



2013 ANNUAL REPORT



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A MESSAGE FROM THE COUNTRY DIRECTOR

Thanks to your support, 2013 was a milestone year for READ Global. By the end of the year, more than 2 million rural villagers in Bhutan, India, and Nepal had access to READ Centers and their programs. We opened 5 new Centers and provided more than 24,800 rural villagers with educational trainings, while taking steps to measure our effectiveness and ensure we have a lasting impact. From parents who learned to read and gained new job skills, to children who used computers for the first time, READ Centers transformed entire communities. On the following pages, you will read about some key initiatives in 2013, including:

MEASURING OUR IMPACT

We believe our donors should know how their support makes a difference. In 2013, we conducted the first formal quantitative evaluation of our work to measure our impact and improve our model. The evaluation showed that READ Centers significantly increase access to information, empower women, create economic opportunities, and engage communities to create change. Throughout this report you will find data backing up the stories from our partner communities.

SUSTAINING OUR WORK

As we grow, our ability to sustain our work and ensure communities have continued access to READ Centers is of paramount importance. In 2013, we examined how sustaining enterprises can generate more profit to support Centers in the long run. We also diversified our sources of funding, increasing support from individual donors and new institutional funders.

ENGAGING PARTNERS

READ's mission can't be achieved alone. In 2013, we expanded our network of corporate, foundation, academic, and government partners, whose financial support and expertise helped us deepen our impact. We were also honored to receive the 2013 Barry and Marie Lipman Family Prize from the Wharton School, the beginning of a long-term relationship with students and faculty who are committed to global social change.

Because of you, we were able to reach new heights in 2013. While we have made significant progress in empowering rural communities, the need for our work is still urgent. Two-thirds of the world's poor live in rural areas, where educational resources are sparse. Almost half of women in South Asia are illiterate, leaving them unable to find work and provide for their families. READ Centers are powerful platforms to address these challenges: our inclusive model ensures that entire communities are better equipped to work towards a brighter future.

We envision a world where all people have the chance to learn and thrive. We hope this report inspires you to help us make this vision a reality.

In service,

Thinley Choden, Country Director



Bhutan

5 READ
CENTERS

4 SUSTAINING
ENTERPRISES

37,331 REACH:
VILLAGERS



READ (Rural Education and Development) Global believes that empowering rural communities is critical to alleviating global poverty. We establish community library and resource centers (READ Centers) in rural villages in South Asia, and seed small businesses called 'sustaining enterprises' that support ongoing resources and programs.

Bhutan had only one public lending library before READ began our work there in 2008. The country's rugged mountain terrain and poor roads prevent rural communities from accessing economic and educational opportunities. 2013 was a year focused on deepening our impact by expanding our programs and partnerships, mobilizing local resources, and building the capacity of our local team.

PROGRAM HIGHLIGHTS

- We started a reading and writing program in all five READ Centers: students participate in peer storytelling and writing exercises to increase the habit of reading.
- 1,054 rural farmers took small-scale business and organic farming training to help them increase their yields and income, through a partnership with the Ministry of Agriculture.
- We launched a program in all five Centers to teach women home-based weaving so they can generate income and become more independent.

KEY EVENTS

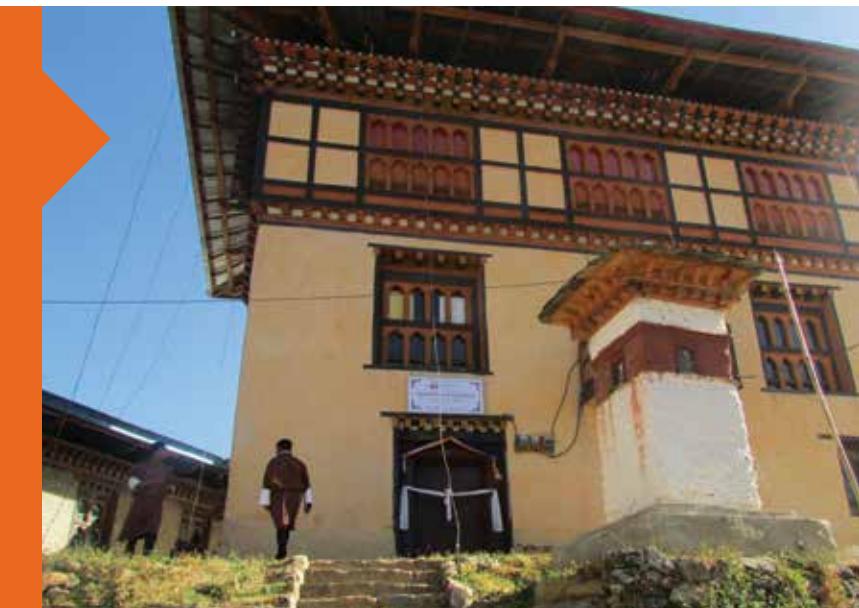
- We opened 1 new READ Center in 2013 in Punakha district, and upgraded our Rongthong Center with a newly constructed building.
- A group of students at the Singapore American School (SAS) launched a fundraiser that brought in \$50,000 to build a new Center in Bhutan in 2014.
- We launched a community women's leadership forum through a project with Beyond Access. 42 women were trained in leadership, public speaking, and confidence building.



