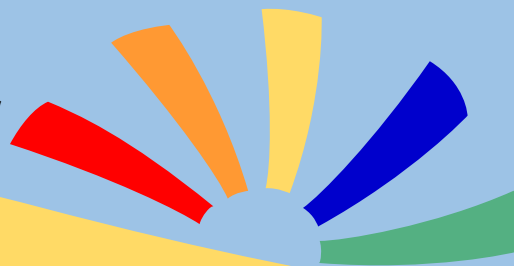


September 2019



Metamorphosis of The Butterfly Storybook

Mark Twain once stated, "There is no such thing as a new idea. It is impossible. We simply take a lot of old ideas and put them into a sort of mental kaleidoscope. We give them a turn and they make new and curious combinations. We keep on turning and making new combinations indefinitely; but they are the same old pieces of colored glass that have been in use through all the ages."

Adapting ideas from the "Young Writer" annual UK Rotary project, The *Butterfly StoryBook* annual project is launched on World Literacy Day each September by The Rotary E-Club of the Caribbean, 7020.

Collaborating 7020 Rotary clubs hold a local story writing contest using the criteria set by the E-Club. The topic of the stories is centred around the ethos of Rotary such as acts of kindness, friendship, leadership and/or respect and has a Caribbean flavor. The collaborating clubs hold their own local story-writing contest, select three choices for winners and submit to the E-Club during November.

The project's goals are to:

- ♦ promote literacy
- ♦ provide young students with a catalyst to achieve success
- ♦ form partnerships with other clubs throughout the District
- ♦ provide books to primary schools across developing countries
- ♦ promote international and cultural understanding.

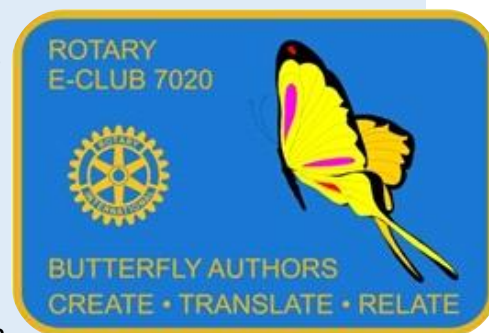
The total number of students who enter the various local contests is often between 100 and 200 and the total of schools is 20–25. All E-Club members are encouraged to participate in the judging process to select their 10 choices of stories which then go to making up the content of *The Butterfly StoryBook*. It is particularly thrilling for young writers to be published in books available worldwide.

In addition to a certificate, winners receive \$50, a copy of *The Butterfly Story-Book* autographed by the District Governor and a Butterfly lapel pin inscribed "Butterfly Authors Create - Translate - Relate" (- see sample right).

The organization of book sales during the annual District Conference each year is critical to achieving the aims of the project. However, the project is not intended to be exclusively a fundraiser. The income from sales during the annual District Conference provides the E-Club with the ability to send books to schools across the developing world through Rotary contacts. More importantly, it enables the E-Club to produce the book in Creole for circulation to schools throughout Haiti.

The Butterfly StoryBooks serve many purposes:

- ♦ **For young writers**, it provides the opportunity to develop their story-writing skills.
- ♦ **Educators** can use the stories as a tool for illustrating sentence and paragraph construction as well as story writing styles. Some have also used the stories in school assemblies as tales of inspiration.
- ♦ **For Rotary clubs**, it is a project which can be duplicated/adapted anywhere in the world and for 7020 clubs, it is a ready-made "off-the-shelf" local literacy project.
- ♦ **For young people across the world**, it is an opportunity to learn about the Caribbean and to be inspired to write their own stories.



What is in the future? The E-Club aims to produce books in additional languages, in particular the languages of the region. Further aims are to create books in braille, talking books and e-books via Kindle thus making the stories available to a wider audience.

PLEASE HELP TO KEEP US FLYING!

Books can be ordered through any of Amazon's global websites. They retail at US\$10.00; £6.00; €7.50; etc. (- see your local Amazon site for complete cost details).

All royalties support literacy and humanitarian service projects of The Rotary E-Club of the Caribbean, 7020.



Education Beyond Borders: A Partnership to Develop Local Capacity by Carolyn Johnson, Vice Chair LitRAG

LitRAG and Education Beyond Borders (EBB) recently agreed to work together to support sustainable education programs in developing countries. A key component of Rotary programs – and for EBB – is to work with local communities to develop capacity: provide training that enhance knowledge and skills, then build a framework among local educators that will enable them to create a culture of continuous learning.

EBB is a grassroots NGO committed to improving the quality of education through professional development for teachers and community involvement in the education process. **Key to their success is EBB's long-range commitment to the educators with whom they work.** Their training programs span three to four years.

