## I'm not a bot



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Nearly every job advertised requires one to have computer and is known as computer and is known as computer illiterate. illiterate person is also referred to as illiteracy, on the other hand, is used to describe a situation where a person has writing and reading skills considered inadequate to perform employment duties that demand reading and writing skills that go beyond the basic level. The challenges of illiteracy cut across: \*Gender\*Age\*Race\*Geographical location\*CulturesWhat are the causes of the inability to read or write: 1. Illiteracy among parents: Many illiterate parents do not put much emphasis on the importance of education. Several of those born to parents who can neither read nor write end up being illiterate. This is especially true in remote areas where many people in the older generation have not gone through formal education. The reverse is true for those who have been brought up by parents with an elaborate educational background. They realize the necessity of taking their children to school and therefore ensure that they receive a good education. In a situation where the family does not understand the childs condition, it may simply be assumed that he or she is not a bright person and maybe school is not meant for everyone. Supportive family members help a child overcome reading disability and go through formal education with minimal challenges. 3. Unemployment of the educated: Some people believe that the only reason someone should go to school is so that he or she can get a good job and make a good life. Without the promise of employment, education is not a necessity to them. In a country where many of the educated are unemployed, there may not be enough motivation for the illiterate to go to school. After all, they reckon, why would you spend so much money paying for your education when there is no promise of a return on investment? In countries where those who have good jobs and reasonable incomes, there may be sufficient motivating factors for people to get rid of illiteracy.4. Lack of awareness: In places where several members of the local population do not understand why it is important for them to go to school, the level of illiteracy may be high. Disinterest in the benefits of formal learning can also be caused by lack of awareness on the importance of going to school. The number of illiteracy, the challenges that arise from lack of education and the social benefits of being literate compared to those who live in the remote place. Social barriers: Many social barriers such as restrictions on girls education in some parts of the world leading to the formation of different organizations focused on championing the education of women. Forcing children into marriage is another social issue that causes illiteracy in the community. Family or social norms where female education is not allowed also causes illiteracy. In societies where the caste system is still in force, those who fall into the wrong caste may not get the opportunity to go to school. They are condemned at birth to remain illiterate. The nearest school might be found several miles away. Instead of going through the tiresome process of walking for long distances on a daily basis just to go to school, many choose to stay at home. Lack of access to education facilities in rural areas has contributed a lot to the high number of illiterate people in these places. They are forced to choose between providing basic needs such as food, shelter and clothing and taking their children to school. In countries where basic education is free and mandatory. What are the consequences of Illiteracy? How does illiteracy? How does illiteracy? How does illiteracy? What are the consequences of Illiteracy? What are the consequences of Illiteracy? How does illiteracy? affect the life of an individual and the society? These are some of the effects and consequences of the inability to read and write:1. Hinders economic and social progress: Illiteracy greatly inhibits the economic and social progress of an individual as well as that of the country. Education gives one the power to seek opportunities and pursue them. People who have gone to school or are well educated have the expertise and intelligence to make good investment decisions and drive the growth agenda of a nation. Illiteracy, therefore, hinders the development of the country. 