MENDHAGANG CENTER

Punakha District
Established: December 2013
Reach: 2,824 villagers

The community of Mendhagang, like much of Bhutan, suffers from low literacy rates. As a measure of co-investment, the community and local government office generously donated this building to establish a READ Center, which will offer literacy and reading programs starting in 2014.



Economic Empowerment



2 out of 5

villagers surveyed report sharing agricultural information that they gained at a READ Center with at least one other person.



7,587 villagers participated in livelihood skills trainings at READ Centers in 2013, learning how to earn an income through agriculture, livestock, textiles, and more. Savings cooperatives and programs on business management helped rural individuals increase their financial security and start their own micro-enterprises.

AGRICULTURE AND LIVESTOCK

- 4,937 people took training in vegetable or mushroom farming, organic pesticide production, and advanced farming techniques.
- 1,826 villagers learned about animal husbandry so they can make a living through poultry or dairy farming, beekeeping, and more.
- 1,054 farmers in a cooperative in Bhutan learned about small-scale business development and organic techniques to increase their income.

SAVINGS COOPERATIVE AND BUSINESS MANAGEMENT

- Many rural communities in South Asia lack access to banks to save money or receive loans. In 2013, 3,764 savings cooperative members in Nepal collectively mobilized more than \$248,000 in loans to help each other open grocery stores, tailoring shops, and other small businesses.
- 1,204 people received training in micro-finance, cooperative management, or financial services.

TEXTILES AND SOUVENIR PRODUCTION

- 703 villagers learned sewing, embroidery, weaving, or other textile work through READ Centers in 2013.
- In India, several textile-based sustaining enterprises enabled women to earn an income by producing and selling embroidery in Uttar Pradesh, bags and shawls in Delhi, clothes in Manipur, and more.



