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*Rotary  
Promotes  
Literacy*

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## *About this book . . .*

**T**his guide is designed for Rotary clubs interested in undertaking or supporting literacy efforts in their communities. It offers an overview of the topic and suggests ways that your club can get involved in the fight against illiteracy. Within these pages you will find examples of successful Rotary club projects intended to serve as models for your own efforts as well as a wealth of Rotary and public resources ready to assist you.

Literacy has been an emphasis of Rotary International since 1986, and the RI Board has made the promotion of functional literacy — defined as the level of reading and writing skills necessary to participate fully in everyday life — a special focus until the year 2000.

It is estimated that a quarter of the world's population is functionally illiterate, but the problem cannot be blamed solely on a lack of educational opportunities. Educators agree that a host of factors beginning with early child development contribute to the mastery of basic literacy skills. Now is the time for Rotary to become a contributing factor as well. Get involved in your community today.



# Rotary Promotes Literacy

## Statistics

- Although the number of adult illiterates has declined according to UNESCO statistics, there are still more than 900 million people who cannot read or write in any language, and two-thirds of them are women.
- 98% of the world's illiterate live in developing countries. Three-quarters of the world's illiterate live in ten countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Iran, Nigeria, Pakistan, and the Sudan.
- Although net enrollment at the primary-school level has increased in developing countries by nearly two-thirds during the past 30 years, from 48% in 1960 to 77% in 1991, about 130 million children at the primary level and more than 275 million at the secondary level are not in school.
- About 130 million eligible children do not go to school and that number may increase by more than 10% by the end of the century. Of those who do enroll, at least one-third do not finish primary school for a variety of socioeconomic reasons.
- In industrialized countries, more than a third of adults have less than an upper-secondary education.
- In Sub-Saharan Africa, South Asia, Latin America and the Caribbean, 50% or less of the students entering first grade will ever reach fifth grade.
- Almost four million adults in the USA cannot read, sign their names, or perform simple addition or subtraction. Another 30 million workers can read and write only minimally, and yet an additional 40 million are still not at a level sufficient for the demands of our rapidly evolving technology.

## *The Benefits of Literacy . . .*

The consequences of literacy are remarkable. When 146 adult literacy students were interviewed about the benefits of learning to read and write, here's what they had to say: Without a single exception, the students, both men and women, the quite young and the very old alike, all claimed that literacy had improved their lives. This was irrespective of the level of literacy attained and the subsequent context of its use. The students reported that their minds "opened up." "Everything improved." "Everything became up-to-date."



# Establishing a Literacy Program in Your Club

A good starting point for a Rotary club interested in promoting literacy in its community is to invite an expert on the subject to address the membership. A local educator or literacy volunteer can provide a valuable overview of the efforts currently underway in your community and help pinpoint those areas in which your club's contribution would be most beneficial. Many clubs opt to invite representatives of established literacy programs which they can throw their support behind.

For clubs that choose to initiate their own literacy efforts, however, some preliminary steps are essential. It's especially important to learn what programs are already in place, to avoid duplicating the services of other agencies. By networking with literacy organizations and civic leaders, your club can determine the most effective use of its resources and target the specific segment of the community it wishes to reach.

As with other Rotary projects, you will want to establish criteria by which the progress and success of your literacy effort can be evaluated. For example, if your club decides to organize an adult literacy class, factors such as how many volunteers participate, how many students complete the training as well as the level of improvement in their literacy skills will all need to be considered.

From the outset, recognize that successful literacy training involves a long-term commitment. Your club should be prepared to continue its project well beyond the current year. To ensure continuity, seek the support of your district's governor-nominee as well as your club president-elect and look for sources of long-term financial support, such as that provided by government grants, employer subsidies, participant fees, or non-governmental agency funding.

Also, don't overlook the contribution that can be made by Rotary's partners in service. If your club sponsors a Rotary Village Corps, Rotaract club, or Interact club, involve the members of these groups in your project or encourage them to undertake literacy projects of their own.

## *Promoting Literacy*

The International Literacy Day on 8 September is an opportunity for your club to promote its own project as well as literacy awareness in general. Your club could plan its project around that date. For example, 8 September could be the designated graduation day for your class of adult learners. Your club could present awards to literacy volunteers on that day as a means of promoting awareness and publicizing the issue in the local media.

## *Tips for Literacy Success*

If your club opts to provide training rather than some other literacy-related project, the curriculum needs to be relevant to the needs of the students and should be designed to encourage their active participation. Experts stress that student involvement in selecting the content of the course is extremely important.

It has been shown that literacy classes in which everyone — teachers, students and organizers, alike — has had input in designing the curriculum have the greatest chance of success. Participants feel more committed to continuing with a program which they helped devise. In addition, courses that have focused on the application of literacy skills to everyday situations, such as the reading of train schedules, newspapers or warnings on product labels, etc., have had the lowest dropout rates, as students are able to recognize immediate as well as long-term benefits from class participation.

