

# The Global Project Handbook

*A publication of the Talloires Network*



**The Heart of Education for All:  
Literacy and the Talloires Network Global Campaign**

**Global Project Handbook 2008**

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# Introduction

## The Heart of Education for All: Literacy and the Talloires Network Global Campaign



The Talloires Global Project calls for the higher education community to take context-driven action to help increase literacy. Institutions of higher education are well placed to expand existing and develop new programs in their communities. They have a wealth of resources, ingenuity, and labor which can be used to great benefit. Universities and colleges can also analyze for themselves how they can help build literate societies, not just literate individuals.

Currently, members contribute to the Talloires Network Global Project by sharing exemplary program models with others, distributing publications and resource tools, and running meaningful programs in their communities. By doing so, they demonstrate the power the world's college students have to solve important social problems when they act collectively. Applying that power and passion to literacy campaigns will strengthen our communities, both locally and globally.

In taking on a commitment to the Global Project, members of the Talloires Network work to address the regional challenges of their local communities. Members embark on a broad range of programs working to strengthen diverse types of literacy: this includes everything from reading literacy to numeracy, health literacy, technological literacy, teacher training and more. However a member chooses to participate, they contribute to the overall aim of the Talloires Network Global Project—demonstrating the power the world's college students have to solve important social problems when they act collectively. Applying that power and passion to literacy campaigns will strengthen our communities, both locally and globally.

To learn more about the Talloires Network, visit us here:

<http://www.tufts.edu/talloiresnetwork/>

To read more about the Talloires Network Global Project, visit us here:

<http://www.tufts.edu/talloiresnetwork/?pid=5&c=32>

## 1. Why Literacy?

A key recommendation of the 2005 Talloires Conference was to organize universities around the world to undertake a common global project. This initiative aims to reinforce and build the international movement to elevate civic engagement in higher education. The founding membership of the Talloires Network set forth the following criteria for the focus of the Global Project:

- **A strong relationship to the core mission of universities.** To what extent and how directly does the topic relate to the central teaching and research missions of institutions of higher education?
- **Universality.** Is the project one that addresses a significant societal challenge in all parts of the world?
- **Amount of current activity.** To what extent would the project build on what universities are doing already? The network seeks to build upon existing efforts rather than starting new ones. The kind of civic work that the largest number of Talloires Conference participants reported they were conducting was community development and poverty, followed by health, education and training, and environment.
- **Balance between specificity and breadth.** Is the project specific enough to be understood and to inspire action, and also broad enough to encompass a range of activities?
- **Potential to attract necessary financial resources.** The vast majority of Talloires Conference participants indicated that availability of funds is a primary barrier to sustaining or expanding their civic engagement efforts.
- **Potential for furthering the development of the international civic engagement and social responsibility movement of higher education.** How much would the project contribute to expansion of the Talloires Network and to the scale of higher education civic engagement internationally?

Literacy fits the criteria well. Illiteracy is a barrier to higher education: working to promote literacy would help expand access to education, a stated goal of the Talloires Declaration. Illiteracy is a societal concern in every country of the world- even in countries with some of the most developed education systems, there exist groups with substandard skills. Most Talloires members are already working on the issue, which provides great flexibility to adapt it to diverse environments and available resources. Literacy programs not only attract funding but are often easily scalable. Finally, because of the issue's breadth and saliency, members of the network stand to learn much from partnership and mutual exchange.

## 2. Literacy Today

### The Global State of Literacy

A glance at current statistics on literacy does not paint an encouraging picture. UNESCO estimates that globally, over 770 million adults are illiterate, with two-thirds of them being women. Most of these people live in South and West Asia, East Asia and the Pacific, and sub-Saharan Africa. Even in countries that report high overall levels of literacy and have relatively high quality educational systems, there remain lurking pockets of illiteracy. Some estimates state that as many as 10% of adults in developed countries have substandard skill levels due to factors including poverty, low socio-economic status, ill health, and disabilities.

## The Idea of Literacy

Another issue that lies behind the statistics is the question of what exactly literacy means in today's world. The accepted conceptions have evolved over the past few decades. In 1978, UNESCO's General Conference adopted a definition of functional literacy:

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his (or her) group and community and also for enabling him (or her) to continue to use reading, writing, and calculation for his (or her) own and the community's development.