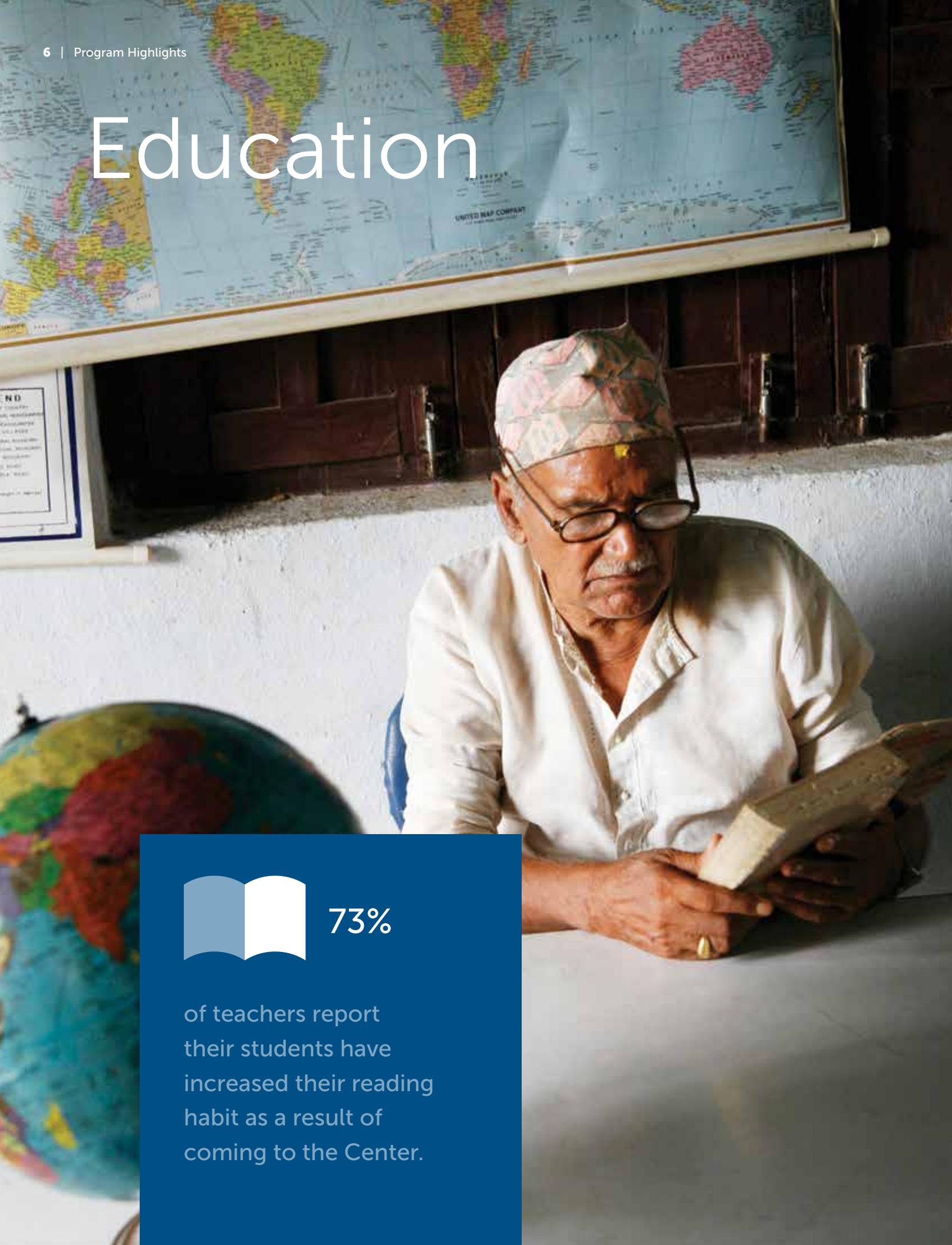
ECONOMIC EMPOWERMENT
EDUCATION
TECHNOLOGY
WOMEN'S EMPOWERMENT



MEET TSHERING

59-year-old Tshering is a farmer in southern Bhutan. She and her husband had a hard time supporting their four children because they were overwhelmed by manual farm work. When READ opened a Center nearby, the community established a farm tractor rental business as its sustaining enterprise. Villagers like Tshering now use the tractor to plow their fields, which saves them time and money, and a portion of the tractor rental profits go towards maintaining the Center. "Before, we had to rely on oxen to plow our fields, but the tractor makes the farm work easier and faster too," she says, "We also [use it] to transport our goods to market."

Education



73%

of teachers report their students have increased their reading habit as a result of coming to the Center.

Rural villagers checked out 38,399 books from READ Center libraries last year, enabling them to learn and share key information that they would otherwise be unable to access. READ Centers organized literacy, language, and other basic educational trainings for 7,604 villagers of all ages and backgrounds in 2013.

ADULT EDUCATION

- 5,412 adults took literacy trainings in 2013, acquiring valuable reading, writing, and numeracy skills to earn more income and access important information.
- We created study groups with 105 women in Rajasthan, India as an extension of a literacy program. The groups now have access to information on health, civil rights, and livelihood skills.
- English language reading and writing programs were provided to 518 villagers to help them compete in an increasingly global job market.

CHILDREN'S EDUCATION

- In addition to giving thousands of children access to educational toys and games at READ Centers, we also provided early literacy and numeracy trainings to 785 children.
- We partnered with schools in all five READ communities in Bhutan to create a culture of reading. Students participate in peer storytelling and then write stories that READ will compile and publish in 2014.
- 1,815 remote villagers benefitted from mobile libraries and other book-sharing programs through outreach from 10 READ Centers.



