like Literacy and Evangelism International.

Groups such as this are often looking for local people with whom they can work in developing and running a program. They may supply the money, or most of it, and the expertise. The local group will provide the local people to give local information and language knowledge, to receive the training, and to carry out the program.

The next major cost for most programs is teacher salary. If you use Women's Ministries volunteers, it cuts down the total cost of the program greatly. Some governments and NGO's will pay teacher salaries, but if you are working with them, this must be part of the proposal and plan.

Appendix B gives an example of a budget. It is important to figure everything possible into a budget and then try to cover as much as possible with volunteers and donated items, thus cutting your cost. But if you do not list everything, you are likely to forget important items that will cost you later. Every site and every situation will be different. Note the types of items listed on the sample budget to help you think of what to include.

Writing Proposals



The good news is that money is available. The bad news is that writing a proposal takes some time and effort. If you have not had experience writing proposals, you can ask your local ADRA director for help. Very often, ADRA can even help you get funding. In some areas of the world, the Office of Global Mission would also be a source of money.

Even if you do not want to apply for money, going over a proposal will help you to think of the various parts of a program that should be thought out anyway.

If you receive a grant, it often means more record keeping and reporting so that the sponsor will know whether or not their money was well spent. Attendance and progress reports will be important.

See Appendix D for a checklist for evaluating a proposal. This checklist will help you to know what types of information should go into a proposal as well as serve as a checklist. Funding organizations use similar checklists to evaluate proposals that are submitted to them.

For the Tutor

As noted previously, it is impossible in a manual of this type to prepare a tutor to teach because of the differences in languages, but a few suggestions and ideas for the tutor can be helpful.

Once again, your relationship with your student is going to be the most important factor in your teaching. Even if you stumble with your words, forget a small point, or don't do things in the exact order, your student will overlook and forgive if she or he knows you respect and care for them, if you have a good attitude toward them, and are doing your best to make their lives better.

According to one study of literacy programs, the most important teacher behavior is simply showing up for class. If materials are adequate and the teacher shows up for class on a regular basis and makes some attempt to teach, a completion rate of around 50% can be expected. Children will continue to attend class even if the teacher is sporadic, but adults will not.

If the attendance is not what is expected or the drop-out rate high or early, it would be wise to spend some time or even money to find out what the reasons are and do what can be done to adjust the program to overcome these problems (see Appendix E).

For the most part, a program that teaches a whole language approach is the most successful—it uses all three skills: phonetics, sight vocabulary and context, and should involve speaking, listening, reading and writing. Group participation in class in this way is important, especially for women who frequently have never spoken in front of a group before, or had anyone really listen to what they have to say. It also makes the learning more fun and helps build a stronger network among the women.

For most adults, learning to read and write takes a lot of time and effort, and after a few weeks of study, motivation can wane. For this reason, linking education to real problems and solutions, finding out why and what the student wants to read, can provide the additional motivation needed to stay with the program, and will then, of course, improve the quality of the participant's life.



Before a literacy program begins, or in the first session with a student, it is important to talk about commitment. Either with the individual, or the group, discuss what the ground rules are regarding attendance, homework, effort, et cetera. You also need to commit to them that you will do your best to help them achieve their goals, will let them know if you can't be there, that you will respect their needs, et cetera. It is good if you can have them commit to a minimum of three months of classes and then at the end of that period, set new goals.

A good literacy curriculum puts as much stress on comprehension as it does on oral reading. Participants must be encouraged to discuss the words, sentences, and stories. The teacher must continually question students about what they are reading and the student should be encouraged to write in response to the discussions and readings.

If possible, have nametags for each person, the teacher included, and the first class. Have their names written on the tags in large manuscript letters. These names can be the basis for the first lesson and help everyone get to know each other and feel comfortable.

Many adults in Third World countries come to class never having held a pencil. For them, writing should begin with the writing of simple shapes such as X, O and +.

You will also want to give each student a folder. Ask them to write their name and address on their folder if they are that literate. If not, you can help them begin. Let them know that you expect them to keep all their written material in this folder; this also sends the message that you expect them to succeed—they will be doing writing that is worth keeping. This will also help them in assessing their progress. Let them know that you will also be keeping a folder of homework and sample writings and other material relative to their progress.

Before you teach each lesson, be sure to read over the lesson you plan to teach and plan step by step how you are going to present each section. This will make the lesson move swiftly, and your student will learn more quickly.

Assign homework for your student after each lesson. This may include reviewing the lesson just taught and writing out the lesson sentences. When you assign homework, it is important that you always ask for it and check it over. It should be kept in your folder for that student.

Another technique that leads to mastery of literacy skills is for you to read to your students. If at the end of each session, you read to them an inspirational story or one that relates directly to their lives, perhaps bringing a new perspective or humor, several things will happen: they will gain better listening skills; reading aloud will be modeled for them; and it will increase their motivation.

Here are several other tested and tried suggestions:

- Say as little as possible.
- Never say, “No, that is wrong,” or “Don’t you know that?” If you ask a question and there is no answer for several seconds, help your student to answer the question by herself. Only if necessary, tell it to her.
- Ask only questions your student should be able to answer. Do not ask the student what she has not yet been taught. With every right answer, she builds her confidence.
- Never ask the same exact question of your student twice.
- Do not repeat a word after your student when she has read it correctly. This may irritate an adult. Do not bore her by telling her what she already knows.