The definition has since widened to incorporate new conceptions of literacy to do with new technologies, diverse information flows, and the creation of 'knowledge societies'. Such concerns led to the 1990 World Declaration on Education for All in Jomtien which connected literacy to basic learning needs, echoing the implicit right to literacy in the 1948 Universal Declaration of Human Rights. UNESCO's latest report reads: "There is emerging awareness of the broader social context in which literacy is encouraged, acquired, developed, and sustained: literacy is no longer exclusively understood as an individual phenomenon, but is seen as a contextual and societal one."

Connecting the idea of literacy to the idea of the community is an important conceptual step as it recognizes both the responsibilities members of a community have towards each other as well as the centrality of literacy in strengthening communities. Benefits of literacy do not stop with individual empowerment. Literacy programs lead to increased civic engagement, increased trust and reciprocity within and among cultures, and improved public health. Literacy lies at the core of building, strengthening, and empowering communities in a sustainable manner.

### ***3. A Global Campaign: Education for All***

#### **Overview of Education for All**

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990. Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal and affirmed their commitment to achieving Education for All by the year 2015. They identified six key educational goals which aim to meet the learning needs of all children, youth and adults by 2015.

As the lead agency, UNESCO is mobilizing and harmonizing the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals.

The drive to achieve the EFA goals also contributes to the global pursuit of the eight Millennium Development Goals (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.

## The Six EFA Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

## Literacy within Education for All

There has been in recent years a growing push for the importance of literacy to be recognized properly, particularly its relation to development and democracy. The 2006 Global Monitoring Report for the Education for All campaign focused on literacy, and UNESCO is currently coordinating both the UN Literacy Decade (2003-2012) and the Literacy Initiative for Empowerment (LIFE). There are also a series of global and regional conferences to draw attention to particular dimensions of illiteracy and organize resources to tackle the identified problems.

- The UN Literacy Decade was launched with the goal of working towards Literacy for all: voice for all, learning for all. The UN General Assembly passed a resolution in December 2001 which launched an international plan of action focused on creating locally sustainable literate environments. A central tenet of the campaign is that learners should take a prominent role in designing literacy strategies as many one-size-fits-all programs have failed to create sustainable improvements in literacy levels. The International Plan of Action associated with the campaign lays out six tasks:
  - **Policy change:** policies must provide a framework for local participation in literacy, including multilingual approaches and freedom of expression. National policy environments must link literacy promotion with strategies of poverty reduction and with programs in agriculture, health, HIV/AIDS prevention, conflict resolution and other social concerns.
  - **Flexible programs:** diverse and meaningful literacies require flexible modes of acquisition and delivery, using appropriate materials and languages, focusing on relevant purposes, and generating interesting, culturally relevant and gender-sensitive materials at the local level. Well-trained non-formal facilitators will respect learners' needs. Programs should enable learners to move on to more formal learning opportunities.
  - **Capacity-building:** as well as increasing and improving the training of literacy facilitators, capacity-building will focus on areas which need strengthening in particular countries. These may include the planning and management of programs, research and documentation, material production and curriculum design.