MEET KAILASHI

Kailashi is one of millions of polio survivors in India. She dropped out of school after being taunted by her peers for not being able to walk properly. She was married young, and felt she would "never achieve anything in life." But at the age of 19 she enrolled in a READ Center literacy program and learned to read in just 45 days. Feeling empowered, she took sewing classes there too, and began making clothes to earn an income. Kailashi also learned about her disability rights through her READ Center and obtained a certificate that provides her with a regular subsidy and allowances from the Government of India.

Technology



47%

of Center users surveyed
are more comfortable
using computers to access
information and resources
because of their Center.

906,000 villagers had free access to computers and the Internet through READ Centers in 2013. As part of our commitment to provide access to information in rural areas, we've spent the last two years designing a plan for using information and communications technology (ICT) in a sustainable and impactful way.

PILOTING INNOVATIVE SUSTAINABLE TECHNOLOGIES

We continued our work with ICT consultants in 2013 to determine the appropriate equipment for providing relevant trainings for communities, while also reducing energy and maintenance costs. We assessed alternative energy solutions in each country so that READ Centers can provide more consistent access to technology in rural areas. In early 2014, we launched pilots to install these new hardware and energy sources at two Centers in each country.

ICT RESOURCES AND TRAININGS

- 891 villagers participated in ICT programs in 2013, including basic and advanced computer, Internet, and mobile technology trainings.
- In India, we piloted a six-month program to teach youth how to create animated films, photo essays, and audio programs using Adobe tools to help them pursue careers in the digital arts.
- In Nepal, we created a web portal for the *Practical Answers* program so that locals can easily learn answers to commonly asked questions through audio programs on the radio, mobile phones, and laptops.



MEET DOL

Dol was married at age nine, and a mother of two at sixteen. She is one of the 60% of women in Jhawani, Nepal who suffer from uterine prolapse—a painful but preventable condition that can occur after childbirth. To address this problem, Dol's local READ Center developed a program using digital tools. They created 40 audio programs and five videos on maternal health and uterine prolapse to share via radio or mobile phone, and provided regular health checkups. Dol was one of several women whose uterine prolapse was identified and treated through the program. "I am feeling good after [the] operation. I am relieved of the burden that I have been carrying for 25 years," she said.

Women's Empowerment



100%

of women surveyed said they have greater decision-making influence in their families in at least one area because of the READ Center (healthcare, family planning, and their children's education).

READ Centers provide more than one million rural women with safe spaces to gather, learn, and advocate. 18,734 women participated in READ trainings in 2013 – learning how to read, gaining job skills, and building confidence. Women also supported their communities by serving on management committees, participating in savings cooperatives, and organizing training programs at READ Centers.

LEGAL RIGHTS AND ADVOCACY

- 1,965 villagers participated in legal rights and advocacy training, increasing local awareness about land rights, voting, female infanticide, and more.
- We launched a theatre program in Nepal, in partnership with the Norwegian Amateur Theatre Association, to educate communities about child marriage and violence against women.

LEADERSHIP AND CONFIDENCE BUILDING

- 370 women participated in trainings on confidence building, conflict resolution, leadership, and more.
- 4,971 women learned to read through literacy courses, enabling them to become more self-reliant and confident.
- To increase civic participation in Bhutan –where women historically do not hold leadership positions – we launched a forum with 57 women on leadership and public speaking.

HEALTH

- 5,903 villagers received health training or medical services at READ Centers.
- 700 women in India and 169 in Bhutan participated in workshops on first aid and homemade remedies, reproductive health, nutrition, and more.
- We started a 6-month certified nursing program for women in our Model Center in Delhi, so they could find jobs as health workers.
- We implemented an 11-month maternal health program for 145 women to address uterine prolapse and other common maternal health issues in Nepal.



ECONOMIC EMPOWERMENT
EDUCATION
TECHNOLOGY
WOMEN'S EMPOWERMENT



MEET CHUNA

Chuna once believed that "being born as a girl is worthless." As a girl in rural Nepal, her parents believed she didn't need an education. She grew up herding goats and cows for her family, and was married at 16. But at 47, Chuna changed her life by learning to read at a READ Center. She then took mushroom and vegetable farming trainings and women's leadership courses at the Center. She started a women's study group in her village, and invested money in her daughters' education. Today she is the Vice President of the Fulbari READ Center in her village and her goal is to convince other women in Nepal that it's never too late to learn.