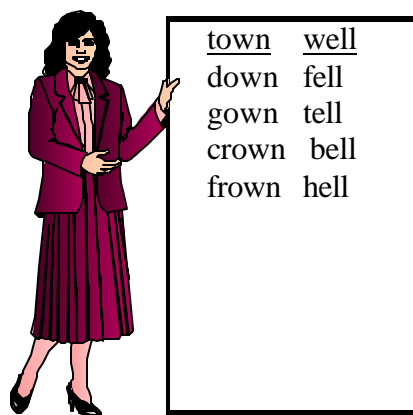
Teaching Without a Book

Your most effective teaching is going to be that which is student-centered. In other words, you are teaching the student what she wants to learn at that moment. She is in control of the learning and therefore more likely to work hard and succeed. Fortunately, this type of learning is also the most cost effective because you do not have to depend entirely on prepared literacy material. If prepared material is available, excellent, but never depend on it entirely—work as much as possible with what your student requests.

Suppose your student says she would like to be able to read a recipe. Ask which recipe she would like to begin with and have her bring it. Use words in the recipe to teach letter names, letter sounds, word patterns, phonics, and all the other parts of reading. Keeping in mind that literacy involves speaking, listening and writing also, you might have her tell a story about the recipe. Help her write it down and learn to read key words until she can read what she has written. A group might tell a story and write it, sharing ideas and even illustrating their writing.

Ruth Colvin, founder of Literacy Volunteers of America and a great friend of Women's Ministries literacy programs, has an excellent chapter, "Techniques for Teaching Reading/Writing" in her book *In the Beginning Was the Word*. Many techniques for using experience writing (stories the student tells or writes) are also given in *Tutor* (see resources).

Another easy technique is to show the individual or group a picture, preferably of people with whom they can identify and doing something with which they are familiar. Encourage them to discuss the picture. What is happening, what should happen, what are the problems or solutions portrayed, et cetera. Have them write a story about the picture; this will probably be only three or four short sentences— at this point, writing is hard work for them! Encourage them to spell the best they can and give them some help if they request it. When they have finished, if they misspelled, just write the correct spelling above the word. Then use this story for your reading lesson. Choose a word from this story. Combine the consonants with the five different vowels to help them learn the letters. Show word patterns. For instance, if the story is about the town well, you can use other letters of the story to show how to form words. (See example at right.)



This type of work can be done in any language, any interest group, with relatively no cost. You can see how easily this would also lend itself to using the Bible as a text book, or even talking about Christianity. Again, Ruth Colvin's book, *In the Beginning Was the Word*, gives excellent material on how to do this.

Post Literacy Programs

In societies in which there is not a lot of reading material available in the language used in the literacy program, students often feel lack of motivation. They learn to read, but unless they keep reading, they often forget what they have learned. The church can contribute much by supplying materials that a student can freely choose to read.

Most adults will retain what they learn in literacy classes, but much of the long-term success can depend on support after the basic program. Many rural villages have little reading material, if much material in the local language is available at all. Therefore, post-literacy is an important part of a literacy program. It is important for motivation, for consolidating literacy, and for preventing relapse into illiteracy. This is also an important part of the process of social change necessary to sustain women's participation. For the church, this is the ideal time to introduce materials on parenting, health education, life style issues and other topics that introduce Christianity and can easily lead to Bible studies. Women's Ministries is working with Family Ministries to develop a set of books on parenting on several reading levels that can be used as supplementary or post-literacy reading material.

In Nepal, a very successful program was tried that incorporated three phases. In the first, the basic six-month literacy course was supplemented with specific health lessons. In the second, the class continued to meet with the teacher to read and discuss a special health text prepared for the program. The third phase was a 12-month continuing education program where participants came together without a teacher to read and discuss specially prepared materials. Such materials can be obtained from governments or other organizations (See New Reader's Press listing under Resources). Save the Children/USA has developed a family literacy program that provides newly literate mothers with a "Baby Book" for keeping track of their children's immunizations, illnesses, development and other events. You would need to investigate to find what materials are available in the language you intend to use in your literacy program or prepare some yourself.

What About Second Language Literacy?

In many countries, business, education, and commerce are in a different language than the one a person grew up speaking. He or she may be literate in the first language but now need to learn to read and write a second language. Many times this is English, but certainly not always. For instance, in much of West Africa, individuals need to learn to read and write French. The same may be true for individuals in Haiti. In Germany, many of Turkish descent need to learn to read and write German. Many of Spanish descent in the United States need English. As witness for Christianity and benefit to the community, this is a legitimate outreach for Women's Ministries. However, it is beyond the scope of this manual to give information regarding second language training. Nevertheless, anything that applies to budgeting, proposal writing, how adults learn, et cetera., would apply to second language programs as well as to basic literacy programs.

Literacy for the Future

As Christians, we must be concerned with eradicating illiteracy. But we must also be concerned with preventing it. As a general rule, Seventh-day Adventists are well educated, compared to the general population, and advocates of education. But there may be illiterates in our midst who can be missed—we need to do all we can in our churches to promote not only education, but also motivation and opportunity.

There are a number of things you and the church can do:

- Read to yourself
- Read to a child
- Read to a shut-in
- Create a literacy awareness in your congregation
- Find out about literacy programs in your area
- Assess what type of program is still needed.
- Make a financial contribution to a literacy program
- Set up a program
- Provide tutoring space in your church
- Become a tutor
- Direct a program
- Drive a student to class
- Provide baby sitting service during the tutoring session
- Give a gift of reading materials
- Get involved in your community's education system
- Be knowledgeable about your local board of education
- Advocate for equal education for all.