2. Poverty: Illiteracy leads to poverty. Education equips one with the right skills and expertise for gainful employment. A person who has not gone to school and is unable to read and write may experience a hard time in finding a job especially in a world where the corporate environment is increasingly in demand for employees who are well-trained and can cope with an industry driven by technology. Without a reasonable source of income, taking care of the dependent family members may prove to be difficult.3. Child marriage: This is also a problem that may come about due to illiteracy. Parents may fail to recognize the benefits of taking children to school to learn how to read and write. Instead, the girl child may be forced into early marriage. It may also be a means of raising money through dowry payments to support the rest of the family members. In a way, the girl child is viewed as a property in some cultures. They can be traded to help the family make ends meet. The practice is especially rampant in areas where a lot of people have not gone to school.4. Difficult life: An illiterate person can lead a difficult life in so many ways. The inability to find gainful employment can subject one to a life of poverty with poor living conditions. There can be a lack of basic necessities such as good shelter, clothing and decent meals. Illiteracy can also make one a societal misfit more so in areas where many people have gone to school and have the ability to read and write. Such a person can be the center of ridicule and suffer from stress and low self-esteem. Without the ability to read and write, it can be hard to read instructions which in some cases may have dire consequences. Through education, a person can cultivate some civic sense and develop behavior patterns that are socially acceptable. Illiterate people may engage in unlawful acts in the society due to lack of employment, Underemployment, Underemployment, Underemployment, Underemployment, Underemployment or simply as a result of being uncultured. In countries where the number of those who have not gone to school is high, social crime levels also tend to be high.6. Underpayment, Underemployment, Underemployment or simply as a result of being uncultured. In countries where the number of those who have not gone to school is high, social crime levels also tend to be high.6. Underpayment, Underemployment, Underemployment or simply as a result of being uncultured. live in a world where the job market favors people who are properly educated with useful skills to drive company growth. Many illiteracy can cut across generations within a family. It can become cyclic in such a way that even the third or fourth generation family members suffer the same fate. Intergenerations within a family setup. The children that come along will thus see illiteracy as the norm and not make any effort to learn how to read and write. What are the possible solutions to stop or control illiteracy? 1. Free education in schools, colleges, and universities by the government can play a major role in reducing the level of illiteracy in a country by getting more people to school. Since some people fail to attend school due to lack of money to pay for the fees, offering free education can increase the number of people attending school and subsequently reduce illiteracy levels within a society. Awareness: Creating awareness about the importance of education can help people understand why they need to go to school. Non-governmental organizations, government agencies, and other concerned parties should put in place deliberate measures to create awareness in the society and reduce the number of people who are unable to read and write. 3. Grants: Offering grants, subsidies, and scholarships can reduce the financial burden that parents and students bear in paying for education. It would make it possible for students to learn without interrupting their education due to lack of school fees. Parents would also channel the money that would have been used to pay for school fees towards other income generating projects. The cost of financing education can prove to be too high especially for those who live in poverty.4. Late night classes: Working people can opt for late night classes. In this way, they can learn even as they earn income through their daytime jobs. 5. Free books in schools to encourage students to develop a reading culture. Offering free books can also reduce the financial burden placed on parents in the provision of textbooks. 6. Digitization: Since we live in the age of technology and information, creating digital platforms for reading and learning can help take care of the challenge of shortage of education facilities. Digital libraries can provide a good platform for those who live far away from urban centers to expand their knowledge base and become more informed. 7. Lower education has its rewards, it is very costly to finance. Many graduates usually leave school with huge debts in the form of student loans. It makes saving and investing difficult. The cost of university education has been a key political and social issue in many nations. By lowering the cost of education, the government can make it easier for people like to think of it merely as a process to gain skills and expertise necessary for the job market. Even though education gives an individual a competitive advantage in the job market, that is not all that it does. Going to schools plays a major role in the mental as well as social development of a person. The lessons learn problem-solving skills and develop social intelligence necessary to overcome everyday life challenges. Illiteracy, therefore, has no room in the modern society. The more the number of people who have gone to school, the better the community. Everyone should aspire to be educated and gain knowledge because of the important benefits of being literate. CNA Insider Whats life