## Family Literacy and Early Childhood Education

Parents are the first and primary educators of children, playing a crucial role in the early development of their progeny. Because these early efforts are so critical to the success of a child's later education, parents and caregivers, in turn, need to be educated about the importance of their role in these formative years. A study in India showed that when poor families with very young children were provided with even the most basic pre-school services, there was a marked improvement in both attendance and academic achievement when the children of these families later entered school.

Today, when in many countries it's common for both parents to work outside of the home, the educational needs of the very young are often neglected in the rush of daily life. Parents frequently have neither the time nor energy to focus attention on the developmental needs of their children. The problem is not limited to the families of working parents. Children often devote too much time to watching television and playing video games, and not enough time to reading.

By promoting the importance of reading and the value of books at home, parents can instill regard for these values in their children. When pre-literate youngsters see their parents reading, it helps to develop a healthy curiosity in their fertile young minds, and when parents read aloud to their children it has a far greater impact. Studies have shown that pre-school children whose parents or caregivers read to them perform significantly better than those youngsters who have not been exposed to reading.

It also has been shown that in families where the parents are uneducated, encouraging reading and writing in the home has paved the way for children to be the first in their families to achieve literacy.

### *Project Ideas*

- Organize a public-awareness campaign encouraging parents to read to their children. Sponsor a public event promoting the importance of reading.
- Establish a toy and book library at a school or other public facility in an impoverished neighborhood.
- Schedule a reading hour at the local library when club members would read to children.
- Provide child care for parents attending literacy classes.
- Campaign to promote reading in lieu of television viewing.

### *Project Models*

"Read to Me" is a media campaign designed to encourage parents to read aloud to their children everyday. Its aim is to prepare children for school and to develop an interest in learning, while improving the bond between child and parent. Public-service announcements, each lasting 30 seconds, feature a group of talented 5- and 6-year-old children. Dressed in animal costumes, they dance and sing a plea to parents: "Feed me a story, daddy. Read to me out loud. I've got a hungry mind, mama. I want to grow up to make you proud. A book a day is brain food, vitamins A, B, C. Feed me a story, daddy. Read to me. Please mama, won't you read to me?"

Since its inception, "Read to Me" programs have sprung up in six states in the United States and in Mexico and Ontario, Canada. In Hawaii, USA, the Rotary Club of Honolulu Sunrise announced the formation of an independent Read to Me Foundation to better serve and represent the international scope of the "Read to Me" program.

In Erie, Pennsylvania, USA, the Rotary-funded Educational Toy Lending Library loans toys which are intended to develop children's pre-reading skills in hopes of improving literacy skills as adults.

To combat illiteracy, the Rotary Club of Masterton South in Wellington, New Zealand, presents a children's book to the mother of every baby born in the district and requests that the mother begin reading to the baby at a very early age. The club also provides a pamphlet with information on local library services and other means for obtaining free or inexpensive books.

# Improving Primary Education

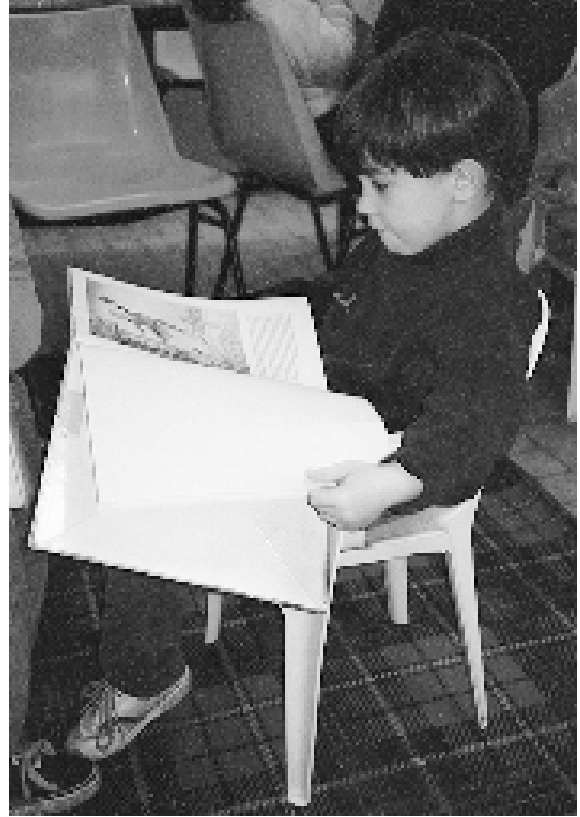
The need for good primary education is universal. Yet in many parts of the world, for both economic and social reasons, children are not receiving the quality of instruction required to realize their potential. In developing countries, an insufficient number of schools, a shortage of qualified teachers, or a scarcity of books and instructional materials contribute to the problem. In fact, the availability or scarcity of textbooks and related instructional aids accounts for much of the variation in educational achievement among students. In industrialized nations, overcrowded classrooms and outdated facilities frequently prevent students from getting the personalized instruction they need to succeed.