Sustainability

Sustainability is key to every step of the READ model. In addition to promoting sustainable technologies, we support grassroots sustainability in each READ Center by fostering community participation and co-management, launching enterprises that generate revenue to support ongoing operating expenses, and building local networks.

SUSTAINING ENTERPRISES

READ Centers generated more than \$167,000 in revenue through sustaining enterprises in 2013. We launched 7 new enterprises last year, including textile enterprises in India and a fish farm in Nepal. READ also began a strategic initiative to test businesses that can be scaled and replicated across multiple Centers. To do this, we launched a pro bono partnership with the Stanford Graduate School of Business GMIX Program and PYXERA Global's MBAs Without Borders to conduct feasibility studies and create a roadmap for pilot projects, including natural soap manufacturing in Bhutan, distance learning in India, and a distribution center for agricultural products in Nepal.

BUILDING LOCAL NETWORKS

Another component of our sustainability strategy is creating opportunities for READ Centers to learn and to advocate together, even after READ's formal engagement with the Center ends. The National Community Library Association (NCLA), launched by READ Nepal in 2005, now has 46 READ Centers as members. In 2013, the NCLA raised awareness of the READ model by celebrating a National Library Day event organized by the Ministry of Education, promoting the implementation of a national "One Village One Library" policy, and securing a leadership and sustainability workshop for NCLA members. In India and Bhutan, committee members from all existing Centers came together to develop activity plans for the coming year, receive additional capacity building training, and share best practices, challenges, and lessons learned.



COMMUNITY PARTICIPATION AND CO-MANAGEMENT

Communities co-invested to establish 5 new READ Centers in 2013, by donating 5 buildings, volunteering their time, and fundraising locally. In 2013, the Nepali village of Panauti and our local team raised \$18,401 (of \$54,233 to date) to construct the first READ Center using only Nepali contributions—a testament to the power of local ownership. For each new Center, READ works with the surrounding community to set up a Center Management Committee (CMC) to ensure local governance. We conducted 15 capacity building trainings for 323 CMC members in 2013 on topics such as proposal writing, fundraising, social mobilization, governance, and institution building.



Measuring Our Impact

Since 2012, READ has been working with the research and evaluation firm Learning for Action (LFA) to create a monitoring and evaluation (M&E) system to better measure our impact and improve our model.

After we developed a new Theory of Change, Logic Models, and Evaluation Plan, our staff and volunteers collected data from a sample of community members in Bhutan, India, and Nepal through surveys and focus group discussions. In 2013, LFA analyzed the data and shared their findings in an evaluation report.

The following summary data show that READ Centers are producing powerful outcomes in four key areas:

-
- 1. Increased access to information**
 - 2. Increased women's empowerment**
 - 3. Increased economic empowerment**
 - 4. Increased community engagement**
-

In 2014, we will continue our capacity-building work with LFA so that we are equipped to conduct ongoing M&E to further improve programs and share future outcomes data with our stakeholders.

For more information or to request a more detailed evaluation report, please contact us at impact@readglobal.org.



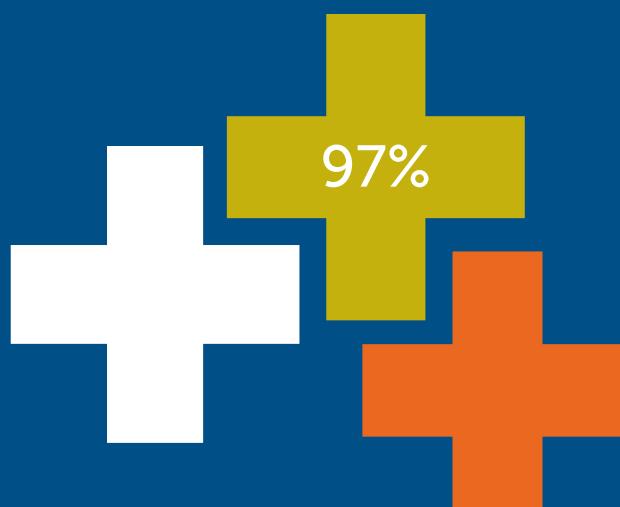
ENHANCING EDUCATION

INCREASING ACCESS TO INFORMATION

Nearly all (99%) READ Center users surveyed in Bhutan said they would not have access to some or all of the information they obtained if it were not for their Center. A large majority of surveyed visitors—93%—use books at Centers, and nearly half have increased their level of comfort using computers to access information.