- **Research:** new policies for literacy will be most effective when they are based on the results of empirical research. This will answer questions such as: what is the long-term impact of literacy? How can local communities better participate? What is the extent of civil society engagement in literacy? Studies, databases and papers will make the outcomes of this research widely available.
- **Community participation:** strong community ownership of the purposes and processes of literacy will result in its effective use. This requires good communication between government and communities, inter-community networks, community learning centers and other ways of ensuring that literacies are relevant and useful to people in their daily lives and serve their aspirations.
- **Monitoring and evaluation:** better literacy indicators are necessary to show what progress is made during the Decade, both in terms of literacy rates and numbers, and in terms of the impact of literacy.
- **The Literacy Initiative for Empowerment (LIFE)** is part of the global framework for the UN Literacy Decade. LIFE plans will be used in 35 countries with a literacy rate of less than fifty percent or a population of more than 10 million without literacy competencies. Plans cover a ten year period from 2005-2015 and will be implemented in stages.
- **UNESCO's EFA Global Monitoring Report 2006, *Literacy for Life***, is part of a recent call to counter the relative neglect of the issue. It argues that out of EFA's six central goals, most of the attention paid to EFA has centered on the goals pertaining to basic schooling which are specifically mentioned as Millennium Development Goals. According to the report, the goals related to early childhood care and education, learning programs for youth and adults, and literacy have been out of the spotlight. UNESCO cites three main reasons. First, the goals deal with the creation of new and often informal institutions; second, governments and the international community have assumed that investing in basic formal education offers higher returns; and third, the qualitative nature of the goals makes measurement difficult.
- **The White House Global Conference on Literacy** took place in Washington, DC in September 2006 and signaled a renewed emphasis by UNESCO and other organizations on literacy. Following this global conference hosted by Mrs. Laura Bush, Honorary Ambassador for the UN Literacy Decade, there will be a series of regional conferences. The conferences will not only aim to build cooperation among stakeholders and organize resources for programming in the region, but will be focused around specific regional challenges. The next conference will be in Qatar on March 12-14, 2007. Later conferences currently planned will take place in Azerbaijan, Mali, and Costa Rica.

## 4. The Role for Higher Education

### Context-Determined Action

The Talloires Global Project calls for the higher education community to take context-driven action to help increase literacy. Institutions of higher education are well placed to expand existing and develop new programs in their communities. They have a wealth of resources, ingenuity, and labor which can be used to great benefit. Universities and colleges can also analyze for themselves how they can help build literate societies, not just literate individuals.



Different institutional structures, environments, and resources mean members of the Talloires Network will have differing responses to the varying types of illiteracy present in their communities. Some institutions will focus on participating on a very local level while others will aim to join campaigns operating at an international level. Some will emphasize reading programs while others will focus on financial or technological literacy.

However a member chooses to participate, they contribute to the overall aim of the Talloires Network Global Project-demonstrating the power the world's college students have to solve important social problems when they act collectively. Applying that power and passion to literacy campaigns will strengthen our communities, both locally and globally.

## **Participation in Global Campaigns**

Higher education has a role to play in global campaigns, and the Talloires Network can be an important tool for supporting and encouraging action. Much of UNESCO's analysis and the discourse surrounding EFA focus on action by governments, NGOs, and multilateral institutions. Neglecting the role of higher education in the EFA goals could limit the creation of new and innovative educational opportunities. While of course there is a need for national and international policies that support literacy, and while there need to be debates about the role of international institutions and individual governments, the role of higher education must not be overlooked. There are a number of important ways that higher education can and must participate in the global campaigns on literacy, for instance:

### **Research:**

- Elaborate educational policies and programs tailored to the needs of diverse environments
- Bring the excellence of higher education research to non-formal educational systems

### **Capacity-Building:**

- Increase and promote new pathways to quality teaching
- Support creation of monitoring and evaluation systems

### **Service as a Strategy:**

- Conceive, implement, and support educational and literacy programs
- Organize training programs for non-formal education projects

# The Global Project in Action

## Teacher Training / Creating Educational Models

**Program:** Institute for Education Development

**Member Institution:** Aga Khan University (Pakistan)



AKU's Institute for Educational Development contributes to education reforms for enhancing the overall efficiency and effectiveness of education in developing countries, particularly in Pakistan. It has emerged as a national resource for building institutional capacity of education systems through education, conducting research, promoting scholarship, offering innovative teaching programs and influencing education policy and practice. [Read More](#)

**Program:** Teacher Training in East Timor

**Member Institution:** Australian Catholic University (Australia)



A program accredited by ACU has been conducted in East Timor for the preparation of school teachers. A staff member from ACU's School of Education has been employed full-time for five years in East Timor on the program, and staff from the University has visited the country on a regular basis. [Read more](#)

**Program:** Numeracy Initiative

**Member Institution:** Cape Peninsula University of Technology (South Africa)



CPUT is part of an international collaborative educational research project in the field of early learning that will ultimately help educators to come up with improved ways of teaching numeracy to young school children. The results will be communicated to national and provincial education departments in order to inform future curriculum development in South African schools. [Read more](#)