like for adultswho cant read or write English? The series Write of Passage sheds some light on theirhidden struggles and over 12 weeks of intensive training, challenges them to achieve some goals. SINGAPORE: At first glance, 33-year-old Stephen Chng looks like any other professional youd meet on the street he works as a marine engineer, owns a car and is happily married to Faith, his wife of nearly five years. But theres a part of his life hes guarded about: He struggles to read or write English. Assessed to have thereading level of an eight-year-old, Chng has trouble making out the signs and labels so prevalent in daily life: Road signs, food labels andeven text messages. When he first started dating his wife, he would send her texts like repple massage, when he actually meant reply message", he remembers with a sheepish grin. He has hidden his strugglewell: In his job, which requires mainly practical work, he gets his wife to help him the few times he has to type out reports. When he drives, he relies on Google Maps to read the signs aloud for him. The few road signs he can read are the ones that are names of MRT stations he frequents, after seeing them repeatedly on his commutes. Chng is one of the participants in the series Write of Passage, which features adult Singaporeans who have gone through life without knowing how to read or write English. Earlier this year, CNA put out a casting call for people interested in 12 weeks of intensive one-to-one coaching to join the programme. Chng was one of almost 100 people who responded. A HIDDEN PROBLEM Singapore is known to be one of the most English-literate countries in Asia. But adult illiteracy may be more common than expected: According to the Department of Statistics, in 2020, there were about 283,000 Singapore residents aged 15-64 years old who are illiterate in English. Who are they? Some are school dropoutslike 60-year-old Jimmy Tan, who left school in Primary Two. A former gang member who was in and out of prison for more than 20 years, he was determined to turn over a new leaf when he was released almost two years ago. But he realised the world had passed him by. All Singapore, a lot of places, all changed, he said. The signboards all English. When you talk in English, people would say, Wah, what a show-off. Arrogant', he said. Now in Singapore, you talk to people, open the mouth all in English. Former gang member Jimmy Tan wants to be able to sing Amazing Grace in English. (Photo: Tan Wen Lin) He was assessed to have thereading and writing level of a seven-year-old. By the end of his course, he wants to sing a song in English Amazing Grace, as a testament to his decades-long journey of redemption. Some are individuals like 40-year-old Maya, who wished to be known only by her first name. Until three years ago, she could read, write and even speak normally. A stroke robbed her of the ability to do all this. Her condition, known as aphasia, means that the region of the brain that handles literacy is damaged. About one-third of all strokes result in this condition. While the damage cannot be reversed, speech therapy can help sufferers regain some ability to communicate. There are also others who completed primary school and went on to higher education. According to the Ministry of Educations syllabus, they should be able to read, interact, respond to and critically analyse a range of texts used in everyday life by Primary Six. Why, then, are they still unable to read? Chng remembers the sea of red in his exam papers in school. Numbed by the criticism from his teachers one of whom, he said, made fun of him in front of the other students he felt too embarrassed to stay in the classroom. He struggled to read and write English, but Stephen Chng made it as a marine engineer. (Photo courtesy of Stephen Chng) Every time the lessons started, I would automatically just walk out, he said. This went on for eight to nine months in primary school. It was his maths grades which pulled him up and allowed him to graduate with a polytechnic diploma. Students in school get regular practice in reading and spelling, and this will tide them through exams, said educational therapist Rachel Toh. But at home, she said, they may not have an environment which exposes them to the English language. Not every home has magazines. You dont have storybooks in every household, she said. So, the exposure isnt there. When youre not exposed to these words frequently, it just doesn't stay in our long-term memory. You can be very eloquent, you can be very eloquent they come across words in their daily lives, they might tend to just skip them, she added. GETTING THROUGH LIFE, HIDING THEIR LACK Individuals who cannot read and write may compensate with something else their personality. You can be very eloquent, and be very eloquent, you can be very eloquent. is one such person. She spoke Mandarin at home and said she never picked up a storybook and never paid attention in school. She hides her lack of language ability behind a smile: She is jovial, often laughing at herself when she mispronounces a word. If people laugh at my English, I just smile back at them, she said. Its okay to let people