Appendix M contains an article about reading to your child. This could be the basis for something you share with parents in your church or with parents when they have finished a literacy course. You could also use it as a guideline for running a reading program for neighborhood children, either in a home or the church. This will help more children become better readers and not join the illiteracy statistics.



APPENDIX A

Resources

Resource agencies, organizations and materials change. You will need to check to see what agencies and materials are currently available. If you find other useful organizations and materials, if you will let us know at the General Conference, we will keep the division directors and literacy leaders informed.

Usually international and regional organizations, and often governments, provide these resources free of charge.

International Organizations

American Bible Society
1865 Broadway
New York, NY 10023 USA
Phone: 1-800-322-4253
Catalogues and materials available in both English and Spanish

Christian Literacy Associates
541 Perry Hwy
Pittsburgh, PA 15229 USA
Phone: (412) 364-3777

German Foundation for International Development
Education Section
1 Simrockstrasse
5300 Bonn, GERMANY

International Reading Association
Public Information Office
800 Barksdale Road
P O Box 8139
Newark, DE 19714-8139, USA
Phone: (302) 731-1600 Fax (302) 731-1057
WWW: <http://www.reading.org>
E-mail: 74673.3646@compuserve.com

Laubach Literacy Action
1320 Jamesville Ave., Box 131
Syracuse, NY 13210 USA
Phone: 315-422-9121
Peter A Waite, Exec. Director

Literacy and Evangelism International
1800 South Jackson Avenue
Tulsa, OK 74107-1897
Phone: (918) 585-3826 Fax: (918) 585-3224
e-mail: 75313.2613@compuserve.com
John C. Taylor, Executive Director

PREDE -- Program Regional de Desarrollo Educativo
Organizacion de Estados Americanos (OAS)
1889 F. Street NW
Washington, DC 20006 USA

UNESCO
7 Place de Fontenoy
75700
Paris, FRANCE

World Education
210 Lincoln Street
Boston, MA 02111 USA

Organizations in the Africa-Indian Ocean Division

BREDA
P.P. 3311
Dakar, SENEGAL

Conseil Regional pour l'Education des Adultes et l'Alphabetisation en Afrique (CREAA)
Service National d'Alphabetisation
Ministere de la Sante Publique et des Affaires Sociales
B. P. 1247
Lome, TOGO

Organizations in the Eastern Africa Division

African Association for Literacy and Adult Education
Loita Street
P O Box 50768
Nairobi, KENYA
Phone: 254-2 22391 Fax: 254-2 340849

Institute of Adult Education
University of Dar es Salaam
Dar es Salaam, TANZANIA

Organizations in the Euro-Africa Division

German Adult Education Association (DVV)
Deutsche Volkshochschul-Verband
Fachstelle für Internationale Zusammenarbeit
Rheinalle 1
D-5300 Bonn 2, GERMANY

Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC/UNESCO)
Mutuelleville
Tunis, TUNISIA

Oficina de Educacion Iberoamericana
Ciudad Universitaria
Madrid 3, SPAIN

Organizations in the Inter-American Division

ACPO -- Accion Cultural Popular
Calle 20, No. 9-45
7170 Bogota
COLOMBIA

ALFALIT Internacional
Apartado 292
Alajuela
COSTA RICA

Alphalit International, Inc.
3026 NW 79th Avenue
Miami, FL 33122, USA
Phone: (305) 597-9077 Fax: (305) 597-9078

CREFAL -- Centro Regional de Educacion Funcional en Americana Latina
Patzcuaro, MICH
MEXICO

Federacion Interamericana de Educacion de Adultos (FIDEA)
Apartado Postal 20016
San Martin
Caracas 102, VENEZUELA

Organizations in North American Division

Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue NW
Washington, DC 20007

International Council for Adult Education
29 Prince Arthur Avenue
Toronto, CANADA

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214-1846
Phone: (315) 445-8000
WWW: <http://archon.educ.kent.edu>
Jinx Crouch, President

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main St.
Louisville, KY 40202-4251
Phone: 502-584-1133
Sharon Darling, Pres.

Organizations in the South Pacific Division

Asian and South Pacific Bureau of Adult Education (ASPBAE)
P O Box 1225
Canberra City, A.C.T. 2601
AUSTRALIA

Dyslexia Learning Foundation
58-60 Queen Street, Windsor House 7th Floor
Auckland, NEW ZEALAND
9-308-3760
Stephen DeMent, Director

Organizations in the Southern Asia Division

Literacy House
Lucknow, INDIA

Literacy India Trust
Madras, INDIA

Indian Adult Education Association
17-B Indraprastha Estate
New Delhi 110002, INDIA

Organizations in the Trans-European Division

Arab Literacy and Adult Education Organization (ARLO)
P O Box 3217
113, Abu Nawas Street
Baghdad, IRAQ

Organizations in the Southern Asia Pacific Division

UNESCO Regional Office for Education in Asia
920 Sukhumvit Road
Bangkok, THAILAND

Organizations in the South American Division

ALER
Asociacion Latinoamericana de Educacion Radiofonica
Corrientes 316 61 Piso Of. 655
1314 Buenos Aires
ARGENTINA

SIL

This group is located in many countries and develops literacy material in the local vernacular. Please contact them directly. If, however, you desire a specific area that is not listed, you can write to Pat Kelley, International Literacy Coordinator, at their headquarters, as they do not list some countries because of the sensitive nature of their work in some areas.