**Program:** National Accelerated Literacy Program

**Member Institution:** Charles Darwin University (Australia)



The National Accelerated Literacy Program is a nationally funded program designed to improve the literacy standards of students who are currently failing to read at a level deemed appropriate for their age. CDU's role is to provide the strategies and resources to support the implementation of the program across 100 schools, 700 teachers and 10,000 students by the end of 2008. [Read more](#)

# The Global Project in Action

**Program:** Digital Education Enhancement Project

**Member Institution:** The Open University (UK)



The Digital Education Enhancement Project (DEEP) in sub-Saharan Africa is a research and development program using new information and communications technology to improve teacher education and the quality of learning in schools serving disadvantaged communities in different parts of the world. To achieve the goal of Universal Primary Education, new models of teacher education need to be explored, experienced and evaluated globally. [Read More](#)

**Program:** Partnership with the AraucaníaAprende Foundation

**Member Institution:** Universidad Catolica de Temuco (Chile)



University professors have built the work of the [AraucaníaAprende Foundation](#) into their courses. Psychology students visit primary schools weekly to observe and study the quality of classroom instruction. Other students write theses related to strengthening the project. Finally, students also help AraucaníaAprende develop digital teaching and learning guides to use with classroom curricula as well as information technology. [Read More](#)

**Program:** Oxfam Joint Publication: *Developing Adult Literacy*

**Member Institution:** University of Brighton (UK)



Using case studies from literacy programs in many countries including Egypt, India, Indonesia, Mali, Nigeria, the Philippines, and Uganda, the authors demonstrate the importance of literacy and its power to improve lives. They also show that the role literacy plays in social and economic development is not a simple one, and literacy is never a quick-fix solution. [Read More](#)

**Program:** PROYART Program

**Member Institution:** Universidad Nacional de General Sarmiento (Argentina)



The PROYART Project adopts a collaborative approach that combines the efforts and knowledge of the university and the local high schools to create more opportunities for the students in these schools to learn and strengthen their access to higher education and the labor market. This project aims to enhance the quality of learning in language and mathematics. These two fields were identified because of their relevance to the ultimate aim of the project. [Read More](#)

# The Global Project in Action

**Program:** Developing Diagnostic Tools in Basic Skills

**Member Institution:** University of Haifa (Israel)



In many cases, learning disabled students are not diagnosed properly, thereby not receiving appropriate opportunity to realize their academic abilities. Researchers from the Department of Learning Disabilities at the University of Haifa and from the Child Development Center at Al-Quds University have been working together in close cooperation, with the aim of developing class diagnostic tools in Arabic and Hebrew for 1st-11th grade students. [Read More](#)

## Volunteer / Tutoring Programs

**Program:** Augsburg Reads!

**Member Institution:** Augsburg College (USA)



Augsburg partners with both Trinity Lutheran Congregation's Safe Place Homework Help and the Confederation of Somali Community in Minnesota to provide neighborhood youth with 2 hours of homework help, 5 days per week, at three different locations in the Cedar-Riverside Neighborhood. Currently, approximately 30 Augsburg students are working with over 100 youth in the community. [Read more](#)

**Program:** Learning and Literacy Alliances

**Member Institution:** University of Western Sydney (Australia)



*The Sudanese Learning & Literacy Alliance* aims to support improved literacy skills and acculturation of Sudanese refugee students and their families. A similar program is the *Pacific Islander Learning and Literacy Alliance* which provides support for a homework center attended by high school students from Samoan, Tongan, Fijian and other South Pacific Island migrant families. The *Indigenous Students Learning and Literacy Alliance* to mentor Aboriginal students is under development. [Read more](#)

**Program:** DC Reads!

**Member Institution:** Georgetown University (USA)



DC Reads is a tutoring program for low-income children in the first through third grades not reading at grade level. It began in 1997 as a local response to the America Reads Challenge, a literacy initiative established to improve reading proficiency for all elementary students. America Reads Challenge allowed university students who are eligible for financial aid to receive work study funds to tutor children in reading. [Read More](#)