Learning disabilities — from reading disorders such as dyslexia and the more recently identified Irlen Syndrome, which affects visual perception, to problems affecting speech, vision or cognitive ability — often go unrecognized and therefore untreated. As a result, students with easily correctable problems are placed instead in remedial education programs, an example of educational systems treating the symptom rather than the problem.

Whatever the reasons, in industrialized and developing countries alike, the result is the same: lower number of students completing school and lower academic achievement.

It has been shown that poverty and factors that contribute to a stressful home greatly handicap a student's ability to succeed in the classroom. In Latin America, as well as in Africa and Asia, great numbers of underprivileged children drop out of school in the early years of education. Functionally illiterate students, unable to find their place in the educational system, often leave school in search of what they perceive as more fulfilling opportunities such as work or life experience. Even in developed countries, the type of instruction provided frequently doesn't take into account the individual levels of ability and preparedness of the children. In fact, many children complete their primary education without having mastered the basic skills taught in the curriculum.

To address these issues which reflect the failure of primary education to benefit all students, efforts



must be focused in several areas. These include improving the curriculum, instructional materials, and teaching methods, increasing the time allotted for instruction, and personalizing it to better accommodate the needs of the individual student.

## *Project Ideas*

- Provide books to students and classroom libraries.
- Volunteer to do repairs/improvement at a community school.
- Support additional training for local teachers and school administrators.
- Help pay for tutoring of special-needs students after school.
- Sponsor a reading competition or spelling bee. Give prizes to those students who read the most books.
- Start a mentoring program for students in the lower portions of their classes. Or volunteer to spend time with students to help build their self-esteem.
- Adopt a school. This might entail a variety of activities from contributing instructional materials to assisting with school functions or landscaping projects.

# *Rotary Promotes Literacy*

## *Project Models*

In New South Wales, Australia, the Rotary Club of Broken Hill South organized a volunteer tutoring program. Some 100 members of the community, including Rotarians, serve as tutors, meeting with the students at their homes or a local library. Each student receives an exercise book and a writing pad, and tutors file progress reports at regular intervals.

Working in conjunction with a human-rights organization, the Rotary Club of Lahore Midtown in Pakistan established a school for the children of “forced labor” workers. Kasuri Village School is located in a rural area, 30 miles from Lahore. The club pays the teachers’ salaries and provides materials. Its partner, Human Rights Now, helps select the children who will benefit from the program.

In British Columbia, the Rotary Club of Campbell River signed an agreement with a local school district to enter a “Partnership in Education.” The Adopt-a-School Partnership program enhances education through direct involvement of organizations from the community in the education process. Rotarians participated in career development, providing work stations for students, delivering speeches about career choices, and providing supplies and support.

The Rotary Club of Georgetown-Millsboro, Delaware, USA, donated equipment and supplies to the Mphatlalatsane School in South Africa. The school works with the severely mentally handicapped in a rural area. The money came from donations from each club and a Matching Grant from The Rotary Foundation.

The Rotary Club of Nonoalco, D.F., Mexico, assisted the Salesiano School Library with a donation for remodeling. The project completed the remodeling of the library, located in the heavily populated Miguel Hidalgo neighborhood. It provides services for 2,000 students and community members. Forty Rotarians participated. The Rotary Club of Park City, Dallas, Texas, USA, helped to obtain needed books. The school, which is 100 years old, serves junior high, high school and college students and also provides workshops for adults.

In Maryland, USA, the Rotary Club of Hunt Valley started “Books for International Understanding”. The project obtained more than 10,000 books to be used in libraries in countries abroad by children and adults, learning to speak English. Shipping and supplies were donated. A project manual is available.



# Adult Education

The ability to hold a job, the demands of family life and the responsibilities of citizenship — the hallmarks of adulthood — all require literacy skills. The various applications of literacy to everyday life are reflected in the different types of programs commonly directed at adult learners. Basic adult education is typically designed for those who have completed some formal education; while workplace literacy focuses on the skills required to successfully perform one's job.

Tutoring is an effective means of adult education, especially for those who have never learned to read or can read at only the most basic level. Personalized instruction allows students to progress at their own rate. As mentioned earlier, by focusing on the practical application of literacy skills, such as those involved in completing a job application or preparing for a written driver's license exam, tutors can continue to hold the interest of their students through the duration of the course.

It is essential that those who will serve as tutors of adult education receive prior training for the job. In fact, even those who have no intention of tutoring but plan to serve in advocacy roles would benefit from learning about the instructional methodology and issues related to adult education. These issues include the types and quality of instructional materials as well as the appropriateness of the setting in which classes are held.

## Project Ideas

- Organize a book discussion group or a reading club, perhaps in cooperation with the local library.
- Establish a literacy center with a library where people can come to read and to meet tutors.
- Start a community library where one is not available. This could be a mobile library traveling in rural areas.
- Collect the writings of literacy students in a book or pamphlet which can be distributed in the community to promote literacy training while developing self-confidence among the students.
- Provide transportation for students attending literacy classes.

- Make a videotape of literacy students discussing their learning experience for use encouraging other adults to learn to read.
- Offer day-care services to students who are parents.

