



UNLOCK LITERACY

Globally, learning poverty has increased since the worst shock to education and learning in recorded history, the COVID-19 pandemic, with an estimated 70% of 10-year-olds unable to read and understand a simple written text in low and middle income countries. Unlock Literacy (UL) is World Vision’s evidence-based model for ensuring the children aged 6-9 develop foundational literacy skills and are educated for life. Since 2012, World Vision has rigorously tested and refined Unlock Literacy developing an evidence base for its effectiveness, adaptability and scalability across contexts, particularly where children are most vulnerable. Unlock Literacy works holistically across the education ecosystem, from homes, communities, schools and local systems to build stakeholder capacities to support children’s literacy and love of learning, reaching children in and out of school. The model is designed to guide schools, parents, caregivers, and communities to make learning fun, creative, and child-centred, and is a response to the growing evidence of learning gaps that show a clear need to increase the effectiveness of reading skills development. The components of Unlock Literacy are: **Caregiver & Community Engagement**, Teacher Training & Coaching, Teaching & Learning Resources, Monitoring, Assessment and Learning.

CAREGIVER AND COMMUNITY ENGAGEMENT: Using social behaviour change, caregivers build skills and practices to support playful learning, equitable care, home literacy practices and engage in their children’s education at home, school and in the community. Community actors are equipped to provide **community-based reading clubs** with quality, inclusive, structured sessions to all children (in and out of school) supporting core reading skills and social emotional learning.



What are Reading Clubs?

Reading Clubs are enjoyable, safe places where children come to join fun activities and reading. The goal of Reading Clubs is for children to develop a love of reading.

Reading Clubs spark a love of books while building the literacy skills children need to thrive.

- Foster a love of reading by providing safe, supportive spaces that motivate children to enjoy and value books beyond school.
- Build literacy skills by strengthening fluency, vocabulary, comprehension, and early reading foundations through regular practice.
- Support lifelong learning by equipping children with essential skills that boost academic success and future opportunities.

Reading Clubs are run by trained volunteer facilitators who live in the communities where they are located. Sustaining Reading Clubs is important and requires intentional partnerships with schools, churches and community organizations.

SIKACHULA READING CLUB IN ZAMBIA WAS ESTABLISHED IN 2017, THE CLUB CONTINUES TO THRIVE DESPITE THE ORIGINAL GRANT FUNDING ENDING IN 2021 WITH 12 BOYS AND 18 GIRLS, THE CLUB'S SUSTAINABILITY CAN BE ATTRIBUTED TO SEVERAL FACTORS: SUPPORT FROM TRADITIONAL LEADERS, PARENT INVOLVEMENT, ALINEDY'S PASSION AND DEDICATION AS A FACILITATOR AND COMMUNITY COMMITMENT.

Reading Club Session Agenda

- Free Play
- Song Time
- Agenda
- Story Time
- Song Time
- Activity Time
- Make & Take
- Journal Time
- Closing
- *Book Borrowing

¹ 2022, World Bank - <https://www.worldbank.org/en/topic/education/publication/state-of-global-learning-poverty>

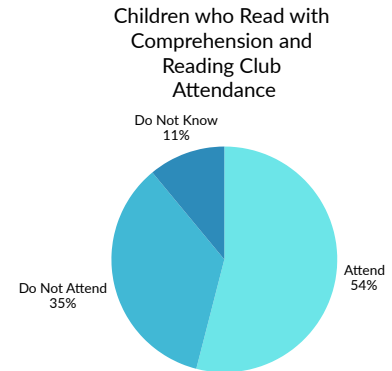
Global Results

The data highlighted below is from World Vision's Annual Impact Measurement (AIM) conducted in 2025. The data was collected using the STAR tool and covers 20 countries including approximately 14,000 children.

READING COMPREHENSION IMPROVES WITH READING CLUB ATTENDANCE

Globally, and in most individual countries, attending ECD, attending reading camps, and having recent engagement in reading camp (within two weeks)- are each associated with substantially higher reading comprehension scores.