# The Global Project in Action

**Program:** Campus Literacy Project

**Member Institution:** American University in Cairo (Egypt)



This ambitious project, launched by the John D. Gerhart Center for Philanthropy and Civic Engagement, provides English and Arabic courses to AUC's maintenance personnel, security guards, lab assistants and drivers. Student, faculty, staff and alumni gain volunteer experience as teachers and learn the importance of social responsibility, while at the same time helping AUC staff acquire language skills that will last a lifetime. [Read more](#)

**Program:** Leaders Roundtable

**Member Institution:** Portland State University (USA)



Students in Applied Linguistics at Portland State University teach English as a Second Language (ESL) evening classes for adult refugees and immigrants in local public schools. Portland State students get teaching practice under supervision; adult ESL students get free classes in survival English. [Read More](#)

## Alternative Access to Education

**Program:** The Vasconcelos Project

**Member Institution:** Universidad Veracruzana (Mexico)



The Universidad Veracruzana works to bring information technology to schools in some of the poorest communities in the region. Using a fleet of 15 buses, students and graduates travel to communities and carry out trainings for students, teachers, and community members. The buses are equipped with 15 laptop computers, an Encylomedia Screen, a data projector, self-directing satellite antenna, surround sound, remote access camera, DVD and VHS players, education software, air conditioning, an emergency power plant, and a set of reference books. [Read more](#)

**Program:** Building Bridges Initiative

**Member Institution:** Universidad Metropolitana de Caracas (Venezuela)



UNIMET's "Building Bridges" initiative is located in a rural community called Tacarigua de la Laguna. The program facilitates student access to higher education, and is active in environmental and conservation issues while promoting entrepreneurship in the communities concerned. [Read More](#)

# The Global Project in Action

**Program:** OU/BBC Partnership for public educational broadcasting

**Member Institution:** The Open University (UK)



For over thirty five years The Open University has worked in partnership with the BBC, the UK's public service broadcaster, collaborating on educational programs that frequently attract audiences of several million. From its earliest days as a means of transmitting the University's course programs, the partnership has continued to evolve to one of using television and new technologies to inspire a wider general audience to participate in lifelong learning. [Read More](#)

**Program:** Math and Science Community Education

**Member Institution:** University of the Western Cape (South Africa)



Initially based only on campus, this project subsequently acquired a mobile bus with 25 computers and a server, running sophisticated math, biology and science programs which expose local students to modern teaching and learning methods. Called the Mocsec (mobile computer support educational center), the bus remains for as long as necessary at schools where results in these subjects are poor. [Read More](#)

**Program:** Prison Theatre

**Member Institution:** University of Winchester (UK)



The University of Winchester's partnership with Her Majesty's Prison Winchester is aimed at offering a range of educational experiences to students who attend the University and to prisoners as part of Release on Temporary Licence and re-settlement programs. Arts projects delivered within the prison are educational and prisoners participating achieve accreditation for their work as well as acquiring a range of transferable skills. [Read more](#)

**Program:** Alternative Education Models

**Member Institution:** Notre Dame of Marbel University (The Philippines)



NDMU has implemented and developed a range of innovative programs that increase access to education of out-of-school youth and adults. These programs include an in-home schooling project which increases the accessibility and equity of basic education, and an alternative learning system for the post-conflict areas in the Autonomous Region of Muslim Mindanao. [Read more](#)

# The Global Project in Action

**Program:** TUSEME Project

**Member Institution:** University of Dar Es Salaam (Tanzania)



TUSEME is a Swahili expression that means, “let us speak out.” The TUSEME Project is an outreach program aimed at empowering girls to overcome their inhibitions and voice their concerns in public. The project is rooted in the use of theatre art as a tool for shaping consciousness and galvanizing people into action. TUSEME therefore is a theatre-based empowerment process. [Read More](#)

## Lingual Literacy

**Program:** Lingual Literacy

**Member Institution:** University of the Western Cape (South Africa)



South Africa's first center for the promotion of multi-lingualism, where Afrikaans, Xhosa and English speakers are encouraged to learn each other's languages, opened at UWC in 1999. The University's long history of promoting multiculturalism in South Africa has presented the Department of Afrikaans-Nederlands with the ideal context to play an extraordinary role: the social uplifting of the disadvantaged through the promotion of their languages. [Read more](#)