SIL

7500 W. Camp Wisdom Rd
Dallas, TX 75236
Phone: 972-708-7385
E-mail: literacy_secretary_intl@sil.org

Africa

SIL Africa Group
P O. Box 44456
Nairobi, KENYA

Americas Area (North, Central, and South America)

SIL Americas Area Office
7500 West Camp Wisdom Rd.
Dallas, TX 75236

Cote d'Ivoire/Mali

Societe Int de Linguistique
BP 2232
Bamako
MALI

Ethopia

SIL Ethiopia
PO Box 2576
Addis Ababa, ETHIOPIA

Ghana

SIL Ghana Group
PO Box TL 378
Tamale, N/R
GHANA

Mexico

SIL Mexico
16131 N Vernon
Tucson, AZ 85739 USA

Inst Linguistico de Veran
Apartado 4
70430 Mitla, Oaxaca
MEXICO

Niger

SIL Niger
B P 10151
Niamey, NIGER

Papua New Guinea

SIL
PO Box 413
Ukarumpa, E.H.P. 444
PAPUA NEW GUINEA

Philippines

SIL Philippines
P O Box 2270, CPO
1099 Manila
PHILIPPINES

Solomon Islands

Translation Advisory Group
Box 986
Honiara, SOLOMON ISLANDS

Mainland Southeast Asia (Burma, Cambodia, Laos, Thailand and Vietnam)

Summer Institute of Linguistics

P O Box 75

Chiangmai, 50000

THAILAND

Togo

SIL Togo

B P 1525

Lome, TOGO

Vanuatu

Summer Institute of Linguistics

P O Box 174

Vila, VANUATU

Books:

Global English

A New Language System for Instant Global Literacy

Gerard Latchman

North American Division

12501 Old Columbia Pike

Silver Spring, MD 20904-6600

In the Beginning was the Word

Teaching Reading and Writing Through the Bible

By Ruth J. Colvin

Order through Literacy Volunteers of America

Peace Corps Literacy Handbook

Information Collection and Exchange

1990 K Street, NW - 8th Floor

Washington, D. C. 20526 USA

Tutor

A Collaborative Approach to Literacy Instruction

by Cheatham, Colvin and Laminack

Order through Literacy Volunteers of America

Litstart

Literacy Strategies for Adult Reading Tutors

Order from:

Michigan Literacy, Inc.

c/o Library of Michigan

717 W. Allegan

P O. Box 30007

Lansing, MI 48909

Phone: (517) 373-4451

Excellent booklets:

Literacy and Women's Lives in the Developing World

Available from Laubach Literacy International. See address above.

Seeing for Yourself: Research Handbook for Girls' Education in Africa

by Eileen Kane

To order, please write to:

The World Bank

Box 7247-8619

Philadelphia, PA 19170-8619

Phone: (202) 473-1155 Fax: (202) 676-0581

Supplementary and follow-up reading materials are available from New Readers Press Adult Education Catalog, New Readers Press, Department AS94, P O Box 888, Syracuse, New York 13210 (Phone: 1-800-448-8878) Call or write for current price lists.

	Reading Level
Parenting	
The Childbearing Year	4
A Good Beginning	3-4
When A Baby is New	2-3
As A Child Grows	2-3
Health related:	3-5
Staying Well	About AIDS
Getting Fit	About Cancer
Getting Good Health Care	Eating Right
Aging with Confidence	About Alcohol and Other Drugs
Managing Stress	The safe, Self-Confident Child
You Can Give First Aid	4-5

APPENDIX B

Some Country Literacy Statistics

The following figures are for the percent of population that cannot read. The statistics for men and women over 25 are from *The World's Women 2000, Trends and Statistics*, published by the United Nations. The total figures are taken from *Asiaweek*, August 4, 1995, gathered from government sources. Statistics are not given for all countries.

(For these statistics, UNESCO defines a literate person as someone who can, with understanding, both read and write a short, simple statement on their everyday life. A person who can write only figures, his or her name or a memorized ritual phrase is not considered literate.)

Country	% Men over 25 who cannot read	% Women over 25 who cannot read	Total population
Developed Regions:			
Australia			.5
Belarus	.7	3.7	
Bulgaria	1.4	3.3	
Canada			1
Croatia	1.4	6.1	
France			1.2
Germany			00
Greece	2.6	8.4	
Iceland			00
Italy			
Japan			00
Malta	16.3	15.4	
Netherlands			00
Norway			00
Portugal	10.5	18.8	
Republic of Moldova	1.7	6.8	
Romania	1.7	6.1	
Spain	2.4	6.1	
New Zealand			.2
Russian Federation	.6	3.8	
Ukraine	.5	3	
United Kingdom			00
United States			

Country	% Men over 25 who cannot read	% Women over 25 who cannot read	Total population
Africa			
Benin	67.3	88.0	
Burkina Faso			
Burundi	57.1	81.8	
Cameroon	43	68	
Central African Republic	59.6	87.2	
Cote d'Ivoire	63.5	85.3	
Egypt	49.7	78.8	
Ethiopia			
Kenya	26	54.2	
Malawi	37.2	74.5	
Mali	76	91	
Mauritania	59.3	82.7	
Mauritius	16.9	31.4	
Mozambique			
Niger	86	97.2	
Nigeria			48
Rwanda			
Senegal	69.5	87.7	
Seychelles	23.3	20.5	
South Africa			
Sudan	42.7	74.1	
Togo			
Uganda	37.1	66.7	
United Rep. Tanzania			
Zambia	24.6	53.3	
Zimbabwe	16.7	32.8	
Latin America and Caribbean			
Argentina	4.4	4.9	
Bolivia	15.7	36.5	
Brazil	22.2	24.7	
Chile	6.8	7.5	
Colombia	11.1	11.7	
Costa Rica			
Dominican Republic			
Ecuador	12.5	18.6	
El Salvador	26.7	35.7	
Guadeloupe			
Haïti			
Honduras	40	43	