## Project Models

In Queensland, Australia, the Rotary/TAFE Literacy Action Plan has been in operation since 1991. Three days a week, a teacher helps adult students to improve their reading and writing skills. Additional tutors, including Rotarian volunteers, have been trained. A total of six Rotary clubs have been involved and funded the program with the aid of a small government grant, the Gold Coast City Council, and the Gold Coast Institute of TAFE College.

In Georgia, USA, the Rotary Club of Gainesville supports the local Adult Literacy Center, helping students to obtain their GEDs or to learn English as a second language. The club provides salaries for teachers and aides as well as student scholarships. Local businesses have donated reception materials, caps, and gowns for graduation. Volunteers tutor students and serve as board members.

In El Salvador, eight Rotary clubs in cooperation with the national Ministry of Education have established a network of literacy centers in the main cities and towns, each center serving about 20 people. Classes are conducted by local high-school students, who can fill a social-work graduation requirement by tutoring. They are trained by state-selected teachers, who also monitor the sites.

Rotaractors in District 4890 (Argentina) started a book bank which distributed books to libraries, schools, and other institutions throughout the country. After distributing 1,500 flyers about the project, entitled "A Book for a Better World," to Rotarians, Rotaractors, and friends, the Rotaractors set up a system of receiving books, classifying them, and shipping them to pre-selected institutions, most of which appeared in the *World Community Service Projects Exchange* (754-EN) list.

## Workplace Literacy

Advances in technology have changed the way people work, from the types of the jobs available to the abilities needed to perform them. This progress has not been without a price, forcing workers to retool and re-educate themselves to meet new job demands. In today's highly competitive market, there's no room for illiteracy.

Workplace literacy is directed at teaching employees and those seeking employment the skills they need for a job. This important aspect of functional literacy derives its name not only from its curriculum but from the fact that classes are frequently conducted at the work site.

Even the most basic of service positions might require some reading and writing and elementary math and many jobs today have their own specialized jargon with which employees must become familiar. Workplace literacy usually teaches reading and writing skills specific to the job at hand — how to read the company's order form, for example — rather than the broader application of literacy — how to read — offered in typical adult-education programs. Courses focus on developing other job-related skills as well. Problem-solving, team-building and basic customer-service practices are all part of a thorough curriculum and are skills which are transferable among a wide variety of industries. As with other literacy courses, practical application of the subject matter is essential, and many classes teach students to fill out job applications or read and complete forms particular to the job at hand.

Employers who are savvy enough to offer literacy training to their employees must also provide opportunities for students to apply their newly learned skills, otherwise they will forget them. Managers should be called upon to redesign job descriptions and increase levels of responsibility as means of encouraging more frequent use of newly acquired skills. Fellow workers need to be supportive of the process as well to ensure that the fruits of literacy training don't go to waste.

### Project Ideas

- Sponsor a business breakfast, inviting executives and managers of local businesses to hear about literacy efforts in the workplace.

- Invite a workplace literacy trainer/staff development specialist to address your Rotary club and encourage members to promote such programs at their own workplace.
- Give an award to the company with the most comprehensive literacy program for its employees.

## Project Models

In Alabama, USA, the Rotary Club of Montgomery solicited local businesses to begin workplace literacy projects. The Rotarians also sought tutors to conduct the classes.

In Osun State, Nigeria, the Rotary Club of Osogbo established a literacy program where students teach co-workers at their various workplaces. The club rented a space, recruited volunteers and coordinators and cooperated with nearby Rotary Village Corps to recruit needy students in the area. Since its inception, the program has trained more than 420 students to read and write, and these students have, in turn, trained co-workers. The club also sponsors a literacy school for drivers at a community motor park, provides two hours of daily literacy training to market women and supplies a local literacy organization with workbooks and teaching materials.

An estimated 30,000 street children live in the streets of Bombay with little access to schooling. With assistance from the Rotary Club of Toronto, Canada, and District 7070, the Rotary Club of Bombay, India, and its district (D-3140) started the Bombay Pavement College, the Street Education and Small Business Program. Children are offered not only literacy training but loans for small business ventures. Students are taught entrepreneurial skills such as shoeshining, car washing, messenger services and bicycle repair. Classes use local resources, meeting at train stations, along the beach or in movie theaters, and the program receives support from local businesses and charities. Drawing on successful models from Brazil, India, and Canada, Rotarians worked with Street Kids International to design an appropriate scheme.

In Indonesia, a health center for the rural community of Gunug Kidul was established by the Rotary Club of Mataram Yogyakarta. Local residents are given literacy training and taught administrative skills to help run the school and also the health center, which is maintained by a local health agency. In addition to literacy training, classes in barbering are also offered and graduates can purchase the tools necessary to start beauty salons.

# Literacy for Women

It should come as no surprise that the illiteracy rate among women exceeds that of men. According to UNESCO, two-thirds of the 900 million people in the world who cannot read or write are women. Studies of illiteracy rates in low-income countries have shown a 20 percent difference between the genders, a figure almost identical to the proportional difference in their enrollment in primary schools.