In July, I had the opportunity to work with an EBB team to see just how their approach is implemented. We traveled to Kayunga, Uganda, a small village about an hour east of Kampala. This was the second year EBB was working with this district. The team conducted several levels of training: basic and advanced facilitation training for teachers who completed the basic course (a year ago) and a 'train the trainer' for teachers who will offer and coordinate programs in their schools. Key to their work is involving stakeholders within the community to identify needs and existing assets and garner their support.

The program I observed involved about 30 teachers, from eight different schools, working with primary and secondary grade levels. The overarching question, ***"What essential skills do students need when they leave school in order to lead a good life?"*** guided all the seminars that week.

The process used is built on an inquiry model to develop critical thinking skills, modeling that process with teachers so that they can apply the process in their own classrooms. This approach is applicable to any curriculum or topic. It fosters a culture of inquiry by supporting active thinking, the ability to analyze information, then making connections. One of the

topics investigated is the question of assessment, how assessment impacts the quality of education. Lively discussions and thoughtful reflection occurred of how students are assessed, the purpose of assessment, and the impact of formative vs summative assessment. Quite a departure from the rote repetition of facts deemed important by the teacher (or textbook) that is so common in classrooms with minimal resources.



Above: Training the trainers in an EBB workshop.

The results: teachers who are invested and engaged in learning, teachers who are committed to improve their skills to improve the quality of learning for their students. The impact of change can take many forms: improved student (and teacher) attendance, improved motivation, improved classroom discipline. Monitoring progress and results, making adjustments based on results, and reporting progress and achievements are essential to the EBB process.

Looking forward, LitRAG and EBB are discussing opportunities to partner in a future program, funded through a Global Grant. Several locations are under consideration, using a Vocational Training Team (VTT) of Rotarians and EBB volunteers.

More information about the EBB process can be found at www.educationbeyondborders.org. If you are interested in learning more or being involved in a partnership program, contact Carolyn Johnson cj2@icloud.com

LitRAG Connects to the World – in Hamburg!

by Carolyn Johnson, LitRAG Vice Chair

When Rotarians convened in Hamburg for the 2019 International Convention, LitRAG had a strong presence connecting with Rotarians from around the world who are interested and involved in educational projects.

As in recent years, we hosted a booth in the House of Friendship. It was a great opportunity to network with Rotarians to share ideas about ongoing and prospective literacy projects. The booth was ideally located, which enabled excellent conversations about the education projects that Rotarians are undertaking both locally and internationally through programs supported through Foundation grants.



Above: Carolyn Johnson, Vice Chair LitRAG (middle) welcomes folk to the LitRAG booth.



Above: Well located LitRAG booth that caught and held Convention attendees' attention.



Lots of volunteers helped with the booth (see left) – keen among them were John & Shirley Thorne (Tasmania), Courtney & Jan Doldron (Canada), Kumar Shinagare (India), Peter & Carolyn Johnson (USA), and Glen Evans (USA).

Many others shared their time which enabled us



Above: One of the slides about girls' education shown during *Girls Education: A Game Changer to Improving Communities*.

Many thanks go to the very talented and passionate Rotarians who described projects with which they are involved or developed: Ruth Kavuma (Uganda), Melissa Diamond (Peace Scholar), Nevine Yassa (Egypt), Carolyn Johnson (Guatemala), and Deepa Willingham (India) – see photo on p. 4.

John Thorne (Tasmania) facilitated the discussion, keeping the conversation lively and relevant. Feed-



Above: The vibrant LitRAG discussion panel members with LitRAG Chair John Thorne top left standing beside LitRAG Vice Chair Carolyn Johnson.

back from the session (with more than 300 attendees!) was overwhelmingly positive! Plans are in place to apply for a session at the 2020 Honolulu Convention and look deeper into the long-term impact of strong programs for educating girls.

At the LitRAG Annual General Meeting, a number of pertinent items were discussed and acted on. Key points included:

- outreach of LitRAG newsletter reaches more than 500 Rotarians worldwide. Feedback on content is positive, but more stories are needed from Rotarians about literacy/education promising practices, projects and programs
- update of the LitRAG website. Current information is posted as it becomes available.
- confirmation of partnerships with Education Beyond Borders (EBB) (teacher training) and A Global Voice for Autism (special needs support). LitRAG is partnering with Save The Children on a pilot program, *Together We Read*, to raise awareness of the needs and provide support for early childhood education.
- decision to sponsor a competition in September (Rotary and UNESCO Literacy Month) to promote club projects. Project descriptions are due by 15 October. Three exemplary programs will be selected, each to receive \$400.
- decision to allocate funds to support a Global Grant developed in partnership with EBB. The intent is to involve Rotarians in a Vocational Training Team program.
- applications will be submitted for both a booth and a breakout session at the 2020 Honolulu RI Convention.
- involvement is needed from Rotarians to improve LitRAG's outreach and support for club and district projects. Areas where Rotarians could assist include:
 - ◊ stories and information for newsletters
 - ◊ managing a database of professional and grant application expertise to advise and support grants and projects

- ◊ manage membership (welcoming new members, maintaining database of member contact information).