laugh Before they laugh at me, I laugh at me, I laugh at myself first. Maybe then, it wont hurt so much. Tng Xiao Ling wants to help her daughter, Yingxin, with spelling test words. I feel that its very hopeless when I dont know how to teach my girl, she said. Before they laugh at me, I laugh at myself first. Maybe then, it wont hurt so much. At the time the show aired, Tng worked at a call centre, where she had to type words on the computer. She found ways to cope. She remembers one incident where she wrote the letters O and Dto indicate that a particular vehicle was an Audi. WATCH:Mum Learns English To Help 11-Year-Old Daughter With Spelling (4:21) In the same way, Jegathasan Pushpangathan, 40, has found ways to cope with his inability to recognise even simple words. This is no mean feat for someone with a reading age of six. At the time the show aired, he had worked as a food and beverage executive at a hotel restaurant for 15 years and had to take orders and reservations regularly. He has a secret language: When a customer orders waffles, for example, he will scribble wewk on his notepad. Ill write wrong English letters only I can understand, he said. Thats why I dont share what I write. He does the best he can, asking his colleagues for help along the way. But there is one thing that makes him lose all confidence: Laying out nearly 100 food tags for the restaurants buffet line. If you give me a table to carry, I will do it for you, he said. But if you ask me to take up a pen and paper its very heavy. His supervisor described Jegathasan as a good worker and role model for his juniors, and would like to promote him. But Jegathasan himself is hesitant. "If he wants to give me a promotion, I need to do emails? Jegathasan, or Jega, uses a "secret language" when taking customers' orders. As for Chng, it was perseverance that got him this far. He failed his driving theory test thrice. The fourth time, he practised for more than 36 hours, memorising almost 190 out of the more than 200 questions in his basic theory test. He also learnt not to draw attention to his limited vocabulary by trying not to speak too much. He worries that he might say something wrong, said his wife, Faith. I tend to speak up more so I can prevent misunderstandings with my family and relatives, to put his message across in another way. THE TRAINING AND THE REVELATION As part of the programme, participants were matched with teachers for one-on-one training for 12 weeks. They learnt the basics, like phonics and how to break words up to make reading easier. But there were also challenges designed to help participants express themselves better and build confidence, such as a dramatic reading of the children's classic, Little Red Riding Hood, on stage in front of their loved ones. Participants on stage with series host Diana Ser. Who's the big bad wolf? Some had to overcome self-doubt and the doubt of those around them. As the oldest participant, Tan struggled with classroom lessons and found it hard to practise on top of his day job as a cleaning supervisor. Tng, on the other hand, faced resistance from her family when she joined the series. My husband said Now then you learn English.At this age, whats the use? she recalled. I had to explain to him that if I know English, I can teach my girl in the future. WATCH: Help, I Can't Read! Confronting English Illiteracy In Singapore (48:08) Jegathasan, too, had for many years wondered what (his) problem was. Growing up, his mother had sent him for tuition and trusted that he would study hard. But Jega didnt study, said Mageswari. I was disappointed. As an adult, he had paid for English lessons to boost his literacy. But after seeing no improvement after six months, he gave up. During the initial assessment of his abilities provided a much-needed answer to the question that had always bugged him. I can tell myself I am not stupid, he said. If you give me a table to carry, I will do it for you. But if you ask me to take up a pen and paper its very heavy. When series host Diana Ser accompanied Jegathasan to break the news to his family, his mother and sisters expressed only regret and sadness. I blame myself, his mother said. If she had known that earlier she might have put in extra help for him, added his sister Gyathri. Jega discovered he has dyslexia. The participants completed their last lessons in August, and the final episode of the series aired this month. By the end of the series, they had showed a marked improvement and managed to achieve their goals. Ching wrote a letter to his wife and Tan sang Amazing Grace in front of an audience, for instance. WATCH:Our Last English Lesson: What's Our Progress? (47:24) The final assessments showed that within the three-month period, Tan and Jegathasan had improved their reading ages by four months. Ting had jumped eight months. Ching who had to cut his training short by a month after being sent overseas for work improved by a full year. Hes even been able to write work reports on his own while overseas, without having to call or send voice messages to his wife in Singapore for help. Tan now takes pride in the fact that he can translate English