Economic and social conditions obviously contribute to the lack of educational opportunities available to girls and women. The assumption that they will marry often means that, in cases where resources for education are limited, preference will be given to boys in the family who eventually will need to be breadwinners themselves.

Yet, whether they marry or not, many women enter the workforce and their lack of education limits their earning capacity. In Pakistan, for example, each additional year of school translates into a two percent increase in wages and studies have shown that percentage to be as high as 15 percent in some developing countries.

But even for women who stay at home and raise a family, the benefits of education are certifiable. Research in Mexico and Nigeria shows a definite correlation between child survival rates and the educational level of the mother. And the bearing of the mother's education on a child's ability to learn has been discussed in an earlier chapter.

All of this considered, it's understandable why the World Conference on Education for All, held in Thailand in 1990, declared the education of women and girls to be an urgent priority.

## *Project Ideas*

- Support female teachers who can provide access to girls' education in segregated societies and serve as role models.
- Offer in-home tutoring for mothers where day-care is not available.
- Assist with child care and/or scholarships for single mothers to return to school part time.

## *Project Models*

In India, the Rotary Club of Budge Budge started five literacy centers in remote village areas, offering training to children and senior citizens. To aid women, vocational training is offered, in such skills as basket weaving, tailoring, and constructing paper bags. Rotarians monitor and fund the project and the club also provides newspapers to those who have learned to read. Additional funds have come from German Rotarians and Rotaractors and the local library also support the project.

In Northumberland, England, the Rotary Club of Bedlingtonshire set out, with the aid of a literacy tutor, to help adults with basic educational needs. Their project expanded, however, to one which helps prepare housewives to re-enter the workforce.

Recognizing that many of these women could benefit from help in interviewing, completing forms and organizing their lives as working mothers, the club provided a pool of expertise in these areas upon which the tutor could draw in preparing classes. The club also purchased a video camera, so that mock job interviews could be taped and reviewed by the students to improve their interviewing skills.



## Raising Public Awareness

Publicity serves several purposes in the fight against illiteracy. Classes must be publicized so that those who would benefit from literacy training are made aware that it's available. Many illiterate adults go to great lengths to mask their deficiency, hiding it from their friends and families, and these individuals might be too embarrassed to seek help on their own. Because they can't read the ads or announcements in the newspaper, other means must be used to reach them. Rotary clubs have promoted local literacy programs by using television ads and placing signs in supermarkets, schools and recreation centers, on telephone poles, and even the sides of milk cartons. In short, they have sought the most effective ways to reach their target audience.

Public awareness plays an equally important role in fighting illiteracy at its root. Campaigns to promote reading as well as those intended to discourage students from quitting school or to help educators recognize the presence of learning disabilities — all are intended to increase public awareness.

Many clubs have presented awards to literacy advocates as a means of generating publicity for the cause. By giving an award, a club can provide recognition to a deserving individual while benefiting from the attendant publicity the presentation usually garners.

### Project Ideas

- Help local literacy centers to publicize their classes.
- Use International Literacy Day (8 September) as an opportunity to promote literacy awareness. Provide local radio stations and newspapers with public service announcements discussing the importance of literacy.
- Reward students who read the most books, win a spelling bee or a book-report contest, or tutor others.
- Honor outstanding teachers.
- Give special recognition to local literacy programs or to businesses that support literacy efforts.
- Fund a picnic for literacy learners and their tutors.



### Project Models

The Rotary Club of Maryborough, Victoria, Australia, used the sides of milk cartons for a campaign to publicize the local Adult Literacy Group. Each carton had art work and contact information prepared by the literacy group. Total cost: US\$400.

The Rotary Club of Recife, Pernambuco, Brazil, put together a small booklet detailing how Rotarians could help in the fight against illiteracy.

The Rotary Club of Glendora, California, USA, created the Rotary Teacher's Mini-Grant Fund. The fund awards a limited number of grants with a maximum award of US\$300 to individual teachers of grades K-12 in the Glendora School District for special classroom projects.

A panel of representatives from education and business review the applications and recipients must complete written evaluations and budget reports. Project visits are also made. In a typical year, approximately two-thirds of the applicants receive grants. Awards are presented at a ceremony.

The Rotary clubs in District 7810 (Canada) banded together to honor GED (Tests of General Educational Development) graduates and their families. Special certificates were given to those who excelled in different subjects, and numerous graduates spoke of how their diplomas had allowed them to advance in the workplace.

# Rotary Resources

## A Project Development Database

The database of project models and ideas, experienced Rotarians and project sponsors, and resource organizations is able to provide quick and concise information related to Literacy, Preserve Planet Earth, Drug and Alcohol Abuse Prevention, Hunger, AIDS, Community Service, Concern for the Aging, and Vocational Service

## Rotaract

Rotaract is a program for young men and women, ages 18 through 30. Rotaractors address the physical and social needs of their communities and promote friendship through service. Rotaract clubs are sponsored by Rotary clubs, but they are self-governing and self-supporting. This gives the members an opportunity to develop leadership and professional skills. Clubs are generally community-based, but others develop as an extracurricular service activity on university campuses, with students as members. Rotaractors bring new ideas and are effective partners to support Rotary club projects.

