



# Literacy



EDC's Ready Right Now Literacy (RRN-L) framework supports strong literacy systems through an evidence-based approach that builds skills in reading, writing, and oral communication.

RRN-L strengthens teacher capacity, provides resources for learners and educators, engages families and communities, and ensures that literacy policies and systems are coherent and research-based.

RRN-L is rich in content and guidance and simple for teachers to use. It can be used in early-grade classrooms as well as low-literacy youth and adult classrooms. Drawing on Universal Design for Learning (UDL) strategies, RRN-L ensures that learners of all ages, backgrounds, languages, and abilities can access, engage with, and succeed in literacy learning.

RRN-L approaches literacy as a tool for thinking and explicitly links it to mathematics, science, social sciences, and technology. It engages learners in meaningful reading and writing to help them develop the critical-thinking skills needed for success. Embedded social and emotional learning (SEL) supports the resilience, confidence, and collaborative skills needed for life beyond the classroom. RRN-L fosters a lifelong interest in literacy and equips learners with the ability to apply their skills in everyday life and unlock the individual and collective power of literacy.

**Designed specifically for challenging resource-lean contexts, RRN-L serves:**

- Educators with limited training and professional development opportunities
- Communities where reading and writing are not widespread
- Systems with crowded classrooms and limited or unevenly distributed materials
- Environments using multiple languages

## RRN-L:

- Builds on research-based instructional strategies and proven methods for system and community strengthening
- Adapts to individual contexts
- Teaches both reading and writing from the start
- Fosters lifelong readers and writers
- Enriches local literacy resources
- Taps into system, home, and community resources to strengthen inclusive learning for all, including girls and children with disabilities

## RRN-L outcomes include:

- Learners who read and write meaningfully, purposefully, and with enjoyment and can apply their skills to real-life challenges and opportunities
- Teachers who know how and why to teach reading and writing and how to link those skills to other domains
- Families and communities that support learning to read and write
- School leaders who support teacher development and foster a culture of lifelong learning
- Materials developers who produce inclusive, accessible content that reflects local contexts and motivates and enables learners
- Ministries that create and implement policies that advance inclusive, equitable, high-quality literacy instruction

## RRN-L has been used in:

- Africa, Asia, and Central and South America<sup>1</sup> (including remote, fragile, and high-conflict contexts)
- Public schools, community-run schools, madrassas, rural one-classroom schools, alternative basic education programs, and nomadic schools



### DEMOCRATIC REPUBLIC OF THE CONGO (DRC)

- **21%** of 2nd-grade program learners surpassed 3rd-grade French fluency benchmarks, compared to 2% of learners in other schools.
- **21%** of 1st-grade learners met or exceeded national benchmarks for mother tongue reading, compared to only 4% of other learners.
- After one year, teachers continued to independently apply instructional routines and effectively use the materials, sustaining learners' literacy development.



### PHILIPPINES

- **74%** of 3rd-grade learners met national benchmarks in both fluency and comprehension.
- EDC-supported materials and instructional methods for English, Filipino, and local languages have been **nationalized within the government budget**.



### SENEGAL

- When the program began, 24% of students could not read a single word, and 50% could not answer a single comprehension question. After a year and half, learners averaged fluency rates of **81** words per minute and **95%** comprehension.



### MALI

- When the program began, only 2% of 2nd-grade learners met national reading standards for grade 2. Four years later, **55%** achieved or exceeded those standards, even in the context of teacher strikes, the COVID-19 pandemic, and significant insecurity.

*The RRN-L approach has benefited more than **300,000** educators and **15 million** students worldwide.*

<sup>1</sup> Includes DRC, Ghana, Guinea, Guyana, Honduras, Indonesia, Liberia, Madagascar, Mali, Nigeria, Pakistan, Philippines, Rwanda, Senegal, South Sudan and Zambia.

## ABOUT EDC

EDC works with partners worldwide to advance every person's journey to [learn](#), [work](#), and [be well](#). Since 1958, we have been a catalyst for community-led initiatives that promote sustainable change and advance solutions to the world's most pressing challenges.