Country	% Men over 25 who cannot read	% Women over 25 who cannot read	Total population
Jamaica	26.4	17.2	
Mexico	12.7	20.4	
Panama			
Peru	10.4	27.6	
Puerto Rico	11.4	11.6	
Venezuela	10.9	14.1	
Asia and Pacific			
Afghanistan			
Bangladesh			
China	17.3	42	
India			
Indonesia	15.8	33.5	
Iran	35.2	57.1	
Iraq	31.4	53.3	
Israel	3.7	9.2	
Jordan	14.7	40.7	
Malaysia			
Myanmar			
Nepal	58.9	89.2	
Pakistan			
Philippines	7.2	8.7	
Singapore	6	21.5	
Sri Lanka			
Syria			
Thailand	5.7	11.5	
Turkey	13.2	40.2	
United Arab Emirates	29.5	38.3	
Vietnam	7.6	22.1	
Yemen	57.4	91.8	
Oceania			
American Samoa	.4	.5	
Cook Islands			
Fiji	13.5	22.6	
Guam	.8	.9	
Marshall Islands	9	13.5	
Micronesia, Fed. States of	23.3	30.8	
New Caledonia	7.9	10.9	
Papua New Guinea			
Tonga			
Vanuatu			

APPENDIX C

Budget Example

Personnel

Adult Education supervisor and trainer, part time	\$12,000.00
Teachers, 3 (volunteers)	0.00
Teacher assistants, 2 (volunteers)	0.00
Janitor (volunteer)	0.00
Nursery attendant (volunteer)	0.00

Materials

Adult Basic Education Materials	\$300.00
Supplementary books and reading materials	\$250.00
Paper and pencils	\$90.00
Janitorial supplies	\$25.00

Equipment

Blackboard, chalk and erasers	\$45.00
Toys for Children's nursery	\$80.00

Transportation

Bus fares for teachers and assistants (\$1.00 each for 4 people, 4 times a week for 36 weeks)	\$576.00
Students (walk or ride public transportation at their own expense)	0.00

Space Costs

3 classrooms, provided by the church	0.00
Nursery, provided by church	0.00
Utilities (\$10.00 a month, for 9 months)	\$90.00

Food Costs

Fruit juice for children in nursery	\$180.00
-------------------------------------	----------

Testing

\$10 per student x 12 students	\$120.00
--------------------------------	----------

Recruiting Cost

Radio announcements (public service)	0.00
Posters and fliers	\$60.00

\$13,816.00

APPENDIX D

Checklist for Evaluating Proposals

Project Summary

- 1. Tells what the project is about _____
- 2. Tells why the project is important _____
- 3. Describes where the program will be implemented _____
- 4. Describes the target population _____

Introduction

- 1. Addresses funded interests _____
- 2. Describes organization's qualifications, attributes _____

Statement of Problem/Need for Services

- 1. Clearly states the need for the proposed program _____
- 2. Describes geographic area to be served _____
- 3. Describes the target population _____
- 4. Projects the number of participants/families to be served _____

Objectives

- 1. Specify the outcomes for the program _____
- 2. Relate to the need for the program _____
- 3. Address all components of the program _____
- 4. Are measurable _____
- 5. Indicate reasonable outcomes for this program _____

Operational Plan

- 1. Clearly relates to the program objectives _____
- 2. Addresses all components of the program _____
- 3. Provides overview of site, staff, and resources _____
- 4. Describes plan for recruitment and selection of students _____
- 5. Describes an induction process _____
- 6. Describes strategies for retention of enrolled families _____
- 7. Describes a process for planning exit from program _____
- 8. Describes instructional methods _____

9. Provides start-up, termination dates for grant _____

Staff

1. Describes staff positions _____

2. Demonstrates that staff have adequate training and experience _____

3. Demonstrates that consultants, volunteers have adequate training experience _____

Site and Resources

1. Describes program site _____

2. Shows that physical site is adequate _____

3. Verifies that site is available by start-up date for grants _____

4. Provides full description of resources provided by grant(s) _____

5. Provides full description of in-kind services, resources _____

6. Identifies sufficient resources to carry out the project plan _____

Evaluation

1. Addresses all the program objectives _____

2. Uses appropriate measures _____

3. Collects sufficient data to measure each outcome _____

4. Specifies format, target audience(s) for reports _____

Budget

1. Conforms to guidelines for funding _____

2. Includes reasonable costs in relation to program objectives _____

3. Includes appropriate level of administrative costs _____

4. Documents in-kind contributions _____

5. Presents a full financial picture of the program _____

Plan for Future Funding

1. Specifies a plan for securing funding after grant terminates _____

2. Identifies projected future funding sources for this program _____

3. Describes coordinating among multiple funders (if applicable) _____

—Adapted from *A Guide To Funding Sources For Family Literacy* by the National Center for Family Literacy.

Why Should we . . .

What kind of people are we? We are poor, very poor but we are not stupid. That is why, despite our illiteracy, we still exist. But we have to know why we should become literate.

We joined the literacy classes before, but after some time, we got wise. We felt cheated. So we left the classes. What they taught us was useless. To sign one's name means nothing. Or to read a few words means nothing.