## Interact

Interact is a Rotary-sponsored service club for young men and women, ages 14 to 18. Interact clubs provide young people with the opportunity to develop a range of leadership skills while learning the value of teamwork. The youth clubs are sponsored by a Rotary club, and generally have a Rotarian advisor who attends their meetings, but the clubs are self-governing and self-supporting. An Interact club may be either school- or community-based. Clubs that are school-based often have a faculty advisor who can attend the meetings in place of the Rotarian advisor. Interactors can be helpful partners in many types of projects, especially those concerning Drug Abuse Prevention, Functional Literacy and Preserve Planet Earth.

## Rotary Village Corps (RVC)/ Rotary Community Corps (RCC)

The Rotary Village Corps (RVC) program encourages Rotary clubs to identify service-minded citizens with leadership potential who require organizational and/or technical assistance to carry out local community development projects. For example, a Rotary club within a community experiencing increased drug abuse problems may establish an RVC of concerned citizens and community leaders to develop a plan to combat drug abuse. Through Rotary club sponsorship, RVC's are organized in rural or urban communities (where they are referred to as "Rotary Community Corps").

## Rotary Volunteers

The Rotary Volunteers program is designed to create greater awareness among Rotarians of the volunteer opportunities available within their own and other communities, and to provide Rotarians with resources to support their volunteer efforts at the club, district and international levels. The semiannual International Site and Volunteer Lists help link volunteers with projects that require professional/technical assistance, and maintain information about opportunities through other organizations.

## World Community Service

The World Community Service Projects Exchange is a "help wanted" list of Rotary club-sponsored Community Service projects which lack local resources such as donated goods, volunteers, or funds. Rotary clubs seeking assistance may publicize their need, while Rotary clubs interested in assisting a project may consult the list to locate an international partner.

## Donations-in-kind Information Network

The Resource List is a guidebook for Rotary clubs interested in donated goods projects. The quarterly *DIN Bulletin* includes donation offers sponsored by Rotarians, clubs, and districts. Offers vary from water pumps and eyeglasses to warehouse space.

# *Rotary Promotes Literacy*

## ***Rotary Foundation Grant Opportunities***

### **Matching Grants**

Matching Grants provide matching funds for Rotary club or district contributions to International Service projects of an educational or charitable nature. At least half of the financial contributions that The Rotary Foundation is asked to match must come from a Rotary club or district **outside** the benefiting country. The Rotary club outside the benefiting country could even make the entire financial contribution for the Foundation to match, with the Rotary club in the benefiting country making only a small financial contribution or none at all, providing donated services instead.

### **Health, Hunger and Humanity (3-H) Grants**

3-H Grants provide support for long-term, self-help projects that aim to improve health, alleviate hunger, and enhance human development. Literacy is one of the current priorities. The grants are awarded on a competitive basis, with many applications competing for a limited amount of money. The Rotary Foundation Trustees consider applications once a year.

### **Carl P. Miller Discovery Grants**

Discovery Grants provide “seed money” in the form of travel and related expenses for development of International Service projects. These grants provide up to US\$3,000 to a Rotary club or district to carry out the preliminary travel, planning, and research necessary to develop such projects but do not cover the costs of implementing projects.

### **Grants for Rotary Volunteers**

These provide partial funding for international volunteers to help implement a Community Service project.

# Additional Resources

Here are some other agencies and organizations involved in literacy efforts. The list is by no means exhaustive. National ministries and departments of education, though not listed here, are often good sources of information, and clubs also are advised to seek out the literacy organizations in their locales for information about literacy needs specific to their communities.

**Academy for Educational Development  
National Adult Literacy and Learning Disabilities Center**  
1875 Connecticut Avenue NW,  
Suite 900  
Washington, DC 20009-1202, USA  
Tel: (202) 884-8000  
FAX: (202) 884-8178  
E-mail: [Mcorley@aed.org](mailto:Mcorley@aed.org)  
Internet: <http://www.aed.org>

The academy, frequently working with government and international agencies as well as foundations, educational institutions, and companies, provides staff, programs and instructional materials to help individuals gain literacy.

**American Society for Training and Development**  
1640 King Street  
Box 1443  
Alexandria, VA 22313-2043, USA  
Tel: (703) 683-8100  
FAX: (703) 683-1523  
E-mail: [info.center@astd.noli.com](mailto:info.center@astd.noli.com)

ASTD is an excellent resource on workplace learning and performance issues, providing information, research, analysis and practical information derived from the knowledge and experience of its 58,000 members in more than 100 countries, from its conferences and publications, and the coalitions and partnerships it has built through research and policy work.