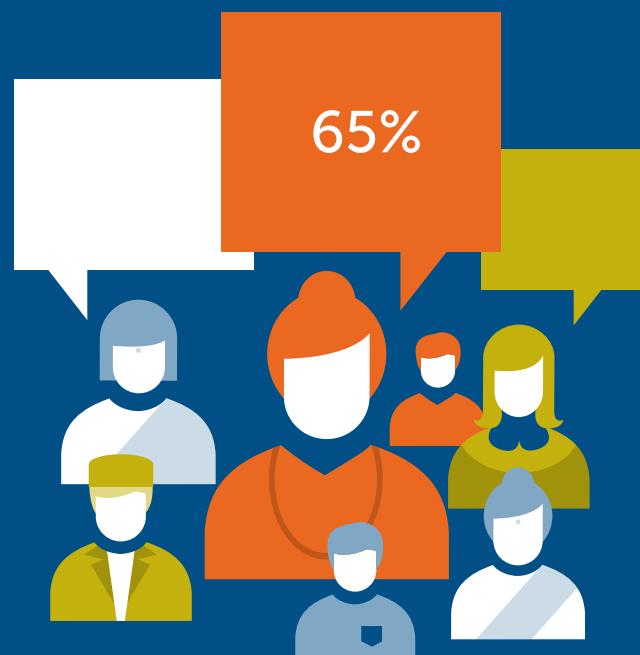
CREATING A CULTURE OF READING

Communities that have a culture of reading value and encourage members to read and learn. Overall, READ Centers in Bhutan moderately improve communities' culture of reading. However, reading habit changes varied significantly by age and reflected disparate literacy rates across age groups. Half of Center users between the ages of 13 and 25 reported an increase in their reading habit, while 11% of Center users between the ages of 46 and 60 reported an increase.



97% of surveyed Center visitors accessed health information at their READ Center.

"The menstrual health program has been very helpful to us. We are now aware of so many things that we did not know before. With the knowledge and ideas from the program, I can also help my daughters when they need it." FOCUS GROUP PARTICIPANT



PROMOTING WOMEN'S EMPOWERMENT

The evaluation showed that simply providing women with a space to gather, share information, and learn from each other increases their confidence. 58% of surveyed women reported that their confidence has increased since coming to their local READ Center, and 42% reported increased self-esteem. One-quarter of women surveyed said that they have more decision-making power at home and in their communities since coming to Centers, and all women surveyed could identify one area where they have more influence, such as healthcare, family planning, and their children's education.

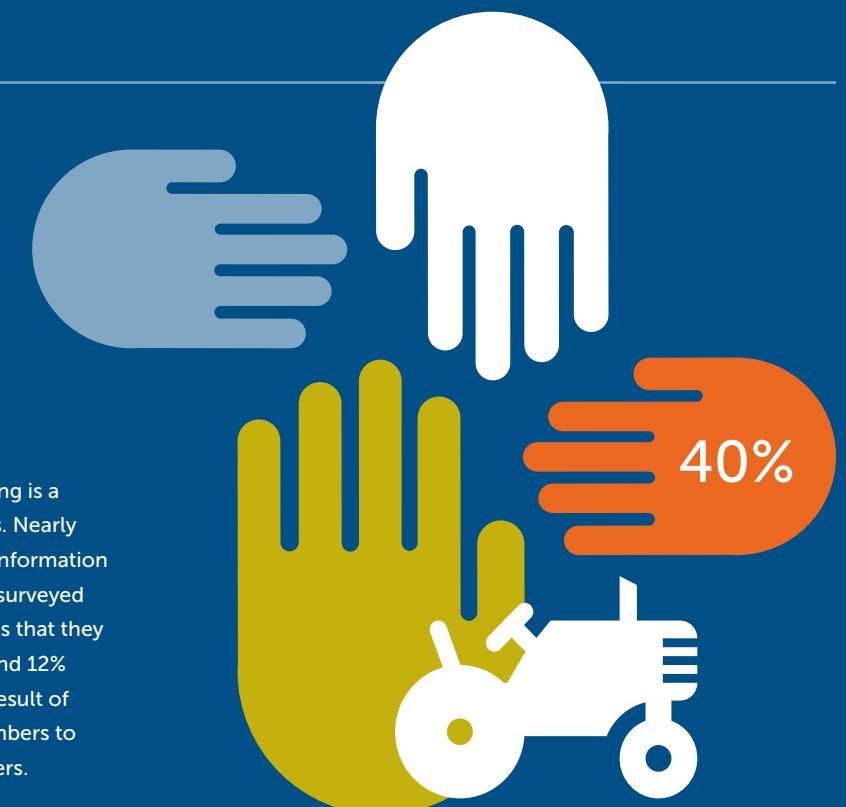
65% of women surveyed are now able to express their opinions in public or in their homes.