We are looking forward to a great year ahead for LitRAG and an even stronger presence at the Honolulu Convention. If you would like to be involved in helping to organize programs for LitRAG members in Honolulu, contact Carolyn at: carolyn@LitRAG.org

Celebrate International Literacy Day

September is designated 'Literacy Month' on the Rotary Calendar – a good opportunity for Rotarians to consider literacy initiatives needed in our own communities as well as review our involvement in projects supported internationally.

Literacy and basic education are the foundational building blocks to sustainable community development. Support for health initiatives, addressing water and sanitation needs, and interventions to resolve conflict all have roots for sustainability in a community's ability to provide quality education for all its citizens.



Above: UNESCO Literacy Day logo.

September 8 is designated by UNESCO as International Literacy Day. This year, the theme of Literacy Day is *Literacy and Multilingualism*.

Given Rotary's presence and projects around the world, this theme is an excellent reminder to consider how the mother language and the national language influence communities where we have programs. Did you know that there are:

- ◆ 7 thousand languages spoken worldwide
- ◆ 370 million indigenous people in the world
- ◆ 90 countries with indigenous communities
- ◆ 5 thousand different indigenous cultures
- ◆ 2680 languages in danger of becoming extinct.

Language plays a crucial role in our daily lives – not just as a tool for communication and education, but

as a repository for each person's identity, cultural history, traditions and memory. Despite their immense value, languages around the world continue to disappear at an alarming rate. The UN declared 2019 as the year of Indigenous Languages to raise awareness, not only to benefit the people who speak these languages, but also for others to appreciate the important contribution they make to our world's rich cultural diversity. (UNESCO)

Certainly, as Rotarians consider projects, community assessments can help us better understand the role of indigenous language in the communities where we work. Education and literacy programs that are relevant and responsive to the needs of learners, will take into consideration the first language of students, especially programs focused on the needs of young children.

Community assessments enable us to access information about local languages, resources available in the local mother tongue, and the community's history, customs and traditions. Accessing and using this information will strengthen our understanding of the community as we develop stronger bonds, a sense of collaboration and trust (partnership!) needed to build strong systems to enhance local capacity.

LitRAG Office-Bearers

LitRAG Executive Committee:

- Chair: John Thorne, PRID (Australia)
- Vice Chair: Carolyn Johnson, PDG (USA)
- Secretary: Courtney Doldron, Pres. (Canada)
- Treasurer: Harvey Baxter, Rotarian (USA)

LitRAG Directors:

- Rodolfo Bianchi, PDG (Guatemala)
- Sylvia Byers, PDG (Australia)
- Chebab Elawar, PDG (USA)
- David Fowler, Past President RIBI (England)
- Shekhar Mehta, PRID (India)
- Anand Seth, Rotarian (USA)
- Courtney Doldron, Rotarian (Canada)

LitRAG Advisors to the Board:

- Bill Boyd, Past RI President (New Zealand)
- Noraseth Pathmanand, PRID (Thailand)
- William Stumbaugh, Rotarian (Ecuador)

Website: www.litrag.org

Facebook: <https://www.facebook.com/Reading.Rotary/>

Contact John Thorne or Carolyn Johnson:
info@litrag.org



Rotary and Save the Children Partnership Pilot: *Together, We Read*

Many Rotary clubs throughout the United States are actively engaged in supporting educational initiatives in their communities. Save the Children works to give the most underserved and hardest-to-reach children the best chance for success in life.

In June 2018, Rotary and Save the Children discussed a potential partnership that came to fruition in July 2019.

The new partnership, **Together, We Read**, seeks to connect Save the Children programs with Rotary clubs and districts to build public awareness and support for programs that close the academic achievement gap and increase literacy rates in rural communities through research-based, early learning programs.

In the United States, *Early Steps for School Success* is an early learning intervention that helps prepare the youngest, most vulnerable children for school success. The partnership unites Save the Children's expertise in child literacy programs with Rotary's expertise in advocacy, connecting community leaders, developing and implementing projects, driving public awareness and fundraising efforts – all with the aim of measurably increasing education outcomes for young children living in poverty.

Statistics gathered by Save the Children show that:

- ♦ For at-risk children, the academic achievement gap starts early and can be measured in babies as young as nine months old. →

The Literacy Rotarian Action Group is a recognised Rotarian Action Group and operates in accordance with Rotary International Policy but is not an agency of or controlled by Rotary International. Note: Rotarian Action Groups are a resource to Rotary clubs and districts in their specialty but are not an agency of RI and may not act on behalf of RI as part of all agreements.



