



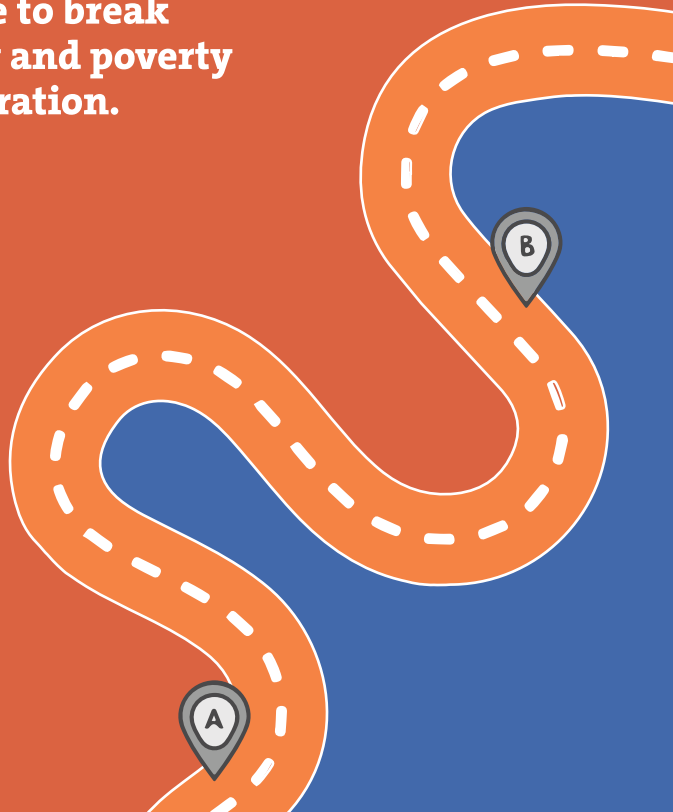
Room to Read®

Over 750 million people around the globe are illiterate. Two-thirds of these individuals are women and girls. One in four children cannot read a single word or sentence. As a result of illiteracy, millions of families fall to a cycle of poverty, disease, inequality and exploitation – costing the global economy nearly US \$1 trillion each year.

And yet, it is possible to break the cycle of illiteracy and poverty within a single generation.

How?

Here is a roadmap.



Imagine a program model that focuses on deep, systemic transformation within schools during the two most critical time in a child's schooling: early primary school for literacy acquisition and secondary school for girls' education.

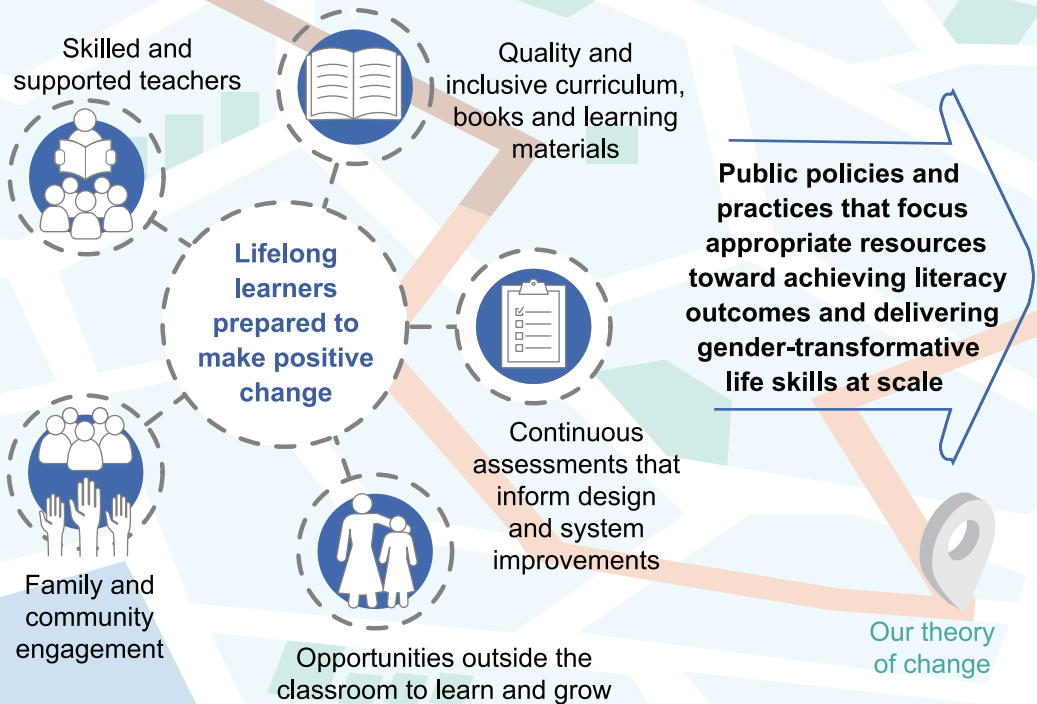
Our objectives are to develop a generation of independent readers who break the cycle of illiteracy within their own families through our 'Literacy' program. And through our 'Girls' Education and Gender Equality' program, we give girls the tools to self-advocate and find power in their voices to chart a path they choose for themselves.