80% of villagers surveyed feel a sense of belonging to their local READ Center.



FOSTERING COMMUNITY ENGAGEMENT

Communities manage their READ Centers so resources and programs are locally relevant and useful. This community ownership also ensures the Centers' long-term sustainability. 80% of Center users surveyed reported having opportunities to engage in decision-making about their local Center at least some of the time. Twelve percent of villagers surveyed said that their opinions influence decisions about Center's programming and resources, and 68% said that they trust the Center Management Committee to represent their needs. Nearly half (48%) have contributed in some way to their local Center – most commonly by volunteering time (36%).



IMPROVING ECONOMIC OPPORTUNITIES

Economic empowerment and livelihood skills training is a relatively new programmatic focus at READ Centers. Nearly one-third of villagers surveyed reported accessing information about livelihoods at Centers. One-third of villagers surveyed reported sharing information about economic issues that they gained at a Center with at least one other person, and 12% reported a moderate increase in their income as a result of what they learned at a Center. We expect these numbers to increase as more skills trainings are offered at Centers.

40% of villagers surveyed reported sharing agricultural information that they gained at a READ Center with at least one other person (39%).

Looking Ahead

In 2014, we plan to extend our reach in South Asia while strengthening our existing network of READ Centers. We will build upon global partnerships to expand our technology offerings, launch new businesses to sustain our Centers, and increase our women and children's programming for greater impact.

- We plan to establish at least 10 new Centers in 2014, expanding to the states of Maharashtra and Bihar in India, and several new districts in Nepal and Bhutan, in order to deepen our reach in each country.
- We will install new technology resources in several Centers to enable rural villagers to access the Internet and meet their information needs, while testing the use of alternative energies like solar panels to allow for computer use even during the power outages that are so prevalent in rural Asia.
- Continuing our work with MBA students from the Stanford Graduate School of Business's GMIX program, we will launch pilots of new sustaining enterprises to see if they can be replicated across multiple communities to increase our efficiency and impact.
- We will expand our training programs to empower rural women and youth through new partnerships with local governments and private funders.

We look forward to sharing updates with you in 2014 through our website, newsletter, and social media.



“

Before, I felt like I was blind. I began to see the world after coming to the library.”

LITERACY FOCUS GROUP PARTICIPANT, NEPAL

Institutional Partners

READ Bhutan would like to thank all of our institutional partners for joining us in inspiring rural prosperity. Leading corporations, foundations, international NGOs, and government funders have partnered with us to further our mission through monetary contributions, program partnerships, in-kind support, and employee engagement. These partnerships have enabled us to provide more than 37,331 people with access to vital resources and life changing programs across Bhutan.



Linklaters

The **Bill & Melinda Gates Foundation** continues to be an integral partner for READ, providing capacity-building funding to help strengthen our program design, ICT offerings, monitoring and evaluation processes, and fundraising capacity.

Linklaters Tokyo LLC partnered with READ Bhutan to fund the Ura READ Center, our first Center in the country, thus enabling us to become the only organization that establishes public lending library in Bhutan. Since then, Linklaters has continued to support our programs in the country, including the funding the resources for our new Center at Pema Gatshel District.