Above: Two enthusiastic Rotarians at the Hamburg Convention proudly display the ***Together, We Read*** banner encouraging other Rotarians to consider taking up the newly-created initiative.

- ♦ Healthy development during early childhood provides the foundation for future educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities and successful parenting of the next generation.
- ♦ Young children who don't have access to high-quality preschool or early education are 25% more likely to drop out of school, 40% more likely to become teenage parents, 50% more likely to be placed in special education, and 60% more likely to never attend college.
- ♦ James J. Heckman (University of Chicago professor and Nobel Prize winner in economics) has found that every dollar spent on high-quality, birth-to-five programs for disadvantaged children delivers a 13% annual return on investment.

The need is great and there is a role for Rotarians to play as it relates to awareness, activations, advocacy and fundraising. Save the Children has compiled relevant tools and resources to facilitate action with Rotarians: [Click here](#)

To learn more and join other Rotarians participating in the program, please email: dperillo@savechildren.org



Educating Girls and Young Women in Cameroon



Cameroon has French and English as its official languages. Bamenda is the capital of the North West Region of Cameroon, one of two Anglo-phone (English-speaking) regions of Cameroon. The other 8 regions are Francophones (French-speaking).



The majority of Mbororos in Cameroon have been in the North West Region where they practice cattle husbandry. Their ethnic language is Fourbé. On the outbreak of incursions, the Mbororos were severely targeted and their cattle destroyed which caused many to flee to safer areas in the French-speaking regions.



Left: Literacy lessons for girls and women conducted by Haven of Hope Cameroon.

The project is in two phases:

- Phase 1 is to ensure that beneficiaries already on capacity-building programs, complete what they have undertaken. They are being relocated to Bafoussam and Yaoundé.
- Phase 2 is shifting our activities to cities in the French-speaking part of Cameroon where a greater number of displaced Mbororos have moved.

Haven of Hope Cameroon (HOHCam) is an independent, non-profit, non-partisan and non-sectarian charity organisation in Cameroon, with headquarters in Bamenda, North West Region, which was founded in September 2010 by a group of friends whose desire is to contribute in a tangible manner to alleviate the plight of vulnerable and disenfranchised citizens in view of improving their standard of living.

Haven of Hope Cameroon benefitted from the generous assistance of the Rotary Club of Bamenda between January 2017 and July 2018.

Under the auspices of HOHCam, 46 displaced Mbororo girls and women have undertaken functional literacy classes. 4 are currently in secondary school, 6 are undergoing training in tailoring, 1 has completed tailoring, 3 are waiting to go for nursing assistant training (pending the situation in the Anglophone regions of Cameroon), and 15 are soon to complete their literacy classes and take the First School Leaving and Common Entrance exams. Several others are looking forward to being assisted in income-generating activities on completion of their skills training or functional literacy classes.

For more information, contact **Gladys Ndong** RC Bamenda, Cameroon
 Founder/Chief Executive Director
 Haven of Hope Cameroon
 Email: admin@havenofhopetm.org
 Website: www.havenofhopetm.org



Left: Lessons in nursing (practical element) for Mbororo women.

The current proposed project, which will be co-sponsored with RC Bamenda and the Rotary Club of Bastos Doyen, is to

educate displaced Mbororo/Fulani girls and young women who have fled to the French speaking regions. We will develop capacity-building projects for illiterate and unqualified teenage girls and young adult women (especially single mothers) to improve their living standards and facilitate their social integration and inclusion in the mainstream society.

The program will include skills training (hairdressing, tailoring, beauty care, etc.), secondary and post-secondary education, vocational training, professional studies, income-generating activities and job placement.

Below: Receiving start-up equipment from Haven of Hope Cameroon.





Create Awareness of the severity/impact of illiteracy.
Strengthen Capacity of communities to provide education for all.

BASIC EDUCATION & LITERACY MONTH SEPTEMBER 2019

Win \$400 USD for your club

**Three awards of \$400 each will be made to clubs
with the most creative or innovative project. To enter:**

- ♦ Describe your project (500–800 words).
- ♦ Explain what your club did and the result.
- ♦ Who benefitted from your project?
- ♦ How were Rotarians involved (and how many?)
- ♦ How was the project promoted?
- ♦ Include 2-3 photos (with short captions).

Celebrate & Promote Awareness of Literacy Month

Applications must be received by 15 October 2019

Include primary contact information:

Rotarian's name & email

Club President, Club & District, city & country

Send your application to: rotary.tas@gmail.com

*The Rotarian submitting the application must be a current member of LitRAG.
Awards will be announced in the November 2019 LitRAG newsletter.*