news articles for his elderly mother. Even though the cameras have stopped rolling, the participants continue to make progress, some with the help of generous viewers. Tng, who was able to successfully read out half of her daughters spelling list by the end of the series, is still continuing with her lessons. Her tutor has agreed to continue helping her for free, but the pair have shelved plans to meet until the pandemic eases. She is now more confident using English in daily situations. When she ordered food in the past, she would ask the waitress to speak to her in Mandarin, she told CNA Insider in a follow-up interview. After the lessons, Ill make more effort to read the menu, she said. If the waitress speaks English to me, I will answer her in English. Jegathasan, who received 20 sessions of specialist help from the Dyslexia Association of Singapore (DAS) over the 12 weeks, was eager to continue his lessons. His tutor estimated that he would need another 20 sessions to ride the momentum of his progress. But such specialist help can cost more than US\$100 (S\$135) per hour, and this was money he did not have. Several viewers wrote in to offer help. Many wanted to donate money todefray the cost of the lessons, while others offered to teach him for free. This prompted the DAS to start a Giving.sg fundraiser to help Jegathasan. So far, more than 60 donors have contributed enough to cover 20 more sessions for him. I am happy, he said. Thank you. Thank you so much." With help from viewers, Jega is able to continue his lessons. (Photo: Tan Wen Lin) The positive response from viewers was, for series producer Tang Hui Huan, assurance that the team had done their jobs well. We were always treading a thin line between encouraging empathy for these adults, and setting them up for mockery, she recalled. Some of our more camera-shy participants were quite open with the team about their fears from the first day of filming. They wondered: If I reveal my weak point to the world, will people judge my ability to do my job properly? Will they mock me or criticise me? Tang said these were the very real concerns that her team worked hard to address. I am glad we made it work, she said. Tang and fellow producer Sharifah Alshahab had set out to bust misconceptions about adult illiteracy. When they were looking for people to join the show, the team had come across incredulous reactions, with people passing comments such as illiterate adults must have been lazy in school and I thought only old people cant read and write English. Just because the majority of us are fine, doesn't mean we shouldn't pay attention to those who are struggling, said Sharifah. Through the series, we prove how much difference three months can make when we turn our focus to those who might need... suitable intervention. Watch Part 1 of Write of Passage here. Watch Part 2 here, and Part 3 here. Editor's Note: This story has been edited following clarifications from the Department of Statistics on the number of Singapore residents who are illiterate in English. Illiteracy is the inability to read and write. A person is defined as illiterate if he cannot, with understanding, both read and write a short and simple statement on his everyday life; and as functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot, with understanding, both read and write a short and simple statement on his everyday life; and as functionally illiterate if he cannot, with understanding, both read and write a short and simple statement on his everyday life; and as functionally illiterate if he cannot, with understanding, both read and write a short and simple statement on his everyday life; and as functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functionally illiterate if he cannot engage in all those activities in which literacy is required for the effective functional engage. for his own and the community's development. Lack of such abilities prevents individuals from going about their daily activities in modern society, seeking suitable employment, or moving about normally with comprehension of the usual printed expressions and messages they encounter. Its consequences include inability to take up basic social services, fill in even simple forms, and understand traffic instructions or other danger signs. The social causes of illiteracy are: lack of funds for education; poverty; isolation; hunger; and education systems imposed from outside. Millions of people speak non-transcribed languages. Many live in environments and conditions where written communications is not necessary or available. International Literacy Year and the World Conference on Education for All (1990) may be looked back on as the turning point in the struggle for a literacy is judged diverged from one another: the percentage of illiterate in the adult population constantly declines, from an estimated 38.5% in 1970 to 26.6% in 1990 and a project 21.8% in the year 2000; whereas the absolute number of illiterates, propelled by rapid population growth, steadily increased, growing from an estimated 890 million in 1970 to 950 million in 1985. The estimate for 1990, 948, however reflects and this for the