- 57% of children who participated in reading club activities in the last two weeks could read with comprehension, compared to only 45% for children who report not attending in the last two weeks.



SOCIAL AND EMOTIONAL LEARNING IMPROVES WITH READING CLUB ATTENDANCE

The AIM data shows children who attend reading clubs are not only developing their literacy skills and interest in reading, but also developing social-emotional skills, such as building their self-confidence, social behaviour and learning values*.

Country-Level Results

REGULAR ATTENDANCE IN READING CLUBS SUBSTANTIALLY IMPROVES READING COMPREHENSION

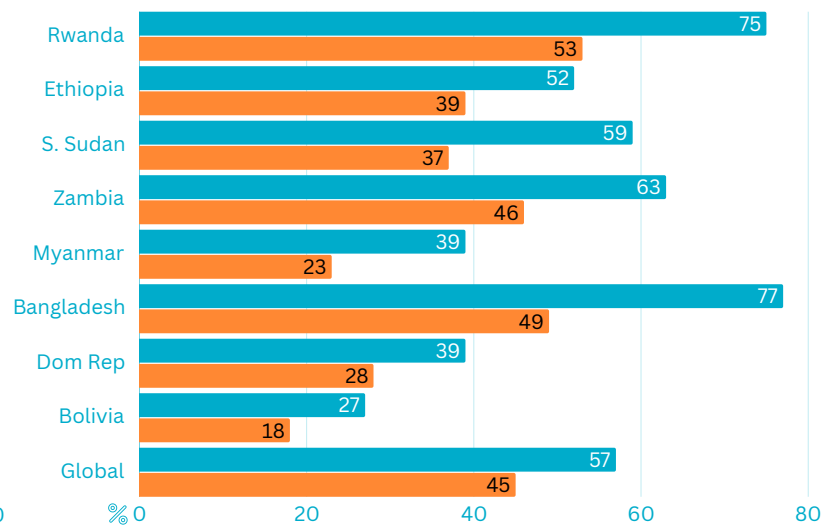
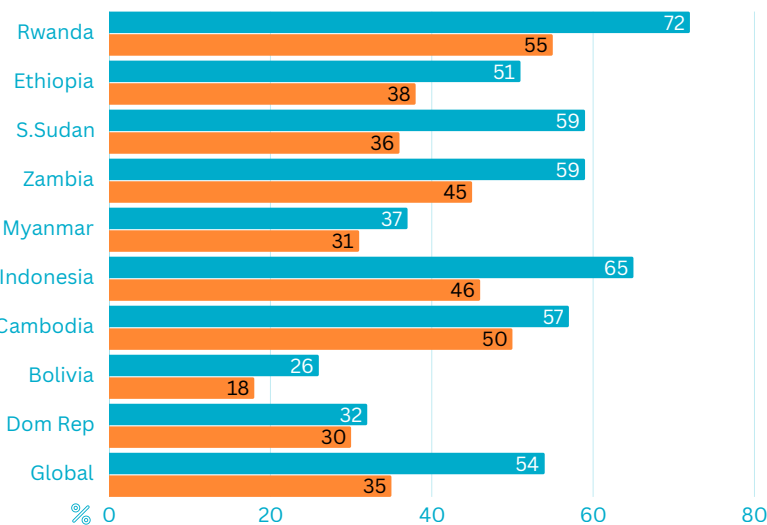
Children who attend reading clubs regularly read with comprehension. Data from the Democratic Republic of Congo (DRC) revealed that 71% of children who attended reading clubs in the last two weeks could read with comprehension, compared with only 33% of children who did not report attending regularly.

Children Reading with Comprehension Attending/Not Attending Reading Clubs (%)

Children Reading with Comprehension Reporting Recent/Not Recent Attendance in Reading Clubs (%)

● Attended Reading Club ● Not Attended

● Attended in last 2 weeks ● Did Not Attend in Last 2 Weeks



* 2021, <https://www.wvi.org/publications/research/education/multi-country-review-world-visions-unlock-literacy-programme>
 ** 2022, <https://idl-bnc-idrc.dspacedirect.org/handle/10625/61942>