**Association for Childhood Education International**  
11501 Georgia Avenue  
Suite 315  
Wheaton, Maryland 20902, USA  
Tel: (800) 423-3563  
FAX: (301) 942-3012

ACEI is a non-profit educational association that promotes the inherent rights, education and well-being of all children from birth through early adolescence and the continuous professional growth of educators.

**The Basic Skills Agency**  
Commonwealth House  
1-19 New Oxford Street  
London WC1A 1NU, England  
Tel: (0171) 405 4017  
FAX: (0171) 404 5038

The Basic Skills Agency is the literacy agency for England and Wales. The agency works with schools, colleges, prisons, and adult education centers. In conjunction with the Ford Motor Company, the agency established a successful family-literacy program.

**Canada's Official Development Assistance Program (CIDA)**  
200 Prom. du Portage Hull  
Quebec, Canada K1A 0G4  
Tel: (819) 997-5006  
FAX: (819) 953-6088  
E-mail: [info@acdi-cida.gc.ca](mailto:info@acdi-cida.gc.ca)  
Internet:  
<http://www.acdi-cida.gc.ca>

The CIDA program helps people in developing countries to achieve self-sustainable economic and social development through mutual cooperation and humanitarian assistance.

**Canadian Organization for Development through Education (CODE)**  
321 Chapel Street  
Ottawa, Ontario, Canada K1N 9K7  
Tel: (613) 232-3569  
(800) 661-2633  
FAX: (613) 232-7435

CODE is a charitable organization dedicated to supporting literacy and education in Africa and Central and South America.

**The Delta Kappa Gamma Society International**  
P.O. Box 1589  
Austin, TX 78767-1589, USA  
Tel: (512) 478-5748  
FAX: (512) 478-3961

The Delta Kappa Gamma Society is an association of women educators, including classroom teachers, college and university professors, administrators and supervisors, librarians and educational specialists. There are currently more than 164,000 members in 3,100 chapters in Canada, Costa Rica, El Salvador, Finland, Germany, Great Britain, Guatemala, Iceland, Mexico, Norway, Puerto Rico, Sweden, The Netherlands and U.S.

# Rotary Promotes Literacy

## **International Council for Adult Education (ICAE)**

720 Bathurst St.  
Suite 500  
Toronto, ON, Canada M5S 2R4  
Tel: (416) 588-1211  
FAX: (416) 588-5725  
E-mail: [icae@web.net](mailto:icae@web.net)

ICAE and its member associations throughout the world work to strengthen the practice of adult education through publications, research, seminars, workshops, and exchanges. Some of the newer initiatives include environmental education, gender and adult education, peace and human rights education, international literacy support service and information and communications. Contact the ICAE for the addresses of its regional member associations.

## **International Reading Association**

800 Barksdale Road  
P.O. Box 8139  
Newark, DE 19714-8139, USA  
Tel: (302) 731-1600  
FAX: (302) 731-1057  
E-mail: [74673.364@compuserve.com](mailto:74673.364@compuserve.com)

The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading process and teaching techniques; serving as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; and actively encouraging the lifetime reading habit. More than 1,200 councils and national affiliates in 38 nations are the working foundation of the Association. They hold regular meetings and conferences, and promote the goals of the Association. More than 50 volunteer committees explore key issues.

## **International Networks in Education and Development (INET)**

Michigan State University  
College of Education  
238 Erickson Hall  
East Lansing, MI 48824-1034, USA  
Tel: (517) 355-5522  
FAX: (517) 353-6393  
E-mail: [anns@msu.edu](mailto:anns@msu.edu)

A resource library on literacy in developing nations, including international literacy referrals and information.

## **Japan International Cooperation Agency (JICA)**

Shinjuku Mines Tower, 2-1-1,  
Yoyogi, Shibuya-ku, Tokyo, Japan  
Tel: 03 (5346) 5311-5314  
Internet: <http://www.jica.go.jp>

Since 1974, JICA has been providing technical assistance for national and human resources development as part of Japan's Official Development Assistance Program. JICA sends experts and volunteers to developing countries and accepts participants from developing countries for technical training in Japan.

## **Laubach Literacy Action**

1320 Jamesville Ave.  
Box 131  
Syracuse, NY 13210, USA  
Tel: (315) 422-9121

Manages a worldwide network of local literacy programs and serves as the center for research and development of literacy program models, methods, and materials. Programs in 25 countries and offices in Colombia, India, and Mexico. Coordination and training by host country national on regional and local levels enable people in rural and urban communities to develop their own literacy solutions.

## **Literacy Volunteers of America**

5795 Widewaters Parkway  
Syracuse, NY 13214, USA  
Tel: (315) 445-8000  
FAX: (315) 445-8006  
E-mail: [LVANAT@AOL.COM](mailto:LVANAT@AOL.COM)  
Internet: <http://archon.educ.Kent.edu/LVA>

A national, educational organization that trains volunteers to teach basic literacy skills as well as English as a Second Language. LVA has more than 400 affiliates in 43 states, with more than 100,000 volunteers.