Our theory of change is rooted in a research-based design, optimized for a public-school system, which integrates reading instruction & learning materials with libraries that offer children a print-rich environment, filled with culturally relevant and developmentally appropriate reading materials.



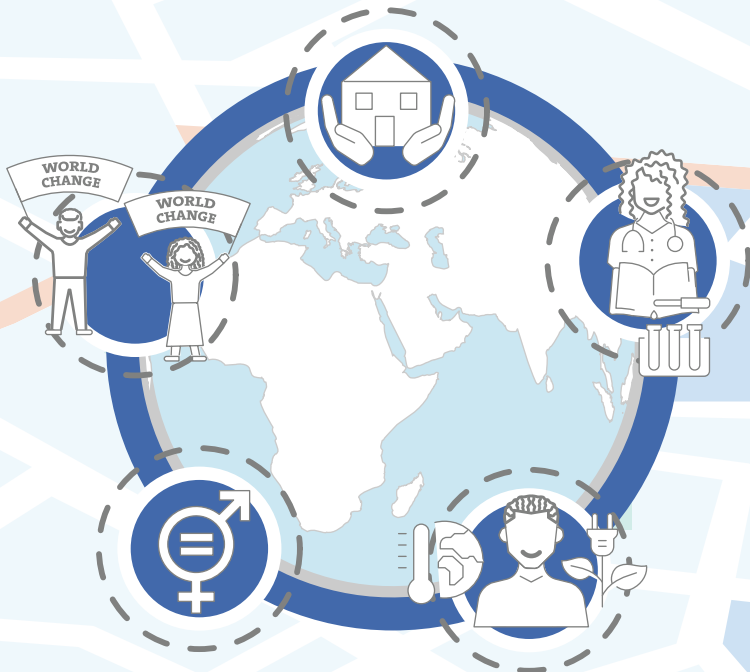
International research and our internal study confirm that children with more advanced reading skills read more frequently. Additionally, children with a habit of reading read often and improve their reading skills. Our program feeds both parts of this virtuous cycle to nurture reading skill and habit.

Our reading skills evaluations show that early grade children supported by our improved teaching instruction program read more fluently than their peers in 'control' schools. On average, they read twice as fast as their peers by the end of Grade 2. Children also read with greater comprehension – 63% students at the end of Grade 2 gave 80% correct answers.



Studies from the Global North indicate a significant connection between a youth's involvement in a mentoring relationship and positive educational outcomes. The presence of a mentor is associated with fewer absences in school, higher educational expectations and greater aspirations for success.

Our program participants had a 98% advancement rate in 2018 with all of these girls enrolling in the tertiary level of education. Since 2009, we have supported 4,286 adolescent girls creating and multiplying positive impacts to sustain for generations. We have had a very low rate of dropouts (2%) in 2018. Concerted efforts successfully stopped 78 cases of child marriage.

















All children are fulfilled and have the necessary skills to make positive change and contribute equitable solutions to the most pressing challenges - in their families, communities and the world.

In Bangladesh since 2009, we have delivered on two programs to achieve the following numbers till 2018:

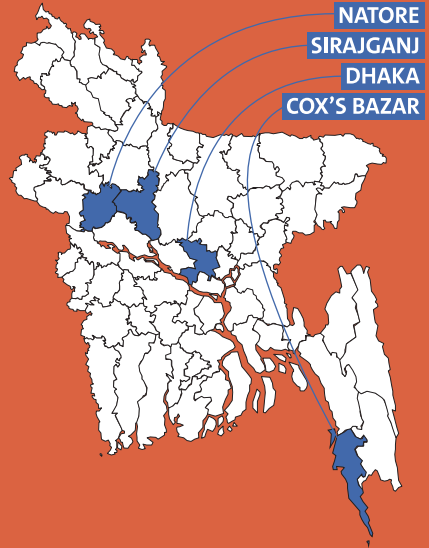
Literacy Program

Girls' Education Program

schools & madrasahs were supported	1206			4286	girls reached in secondary schools
early-grade children reached in 16 upazilas	301K			4157	girls received mentoring support
primary school teachers trained	5630			94%	girls passed higher secondary exam
libraries established inside classrooms	5700			4200	were trained to develop life-skills
children's storybooks developed & printed	112			4280	girls were given education materials
copies of storybooks given to schools	1034K			350	cases of child marriage stopped
students inducted as book captains	4250			3129	girls availed our transport to school

We work with families, schools and communities to create an environment that support children in school and beyond.

Our program alumnae also participate serving as valuable role models for younger girls and often contributing as mentors or guest speakers.



We use the evidence of our impact in schools to advocate with the government for adoption and scaling of our approach to literacy and girls' education. We also partner with the government to develop and drive reforms in curriculum and teacher training. Communities gradually take over the local mandates as we move to the next location.

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