**Program:** The ACORNS Project

**Member Institution:** Southern Oregon University (USA)



The ACORNS program supports language revitalization efforts of Native American tribes. ACORNS is an open source teaching package that allows language instructors and students to easily prepare and execute files containing language lessons. The software is intuitive and requires minimal technical training. Each file contains a series of lessons that link together through use of mouse clicks. The university anticipates that this will be a long term development project involving both undergraduate and graduate students. [Read More](#)

# The Global Project in Action

## Health Literacy

**Program:** Community Model Clinics and School Nutrition Programs

**Member Institution:** Aga Khan University (Pakistan)



A major program at Aga Khan University involves community mobilization in the form of model clinics in poor communities which provide locations to train medical and nursing students. Around these clinics, AKU hosts a variety of development projects including schools for girls, adult literacy programs, female empowerment projects, leadership training, and microfinance projects. [Read More](#)

**Program:** Dental Care and Hygiene Education Programs

**Member Institution:** Universidad Metodista de Piracicaba (Brazil)



The Dental School of the university has undertaken two extension projects, targeting prison inmates and members of the native tribe of Kaiowá. For 12 years the prisoners and individuals from the tribe have been receiving dental care and hygiene education provided by students and faculty from the university. [Read More](#)

**Program:** Ahfad Family Health Center

**Member Institution:** Ahfad University for Women (Sudan)



Ahfad Family Health Centre was formally established in 1994 in collaboration with the United Nation Population Fund (UNFPA). The Centre promotes the health of the local community by providing quality comprehensive services (curative, preventive and promotive) to a defined population in the context of PHC strategies. Health education is provided at all levels based on the health status of the population. [Read More](#)

**Program:** International Child Health Review Collaboration

**Member Institution:** University of Melbourne (Australia)



One of the most significant outcomes of this collaborative project has been the 'Pocket Book.' Designed specifically for the benefit of health professionals in resource-poor countries, the book has significantly improved the quality of pediatric care in developing nations and has the potential to save thousands of young lives every year. [Read more](#)



# Getting Started: Resources

## Talloires Network Global Project Resource Index

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6. Technological / Digital Literacy Resources
7. Literacy Charities



© UNESCO/Niamh Burke

Students reading in Ethiopia

## 1. Literacy Organizations / Associations

### The Global Literacy Project

Global Literacy Project, Inc. (GLP), is a New Jersey based nonprofit and tax-exempt [501 (C) 3] organization, conceptualized by Dr. Olubayi Olubayi and Mr. Denniston Bonadie for the purpose of fostering community-based literacy initiatives throughout the world.

### The Global Learning Portal

This site is a technology platform designed to change the way information is accessed by academics, policymakers, practitioners, and researchers. The portal facilitates communication among members of the GEC community. From [www.glp.net](http://www.glp.net), follow the directions for JOIN NOW; the access code for the GEC is 'GEC'. Though the group is presently US-based, they are encouraging wide international participation in the portal.

### Proliteracy Worldwide

ProLiteracy Worldwide is the oldest and largest nongovernmental literacy organization in the world. It achieves its mission, championing the life-changing benefits of literacy for adults and their families, by sponsoring educational programs that help adults and their families acquire the literacy practices and skills they need to function more effectively in their daily lives. [Proliteracy Worldwide Literacy Resources](#)

### **[The International Reading Association](#)**

The International Reading Association is dedicated to promoting high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit. Members include classroom teachers, reading specialists, consultants, administrators, supervisors, university faculty, researchers, psychologists, librarians, media specialists, and parents. With members and affiliates in 99 countries, our network extends to more than 350,000 people worldwide.

### **[National Center For Family Literacy \(NCFL\)](#)**

Works with educators and community builders through an array of services to design and sustain literacy programs that meet the most urgent educational needs of disadvantaged families.

### **[National Literacy Trust UK](#)**

Independent charity dedicated to building a literate nation.