## **National Center for Family Literacy**

Waterfront Plaza, Suite 200  
325 West Main Street  
Louisville, Kentucky 40202, USA  
Tel: (502) 584-1133  
FAX: (502) 584-0172  
E-mail: [BQUALLS1@AOL.com](mailto:BQUALLS1@AOL.com)

This organization works to advance and support family literacy services through programming, training, research, advocacy and the dissemination of information.

## **National Institute for Literacy Hotline**

P.O. Box 81826  
Lincoln, NE 68501, USA  
Tel: (800) 228-8813 and  
(402) 464-0602

A referral service which provides information about tutors and how to volunteer. The hotline also provides free brochures and fact sheets on literacy topics ranging from helping your child learn at home to international literacy programs.

**National Workplace Literacy Program**

Office of Vocational and Adult Education  
Washington, DC 20202-7327, USA  
Tel: (202) 205-9750  
FAX: (202) 205-8793  
E-mail: Elizabeth\_Miller@Ed.gov

The program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations.

**NOGALSS (Non-Governmental Organization for Literacy Support Services)**

No. 143, Modibbo Adama Way  
Yola-Town  
Adamawa State, Nigeria

A coalition of NGO's in Nigeria involved in literacy programs.

**Operation Upgrade of South Africa**

P.O. Box 314  
Durban 4000, South Africa  
Tel: (031) 309-7541  
FAX: (031) 309-7547

This is a non-profit organization, working primarily in rural South Africa to train adult literacy tutors, develop materials for newly literate adults, and support adult-literacy projects.

**Summer Institute of Linguistics (SIL)/Société Internationale de Linguistics**

Literacy and Development  
Liaison Unit  
Horsleys Green, High Wycombe  
Buckinghamshire, HP14 3XL UK  
Tel: 01494 482521  
FAX: 01494 483297  
E-mail: lit-dev.uk@sil.org  
Internet:  
<http://www.oneworld.org/sil-uk>

SIL is an international educational and research organization specializing in the study of languages spoken by the world's smaller linguistic groups. Serving in more than 50 countries, SIL works with governments, NGOs, universities, churches, and local residents to promote linguistic research, language development, literacy, and other related projects.

**UNICEF**

3 United Nations Plaza  
New York, New York 10017, USA  
Tel: (212) 326-7000

**Regional Offices:****Central and Eastern Europe/  
Commonwealth of  
Independent States**

5-7 Avenue de la Paix  
Geneva, Switzerland  
Tel: (41-22) 909-5111  
FAX: (41-22) 909-5909

**West and Central Africa**

Boite Postal 443  
Abidjan 04, Republique de Cote d'Ivoire  
Tel: (225) 21.31.31  
FAX: (225) 22.76.07

**Eastern and Southern Africa**

P.O. Box 44145  
Nairobi, Kenya  
Tel: (254-2) 62.12.34  
FAX: (254-2) 521.913  
(254-2) 622.678  
(254-2) 622.679  
E-mail: unicefesaro@unep.no  
Web site:  
<http://www.unicef.unon.org>

**UNICEF Regional Office  
for the Americas and the  
Caribbean**

Apartado 7555  
Santafe de Bogotá, D.C.  
Tel: (57-1) 310.1339  
FAX: (57-1) 310.1437  
(57-1) 312.0085

**Office of the Regional Director  
for East Asia and Pacific**

P.O. Box 2-154  
Bangkok 10200, Thailand  
Tel: (66-2) 280.5931  
FAX: (66-2) 280.3563  
(66-2) 280.3564  
E-mail:  
[unicef\\_eapro.unescap@un.org](mailto:unicef_eapro.unescap@un.org)

**UNICEF Regional Office for  
South Asia (ROSA)**

P.O. Box 5815  
Lekhnath Marg., Kathmandu,  
Nepal  
Tel: (977-1) 419.471  
417.082  
410.640  
423.498  
FAX: (977-1) 419.479  
418.466  
E-mail:  
[unicefrosa@uncrosa.mos.com.np](mailto:unicefrosa@uncrosa.mos.com.np)

**Middle East and North Africa**

UNICEF  
P.O. Box 811721  
11181 Amman, Jordan  
Tel: (962-6) 629.571  
629.578  
629.695  
629.603  
629.612  
FAX: (962-6) 640.049  
610.570

# *Rotary Promotes Literacy*

## **Volunteer Reading Aides**

Women of the ELCA  
8765 West Higgins Road  
Chicago, IL 60631, USA  
Tel: (800) 638-3522

Two packets of materials which can be ordered from this organization give statistics and background on literacy in the USA and suggest activities to undertake in the community.

## **World Education**

210 Lincoln Street  
Boston, Massachusetts 02111, USA  
Tel: (617) 482-9845  
FAX: (617) 482-0617

World Education provides training, evaluation, materials development and technical assistance to national and local literacy programs in countries around the world.

## *Notes*

# *Rotary Promotes Literacy*

## *Notes*



Rotary International  
One Rotary Center  
1560 Sherman Avenue  
Evanston, IL 60201, USA