first time a diminution in the number of illiterates. A further decline to 935 million; or 965 million; in 1980 was 28.6% of total, or 814 million; compared with 32.9% of total, or 760 million in 1970; and 39.3%, or 735 million in 1960. The burden of illiteracy falls hardest on the poorest and most disadvantaged groups, landless rural peasants, and slum dwellers. Nearly two thirds of those who are illiterate are women and the percentage is increasing. Most of the 965 million adults who cannot read or write are in developing countries. The absolute increase over the past decade has been for the total of those who cannot read or write to grow much more slowly than the total of those who can. The proportion of illiterates in the total adult population has been shrinking gradually, even as their absolute number has increased. Four out of 10 in 1980. About 40% of the world population of 3.1 billion (namely 1.2 billion) were illiterate in 1962. By 1992, the percentage of illiterates had dropped to 25%, but since the world population had increased to 5.5 billion, the absolute number of illiterates had effectively increased to about 1.4 billion. Illiteracy among younger adults is lower than among the adult population as a whole, the result of the recent expansion in primary schooling. Nevertheless, by 1980, 2 out of 10 young people were reaching the age of majority without having acquired even a rudimentary literacy. Past experience suggests that those who fail to learn the basic skills by the end of normal school age have limited prospects of acquiring them later as adults. They can be expected to form a sizeable, if diminishing, illiterate segment of the working-age population for the next 40 years or more, until at least the year 2020. [Industrialized countries] Because of a wide difference between way of determining illiteracy the estimates vary greatly. In one estimate having completed primary school is sufficient to be counted as literate. In another filling out an employment form or completing a multiple choice test is required. In 1970 it was estimated that 3.5% of the adults in industrialized countries over 15 years of age were illiterate, with more illiterate, with more illiterate primary school leavers in 1970 than in 1964. It is estimated that 1 in 4 Canadians are illiterate or functionally illiterate. Recent statistics on illiteracy in industrialized countries include: one in three America"); 17% of soldiers entering the Israeli army cannot read or write (Israeli state comptroller Yitzhak Tunic). In 1982 the USA Department of Education estimated that 10% of native English speakers and 48% of those without English as their first language were illiterate, giving an overall average of 13% in the USA. Following major hurricane damage in the USA in 1989, efforts to provide compensation were severely hampered by the inability of applicants for relief to complete written applications or sign them. In the southern USA, 25% of adults left school at 14, rising to over 35% in the case of blacks. [Developing countries] There is a distinct regional pattern to adult illiteracy in developing countries. The incidence is highest in Africa, where almost 6 out of 10 adults were unable to read or write according to estimates for 1980 (50% of the men and over 80% of the men and over 80% of the women). In Asia and the Pacific, by far the most populous region, the proportion of illiterate adults is 4 out of 10. This is also the figure for the developing countries as a group. In Latin America only 1 in 5 adults remains illiterate. Over the past decade, the sharpest reduction in the illiteracy ratio has occurred in Africa. With the other two regions showing smaller (though still impressive) declines, regional disparities have become somewhat less pronounced. China's large population and relatively low level of illiteracy exerts a strong downward pull on the regional figure for Asia and the Pacific as well as on the over-all figure for developing countries. Brazil and Nigeria, the most populous countries in their regions, exert a less powerful influence in the opposite direction on the illiteracy across the income range. Latin America, the region with the highest average per capita income, has the lowest illiteracy ratio; Africa, with the lowest relative income, has the highest illiteracy. As just noted, within regions and among countries in similar economic circumstances, variations remain important. These tend to have deep cultural or historical roots and have diminished only slowly as efforts to raise the level of literacy in countries lagging in this respect continue to be checked by a limited ability to increase the number of those receiving instruction in reading and writing. In developing countries, illiteracy is a major obstacle to sustainable development. At current rates of population and education growth, there will be more than 900 million illiterate people by the year 2000. For the nearly 1,000 million women and men, the illiteracy is not, as yet, a reality. Illiteracy is rife, it constitutes a threat to the progress of society itself with all that entails in suffering, deprivation and missed opportunities. Countless