### **[Room To Read](#)**

Builds libraries and schools and provides scholarships to underprivileged children in Cambodia, India, Nepal, and Vietnam.

### **[National Even Start Association](#)**

Provides a national voice for Even Start family literacy programs, school-community partnerships that help break the cycle of poverty and illiteracy by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

### **[Movement for Canadian Literacy](#)**

National organization representing literacy coalitions, organizations, and individuals from every province and territory.

### **[American Literacy Council](#)**

Provides resources and assistance to persons and organizations involved in promoting literacy in the United States.

### **[Verizon Reads](#)**

Umbrella organization for Verizon's national literacy platform.

### **[I.T.A. Foundation](#)**

Promotes literacy by use of the Initial Teaching Alphabet.

### **[List of literacy organizations from Education Atlas](#)**

### **[UNESCO resources on literacy](#)**

## **2. Higher Education and Literacy**

### **Student Coalition for Action in Literacy Education (SCALE)**

SCALE supports campus-based literacy programs locally, statewide, and nationally through their Literacy Action Networks. In these programs, college students serve as literacy tutors or teachers in their community.

### **ArtsLiteracy Project (ArtsLit)**

Dedicated to developing the literacy of youth through the performing and visual arts. Based in the Education Department at Brown University, ArtsLit gathers an international community of artists, teachers, youth, college students, and professors with the goal of collaboratively creating innovative approaches to literacy development through the arts.

### **Centre for Language and Literacy**

Provides a focus for the research, professional development, and curriculum development activities of staff in the Faculty of Education.

[www.education.uts.edu.au/centres/cli](http://www.education.uts.edu.au/centres/cli)

## **3. Resources / Collections of Materials**

### **Literacy, Knowledge and Development**

Subtitled “South-South Policy Dialogue on Quality Education for Adults and Young People”; this bilingual English - Spanish publication contains articles concerning literacy policies as well as basic education and competence recognition.

### **Handbook for Literacy and Non-Formal Education Facilitators in Africa, UNESCO 2006**

PDF): A guide containing useful information on potential connections between formal and non-formal education programs and ways to widen access to formal education.

### **EFA by 2015: Will we make it? Global Monitoring Report 2008**

A mid-term assessment of where the world stands on its commitment to provide basic education for all children, youth and adults by 2015. What education policies and programs have been successful? What are the main challenges? How much aid is needed? Is aid being properly targeted?

### **Literacy for Life, UNESCO's EFA Global Monitoring Report 2006**

The 2006 version of this annual report focuses on literacy. It gives a good overview of current international thinking on literacy and a global scan of current action and priorities.

### [Literacy, A UNESCO Perspective, UNESCO 2003](#) (PDF):

A brochure giving a good overview of a broad and dynamic definition of literacy as well as the trends in global literacy that led to the establishment of the UN Literacy Decade

### [2006 White House Global Conference on Literacy](#)

This site from the September 2006 conference includes overviews of leading literacy programs from around the world and divides up the issue of literacy by intergenerational literacy, literacy for health, and literacy for economic self-sufficiency.

### [G8 International Conference on Improving Financial Literacy](#)

This webpage contains papers from a conference held to highlight the need for financial education in both developed and developing countries. The conference aimed to raise the awareness of governments, financial institutions and consumers about the importance of financial education and to examine countries' experience, progress and good practices, including through presenting examples of efficient financial education tools and programs.

### [International Literacy Explorer](#)

A web site designed to give an overview of literacy and basic education issues and practices in an international context. The information found here can be used in a teacher training program but also offers ideas, discussions, and activity plans for practitioners, policymakers, or researchers.

### [Literacy Exchange: World Resources on Literacy](#)

A site with dozens of links to literacy resources from around the world, including reports on strategies, implementing bodies, and country information.

### [The Google Literacy Project](#)

A resource for teachers, literacy organisations and anyone interested in reading and education, created in collaboration with LitCam, Google, and UNESCO's Institute for Lifelong Learning. A search engine for books, scholarly articles, videos, maps, blogs, book clubs and groups related to literacy.

### [LINCS - the Literacy Information and Communication System](#)

These comprehensive sites are a service of the [National Institute for Literacy](#). They are updated daily and contain a wealth of useful information on all aspects of literacy.