We agree to join the classes if you teach us how not to depend on others anymore. We should be able to read simple books, keep our accounts, write a letter and read and understand newspapers.

One more thing. Why do our teachers feel so superior? They behave as if we are ignorant fools, as if we are little children. We are not empty pitchers. We have minds of our own. We can reason out things, and, believe it or not, we also have dignity.

Can literacy help us live a little better? Starve a little less? Would it guarantee that the mother and daughter won't have to share the same sari between them? Would it fetch us a newly thatched roof over our heads?











They say that there are laws to protect and benefit us. We don't know these laws. We are kept in the dark. Would literacy help us know these laws? Would we know the laws that have changed the status of women? And the laws that protect the tribal groups among us?











We want a straight answer. Then we shall decide whether we should become literate or not. but if we find out that we are being duped again with empty promises, we will stay away from you.

Quoted in Morsy (1994 p.16).

Big ideas ☒

Establishing a literacy program

-  **Have an interested contact/leader**
-  **Establish language for instruction**
-  **Determine source of materials**
-  **Budget: plan and stay within it**
-  **Target population: gender, number**
-  **Applicants screening, contract, payment**
-  **Time: frequency and length of course**
-  **Tutor qualifications and training**
-  **Where to have course**
-  **Equipment: desks, chairs, and blackboards, copying equipment**

-  **Support materials: books, pencils, paper, etc.**
-  **Desired outcome**
-  **Social issues that can be incorporated**
-  **Diagnostic materials**
-  **Graduation plans**
-  **Follow-up courses and plans**
-  **Advertising**
-  **Media coverage: denominational and secular**
-  **Evaluation**
-  **Government support: desired?**
Funding? Training? Materials?

APPENDIX G (overhead)

Now try *this*:

How to get involved: What you and the church can do:

- **Read to yourself.**
- **Read to a child.**
- **Read to a shut-in.**
- **Create a literacy awareness in your congregation.**
- **Find out about literacy programs in your area.**
- **Assess what type of program is still needed.**
- **Make a financial contribution to a literacy program.**
- **Set up a program.**
- **Provide tutoring space in your church.**
- **Become a tutor.**

- **Direct a program.**
- **Drive a student to class.**
- **Provide baby sitting service during the tutoring session.**
- **Give a gift for reading materials.**
- **Get involved in your community's education system.**
- **Be knowledgeable about your local board of education.**
- **Advocate for equal education for all.**

12 Reasons for Women's Literacy Programs

- 1. Have fewer children**
- 2. Marry later**
- 3. Decrease in maternal mortality**
- 4. Improvements in family health**
- 5. Decrease in infant mortality**
- 6. Greater sense of personal self-worth**
- 7. Earning capacity and productivity increase**
- 8. More ability to provide financially to the church**
- 9. Children do better in school**
- 10. Ability to read the Bible**
- 11. Can better influence children's spiritual values**
- 12. More involved in the church's mission**

10 Reasons for Women's Literacy Programs

The World Bank calls education of women and girls “One of the best investments a country can make in its future growth and welfare.” The same can be said for the church.

1. The education of women has a positive effect on family income and national productivity. Women's earning capacity and productivity increase with higher levels of education.
2. Improvements in female literacy correlate with the adoption of advanced agriculture practices, which contribute to increased yields and better storage, processing, marketing, and food security. This would lead to an increase in tithes and offerings in much of the world.
3. Educated women use resources and skills training, in every sector from health to horticulture, more efficiently, thus raising the investment value of government donor expenditures. Educated women can and do use government/church investments in health, family planning and education services more efficiently. They are more likely to bring about social change.
4. Primary education opens the way to further education or vocational training in areas such as agriculture and health services, thereby increasing opportunities to find employment. Makes women tithe payers. Imagine our schools and offices without women.
5. The better educated the mother; the more likely her child is to survive infancy. The children of educated mothers are better nourished and healthier. Saves money for the family and contributes to the church. Able to read prescriptions, warnings, nutrition information, et cetera.
6. The children of educated mothers are more likely to succeed in school, more so than if only the father is educated. Their daughters are more likely to attend school, do well and graduate. It is almost impossible to conceive of the children of an educated mother being illiterate. “If you educate a man you simply educate an individual, but if you educate a woman you educate a family.” CJ. E. Kwewgyir Aggrey, Ghanian educator, 1875-1927.
7. Educated women tend to marry later. Later marriage usually improves the woman's health in childbearing.
8. Are more likely to plan their families and have fewer children. Gives access to the Bible and religious literature. Fewer children means that the family will better be able to give them a Christian education.
9. The whole family will have greater access to the Bible and religious literature.
10. The woman will better be able to witness. This will lead to church growth.



Women represent

2/3

of more than one billion adult illiterates who have no access to basic education.

The majority live in rural areas.



Before we begin any major literacy program in a community, we must do research. We need to understand how large the illiteracy problem is, what its root causes are, what the barriers are, what the resources are, why people want to learn, and what they expect to read and write.