altogether illiterate people have been masters of highly elaborate languages. The ability of an oral tradition to transmit great masses of verse for hundreds of years is proved and admitted. Education is no friend to this oral literature. Culture destroys it, sometimes with amazing rapidity. When a nation begins to read, what was once the possession of the folk as a whole becomes the heritage of the illiterate only, and soon, unless it is gathered up by the antiquary, vanishes altogether. It has been suggested that literacy was the principal factor causing the decline of the English village culture. Illiteracy is one of the greatest challenges that humanity still faces today. It quietly holds millions of people back, locking them in cycles of poverty, limiting opportunities, and affecting their quality of life. While many of us may take reading and writing for granted, the harsh reality is that these basic skills are out of reach for a significant portion of the global population.(illit) This blog explores the meaning of illiteracy, its causes, how it affects individuals and society, and the steps we can take together to address this critical issue. Lets dive in and understand why the fight against illiteracy matters and how each of us can play a role in creating a more educated world. Illiteracy means not being able to read or write at a basic level. Its more than just a lack of skillsits about missing out on opportunities to learn, grow, and connect with the world. Imagine not being able to read road signs, fill out a job application, or even help your child with homework. Thats what life is like for people who struggle with illiteracy. (illit) There are different kinds of illiteracy too: Basic Illiteracy: When someone cannot read or write simple sentences. Functional Illiteracy: When a person knows basic reading and writing but cannot use these skills effectively in everyday life. Being literate is more than just understanding letters and words; its about empowerment, independence, and the ability to make informed decisions. The problem of illiteracy is bigger than most people realize. According to global statistics: Over 770 million adults worldwide cannot read or write. Two-thirds of these individuals are women. Many children in developing countries drop out of school without learning basic literacy skills. Illiteracy is not just a problem in poorer countries. Even in developed nations, many adults struggle with literacy doesnt happen out of nowhere. There are often many underlying reasons that keep people from learning to read and write. Lets explore some of the most common causes: Poverty and illiteracy go hand in hand. When families are struggling to afford food and shelter, education often takes a backseat. Children from poor families may have to work instead of going to afford food and shelter, education often takes a backseat. Children from poor families may have to work instead of going to afford food and shelter, education often takes a backseat. Children from poor families may have to work instead of going to afford food and shelter, education often takes a backseat. Children from poor families may have to work instead of going to afford food and shelter, education often takes a backseat. Children from poor families may have to work instead of going to afford food and shelter, education often takes a backseat. classrooms.(illit) Cultural beliefs sometimes prevent children, especially girls, from attending school. In some societies, girls are expected to stay home and help with chores or get married at a young age instead of continuing their education. In places affected by war or natural disasters, education is often disrupted. Schools may be destroyed, and families forced to flee their homes often lose access to education altogether. (illit) Some people struggle with conditions like dyslexia or other learning disabilities that make reading and writing difficult. Without the right support, they may fall behind in school and never catch up. The impact of illiteracy goes far beyond not being able to read a book. It touches almost every aspect of a persons life and even affects the broader community. Without literacy skills, finding a good job becomes almost impossible. Many jobs require filling out forms, reading instructions, or writing reports. Illiteracy keeps people stuck in low-paying, unstable jobs, making it harder to escape poverty. Imagine trying to navigate the world without being able to read. Whether its following a recipe, understanding a prescription, or even reading a text message, illiteracy makes life much harder. (illit) People who cant read may not understand important health information. They might misuse medication or miss out on preventive care, leading to worse health outcomes for themselves and their families. Illiterate parents may struggle to support their childrens education. This can create a cycle where illiteracy is passed down from one generation to the next. Communities with high illiteracy is passed down from one generation to the next. Communities with high illiteracy is passed down from one generation to the next. thriving society. The good news is that