### [Literacy.org](#)

The International Literacy Institute (ILI) and the National Center on Adult Literacy (NCAL) at the University of Pennsylvania Graduate School of Education jointly sponsor this innovative site. You can search their extensive collection by region, topic, or perspective.

## [National Adult Literacy Database / Base de Données en Alphabétisation des Adultes](#)

The NALD provides a comprehensive and readily accessible database of adult literacy programs, resources, services and activities across Canada. Readers of all nationalities and tutors of all ages will be impressed by their exhaustive collection of [Educational Resources](#).

## [LiteracyNet](#)

Western/Pacific Literacy Network is a leading Web-based resource for the literacy community.

## [National Center for Family Literacy](#)

A wealth of user-friendly tips in their pages for the Head Start Family Literacy Project.

## [Bilingual and Spanish Literacy](#)

Resources from literacyconnections.com for bilingual and Spanish-language literacy

## **4. Toolkits and Guides**

### [Washington Reading Corps Toolkit](#)

The Washington Reading Corps Toolkit is a model to help schools develop meaningful volunteer tutoring programs. The modules provide schools with resources to assist in training tutors and creating sustainable tutoring programs.

### [Increasing Basic Writers' Thinking About and Understanding of Literacy Through Literacy-Based Service-Learning](#)

This project aligned a community college basic writing class with student-performed community service that was specifically literacy-based. Findings helped to establish a model program with a course-appropriate basic writing service-learning component.

### [National Literacy Corps Video](#)

Produced by the Literacy Corps in Philadelphia on their program that trains and matches ninth grade literacy tutors with second grade students.

### [One-on-One Literacy: A Shared Experience](#)

This guide is designed for beginning literacy tutors. Combining information gleaned from research and experience, the authors intend this booklet to be a collection of solid suggestions for a tutor.

### [Literacy and Service-Learning: Connecting Theory and Practice](#)

This is a bibliography of organizations, websites, books, and periodicals on literacy and service-learning. The information contained in this brief introduction to literacy is designed to help potential literacy workers gain a basic understanding of literacy issues.

## [Preparing for the AMERICA READS Challenge](#)

The Bank Street College of Education presents effective and user-friendly tips for volunteer tutors. Sample lessons are included.

## [Promoting literacy through service projects](#)

In an effort to encourage literacy and connect with families, an AmeriCorps Promise Fellow partnered with Sonoma County service providers to organize a book drive and service project to build and stock 75 family bookshelves for families and schools. The family-bookshelf project was part of a four-day celebration honoring the birthday of Dr. Martin Luther King, Jr.

## **5. Foundations / Grant Programs**

### [Youth Leaders for Literacy: A Grants Program](#)

Youth Leaders for Literacy is an initiative of the National Education Association (NEA) and [Youth Service America \(YSA\)](#) to help youth direct their enthusiasm and creativity into reading-related service projects.

### [Barbara Bush Foundation for Family Literacy](#)

Founded March 6, 1989 by Mrs. Barbara Bush, Honorary Chairman, the Foundation has awarded more than \$30 million to nearly 650 family literacy programs in 48 states and our nation's capital.

## **6. Technological / Digital Literacy Resources**

### [Microsoft Digital Literacy Program](#)

The goal of Digital Literacy is to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities.

## **7. Literacy Charities**

### [Global Literacy Project](#)

Collecting, sorting, shipping, and distributing books for use in Africa and the Caribbean.

### [International Book Project, Inc.](#)

Promotes global friendship and world literacy through book distribution projects.

### **Books of Hope**

Books created specifically to meet the healthcare education needs of Africa's rural and disadvantaged communities as a means of overcoming low levels of literacy.

### **Compassion Beyond Borders**

Supports schools in India and Afghanistan, provides scholarships to students in Mexico, Guatemala, Nepal, Sri Lanka, and to Tibetan refugees, finances women's literacy training in Nepal, Afghanistan, and Afghan refugee camps in Pakistan, supports health clinics, and more.

### **Books for Africa**

Registered nonprofit charity that ships donated books and PCs to libraries in Ghana.