- **WHO, AND HOW MANY?**
- **WHO IS WILLING TO TEACH**
- **CAUSES OF ILLITERACY**
- **OBSTACLES AND RESOURCES**
- **PAST AND PRESENT LITERACY TRAINING**
- **THE CHURCH**
- **THE MOTIVATION TO LEARN**
- **AVAILABLE READING MATERIAL**
- **HOW ADULTS LEARN**
- **WHO CAN TRAIN TUTORS**

APPENDIX L (Handout)

Facts and Quotes about Literacy

- 905 million men and women, almost a quarter of the world's adult population, are illiterate. C1993 World Education Report
- About 650 million women are illiterate.
- “Years of neglect have left very high illiteracy rates among adult, especially rural, women in most developing countries. High gaps also exist in women's educational achievements. Women and girls in both developed and developing countries still do not have equal access to education and training resources. United Nations, *Focus on Women*, “Literacy: A Key to Women's Empowerment.”
- In some South Asian and African countries, the illiteracy rate for adult women is over 80%. Among women aged 25 years and above, illiteracy rates are 93.4% in Nepal, 89.2% in Pakistan, 98.3% in Burkina Faso, 91% in Mali and 90.4% in Togo. —The *World's Women 1995: Trends and Statistics*.
- Of the 191,000,000 adults in the United States, 21 - 23%, or some 40 to 44 million, cannot manage a checking account, fill out a job application, read street signs, or read to their children. Twenty percent of those with the worst literacy skills have high school diplomas.
- Illiteracy in rural areas continues to be high in most regions, even in countries where urban women have made significant progress. This is sharpest in Latin America where the rural illiteracy rate among women aged 15-24 is 25% compared with 5% in urban areas. In Asia and the Pacific, rural rates are double urban rates (43% compared with 22%), and in Africa three quarters of rural women aged 15-24 are illiterate, compared with less than half in urban areas.
—United Nations, *Focus on Women*, “Literacy: A Key to Women's Empowerment.”
- In the United States, one in five parents cannot read a bedtime story or Sabbath School lesson to their children.
- Where 50% or more of the adult population cannot read, teaching literacy is the best way to plant churches.
- In the US, 70% of today's jobs require a ninth grade reading level. By the year 2000, most jobs will require at least two years of college education.
- All during her husband's years as US Vice President and President, Barbara Bush pushed for literacy. The fight against illiteracy began years before when she discovered that her third son, Neil, couldn't read. After many years of special tutoring, he managed to overcome a severe reading disability. This left a lasting impression on his mother. When George Bush decided to run for President, she said, “I spent a whole summer thinking about what would help the most people possible. And it suddenly occurred to me that everything I worry about—things like teen-age pregnancies, the breakup of families, drugs, AIDS, the homeless—everything would be better if more people could read, write, and understand.”

APPENDIX M

The following information is from the article, “Seventeen Reasons You Should Read to a Child” by Patricia A. Habada, Ph. D, Assistant Director of Sabbath School and Personal Ministries Department at the General Conference, and editor of the children’s Sabbath School lessons. She was the senior editor of the SDA Life Series Reading textbooks used in Adventist elementary schools in North America. The article appeared in the *Adventist Review*, June 30, 1994.

Reading is the one major skill upon which all other learning is based. If you can help your children develop strong reading skills, they will likely succeed in most other areas of learning. And you can help them! How? It can be as simple as reading aloud. Just minutes a day will make a difference in abilities. Here are a few suggestions to get you started. You will think of more as you go along.

1. *The earlier you start, the better.* Jill Hauser, author of *Learning and Loving to Read*,¹ says that an infant is reading at that magical moment when it first responds to a parent’s smile. Important meaning is found in that smile, and that’s what reading is all about—discovering meaning. It’s never too early or too late to begin.

As you read to young children, point to the picture or move your finger under the words. They will soon learn that pictures tell a story, that words tell about pictures, that sentences (in many languages) are read from left to right, and that pages are read from top to bottom.

2. *Time means love.* Set aside a regular block of time to read aloud. Avoid times when your child has obligations such as homework or wants to watch a favorite TV program. Make a commitment and stay with it. If necessary, turn down other appointments. Think about the positive message that will send to your child!

3. *Listening shows commitment.* There will be times when your child wants to share or talk about a book he or she has read. You can’t always drop everything, but when you can, do. When you must postpone the request, explain why, commit to a time later in the day, and keep your commitment. The younger the child, the sooner that time should be.

4. *Selecting books teaches values.* Listen to your children and discover their interests. Adventure stories? Space? Flight? Pioneers? Horses? You may like “how-to” books, but they may want to read about cowboys.

As children grow older, involve them in selecting books. Introduce them to the library and make regular visits together. In the United States, for example, you can introduce them to those books that receive the annual Newberry Award for story excellence and the Caldecott Award for excellence in illustrations.

Not all these books will appeal to your children, and not all are books you will want them to read. But you can introduce them to a better quality of literature as you determine criteria together, and they will be better prepared to make their own selections in the future.

5. Discover your child's ability to understand. For example, if your child wants to learn more about space exploration, use materials he or she can comprehend. Younger children will learn more from books with pictures. Knowing that a man traveled to the moon may be enough to satisfy a beginner. How he got there will interest older readers.

6. Assess your child's reading level. Start where the child is. How do you find out? Ask your child to read a page aloud. If you hear five or more mistakes, the book is probably too difficult. But if the subject holds the child's interest, don't deny the opportunity to learn. This is probably one of those books that you should read aloud to your child.

7. A good environment sets the stage. Have plenty of eye appealing books and magazines in your home; some for you, some for your child. Choose a place where you will read together; a favorite chair, propped up on your child's bed, the porch swing, wherever.

Provide a bookcase that will be the child's own and encourage him or her to store favorites there. It's also a good place to keep those library books so you can find them easily when it's time to return them!

When you're ready to read aloud, eliminate distractions. Turn off the TV or radio, and avoid times when friends or family members are likely to make demands of your time.

8. Practice your own skills. When you read aloud, use voice inflection and tone that will make the story come to life. Share the humor, the pathos, and the anxiety. Put some drama into your voice.