illiteracy is a solvable problem. Here are some of the ways we can work together to tackle it: Governments and providing free education can make a huge difference. Its never too late to learn. Programs designed for adults can help people gain the skills they missed out on as children, opening up new opportunities for work and personal growth. Technology is a game-changer in the fight against illiteracy. Mobile apps, online courses, and e-books can bring education to people in even the most remote areas. Local communities can play a big role in promoting literacy. Volunteer programs, book drives, and community learning centers can help spread education. Educating girls and communities. When women are literacy are a powerful reminder of whats possible when we give people a chance to learn. For example: A grandmother in India learned to read at the Bible. A young boy in Kenya, who used to skip school to work, now attends classes and dreams of becoming a teacher. These stories show that with the right support, anyone can change their life through literacy. Even small actions can make a big difference: Donate books to schools or libraries. Volunteer to teach reading at a local literacy is more than just a personal struggleits a barrier to a better world. By addressing its root causes and working together, we can ensure that everyone has the chance to learn, grow, and live a fulfilling life. Lets imagine a future where every child has a book in their hands, every parent can help with homework, and every person has the skills they need to achieve their dreams. Together, we can make that future a reality. Related Articles: For further reading, explore these related articles: For additional resources on music marketing and distribution, visitDMT RECORDS PRIVATE LIMITED. Illiteracy means not being able to read or write, and it is a big global issue. In the United States, many adults are functionally illiterate and lack skills needed for daily life. Literacy is a range of skills, and more people now use these skills through texting and internet. Illiteracy is a major problem throughout the world. According to Anne-Marie Trammell, "Worldwide, 880 million adults have been labeled as illiterate, and in the United States it is estimated that almost 90 million adults are functionally illiterate, that is to say that they do not have the minimal skills needed to function in society" (Encyclopedia of Distance Learning, 2009). In England, says a report from the National Literacy Trust, "Around 16 percent, or 5.2 million adults, can be described as 'functionally illiterate.' They would not pass an English GCSE and have literacy levels at or below those expected of an 11-year-old" ("Literacy: State of the Nation," 2014). "The subculture of illiteracy among adults in the United States in 2003, the results of which were released in December 2005. NAAL found that 43 percent of the total population aged 16 and older, or some 93 million people, ranked at the below-basic or basic level in their reading skills. Fourteen percent of the adult population had below-basic or basic level in their reading skills. report was released.""The gap between the 43 percent at below-basic and basic prose literacy and the 57 percent at intermediate and proficient raises the question: How can those at lower levels compete in a world that demands increasing literacy, 51 percent were not in the labor force." (John Corcoran, The Bridge to Literacy, Kaplan, 2009) "As teenagers scores on standardized reading tests have declined or stagnated, some argue that the hours spent prowling the Internet are the enemy of reading, diminishing literacy, wrecking attention spans and destroying a precious common culture that exists only through the reading of books.""But others say the Internet has created a new kind of reading, one that schools and society should not discount. The Web inspires a teenager who might otherwise spend most of her leisure time watching television, to read and write." (Motoko Rich, "Literacy Debate: Online, R U Really Reading?" The New York Times, July 27, 2008) "Illiteracy has fallen from one in five people to almost nonexistent over a century and a bit. But 'illiteracy is a continuum of skills. Basic education now reaches virtually all Americans. But many among the poorest have the weakest skills in formal English.""That combines with another fact: more people are writing than ever before. Even most of the poor today have cell phones and internet. When they text or scribble on Facebook, theyre writing. We easily forget that this is something that farmhands and the urban poor almost never did in centuries past. They lacked the time

What is the illiteracy rate in pakistan. What is the percentage of illiteracy in pakistan. What is the current illiteracy rate in pakistan. What is the main reason of illiteracy in pakistan. Illiteracy. Causes of illiteracy in pakistan.

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and means even if they had the education." (Robert Lane Greene, "Schott's Vocab Guest Post: Robert Lane Greene on Language Sticklers." The New York Times, March 8, 2011)

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