9. Make room for laughter. Share jokes, nonsense rhymes, funny stories, puns, and words with silly sounds. Read aloud stories or examples of humor that appeal to children.

10. Keep 'em dangling. Start a book to arouse the child's interest, and then stop while interest is high. This lets a child ask for more. Older children may ask for the book so they can finish reading it for themselves.

11. Accept your child's pace. Don't overdo it. Five or 10 minutes is enough at first. The younger the child, the shorter the attentions span. You want the child to ask for more, not beg you to stop.

12. Teach your child how to find information. When kids ask tough questions about a topic in the book be truthful. "I don't know, but I can help you find out" lets you lead them to the other books to find answers.

13. Expand the imagination. Begin reading a story, but stop before the end. Ask the child to imagine what might happen. After you have speculated together, read the rest of the story aloud, or better yet, let the child read the rest of the story, if able to do so, and share the ending with you.

14. *Share the fun with others.* Kids love to hear themselves talk. Tape-record them reading a story, and send the tape to a grandparent or friend.

15. *Seek a response and enlarge a child's horizon.* Get a response from your child. Educators call it a comprehension check. Have the child act out part of the story. On other days draw a picture, summarize ideas, or review information.

Encourage children to read favorite books and stories to a younger sibling or to share their new knowledge with older persons.

16. *Nurture a budding reporter.* After a trip to the zoo, a visit to the park, a sled ride on a snowy day, encourage your child to talk and write about it. Younger children can dictate their story to you; a sentence or two is sufficient. Invite them to illustrate it with a picture, then read it to someone; e.g. a grandparent, a neighbor, an elderly friend, a cousin, etc. The refrigerator door is still a good place to display your child's craft.

17. *Give the gift of approval.* When your child shares a reading (or any other) experience, listen carefully and respond positively. Your child wants to please you. Your approval is a major source of encouragement.

Written by Patricia A. Habada, Ph.D. Used by permission of the author.

NINE BENEFITS FOR PARENTS WHO READ TO KIDS

Reading aloud:

- 1. Creates a bonding experience.**
- 2. Allows you to observe and share in your child's interests.**
- 3. Demonstrates your commitment to your child.**
- 4. Provides an opportunity to model and transmit values.**
- 5. Develops good communication skills.**
- 6. Provides bibliotherapy.***
- 7. Gives children a chance to ask you questions.**
- 8. Combats a passive, couch potato, TV-viewing lifestyle.**
- 9. Helps you build a storehouse of pleasant memories with your children.**

*Using stories and books to help children deal with traumatic events such as death, divorce, loss of a pet, and adjusting to life-changing situations such as moving and entering school.

Perceptual Dimensions

Visual, Auditory, Kinesthetic, Tactile

When people say, “If I see it, I’ll remember it,” or “I have to write it down or I’ll forget it,” they are indicating their perceptual learning style. We all use all four styles (visual, auditory, kinesthetic, and tactile), but some have a favorite.

Visual learners often:

- Recall images or words after seeing them a few times.
- Notice visual details, design, and spelling errors.
- Discriminate easily between words that look alike (cat/act).

Implications for tutoring:

Use written instructions and examples, not just oral ones. Use pictures and diagrams.

Auditory learners often:

- Recall information after hearing it a few times.
- Discriminate between words that sound alike (bat/pat).

Implications for tutoring:

Use tapes, discussions, and oral presentations. Encourage the student to read aloud, think aloud, and spell aloud. Use phonics. Ask questions about the meaning of text the student reads.

Kinesthetic and Tactile Learners often:

- Recall words after writing or typing them a few times.
- Are good with their hands or good at sports.

Implications for tutoring:

Use writing or typing to answer questions and review words. Act out stories or move objects to aid in comprehension. “Write” on the table with a finger. Tap out syllables.

—Gordon Buhler

Specification of Norms for Literacy Attainment

(1) Reading Skills

The learner should, at the end of the program, be able to read orally—pronouncing correctly a simple passage of about five or six sentences in a minute. Such a passage may be from the reading material, used at the center and should be the same letter type.

The learner should be able to read approximately ten to twenty words, of hand-written (bold) material, per minute.

The learner should be able to read with understanding road signs, posters, simple instructions and some headlines of news papers for neo-literates.

The learner should be able to read figures from 1 to 100.

The learner should be able to comprehend the material read in the above items, and should be able to answer questions relating to it.

(2) Writing Skills

The learner should be able to copy out a minimum of ten words per minute from a small passage. The words in the passage may be of not more than four letters. They should also be able to understand what is written.

The learner should be able to take down dictation at the speed of at least seven words per minute.

The learner should be able to write on a straight line with proper spacing on ruled paper.

(3) Computational Skills

The learner should be able to make minor calculations of up to three digit figures involving simple addition, subtraction, multiplication and division; the divisor in case of division and multiplier in the case of multiplication should be one digit.

At the end of the course the learner should be in a position to gain a practical knowledge of metric weights and measures.

The learner should be able to know multiplication tables up to ten.

(4) Application of Literacy Skills

The learner should be able to read captions, signboards (written road signs), posters, newspaper headlines and other communications that come to him in legible and bold handwritten papers.

The learner should write simple letters and simple applications, and fill out forms such as money orders or loan applications.

The learner should be able to keep accounts of the day-to-day expenditure and savings, and be able to check entries in their bank statements or pass books.

The learner should be able to follow and act upon instructions given on bags of fertilizer, medicine, seeds, pesticides, etc.

—Gordon Buhler