The **University of Pennsylvania** and the **Wharton School** awarded READ the 2013 Barry and Marie Lipman Family Prize, which annually recognizes one organization creating sustainable solutions to social and economic challenges. READ received a cash prize and is partnering with Wharton/UPenn faculty, students, and alumni to further READ's work.



The **Druk Satair Corporation Ltd.**, a Bhutanese mining company, is partnering with READ to establish a Center in Pema Ghatsel District Bhutan. Druk Satair is providing funding, coordinating the construction of the Center infrastructure, and helping to mobilize community members.



FEATURED IMPLEMENTATION PARTNERS

Beyond Access and **IREX** granted Ura READ Center the 2012 Award in Civic Participation for a program titled "Women Represent: Boosting Women's Participation in the Public Sphere". The programs were conducted in 2013.



HomeNet South Asia and the **SAARC Business Association of Home based workers (SABAH Bhutan)** is partnering with READ Bhutan to conduct an outreach program to educate and create livelihood options for women home-based workers in all READ Centers in Bhutan in 2013-2014.



READ Bhutan partners with **VAST Bhutan** to conduct our annual Youth Interaction Art Camp at our READ Centers. In 2013, the Art Camp was held at Chuzagang READ Center.



READ Bhutan partners with the **Ministry of Education** of the Royal Government of Bhutan to conduct Non-formal Education classes and other literacy programs through READ Centers.



READ Bhutan partners with **Loden Foundation** to conduct Early Childhood Care and development programs at our Ura READ Center.



SPECIAL THANKS TO

READ Global was founded by **Myths and Mountains** President Dr. Antonia Neubauer in 1991, and operated as the nonprofit arm of the company for many years. Since that time, both Myths and Mountains and its clients have provided valuable support of READ's work.

OTHER INSTITUTIONAL SUPPORTERS

- Ahang Training Academy
- Bank of Bhutan Ltd.
- Bhutan Center for Media and Democracy
- Bhutan Youth Foundation
- CAFCO
- Department of Agriculture and Marketing Cooperative, MoAF
- Druk Holdings and Investment Ltd.
- KCD Productions
- RENEW Bhutan (Women empowering NGO)
- Taj Tashi

IN-KIND SUPPORTERS

- Google
- IREX
- National Housing Development Corporation

If you are interested in learning about how your company/organization can partner with READ, please contact us at partners@readglobal.org

Financial Summary

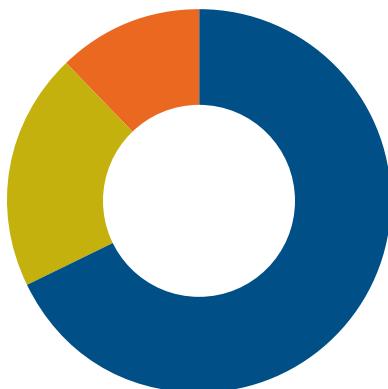
2013 was a year focused on diversifying READ's funding streams and making strategic investments for the long-term sustainability of the organization.

We utilized the second year of a 4-year \$4.8 million capacity building grant from the Bill & Melinda Gates Foundation to invest in strengthening our fundraising capacity and financial transparency, which increased our overhead. These strategic investments directly contributed to the following successes:

- Achieving a 70% increase in funds raised over the prior year.
- Securing a \$1.75M grant from the Reach Out to Asia Foundation for our work in Nepal in 2014-2017.

- Increasing individual giving by 61% over the prior year.
- Winning the \$100,000 Lipman Family Prize from the Wharton School.

It is important to note that these strategic investments will decrease significantly in 2014, lowering our overhead rate once again.



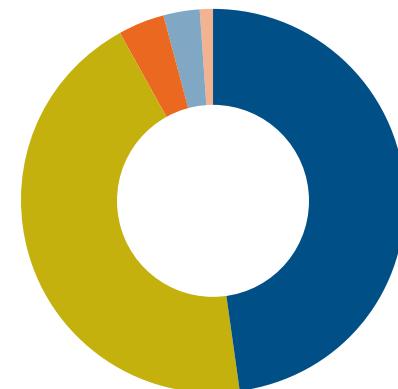
EXPENSES BY FUNCTION¹

● Programs	68%
● Fundraising	20%
● Administrative	12%



EXPENSES BY COUNTRY

● India	43%
● Nepal	38%
● Bhutan	19%



SOURCES OF REVENUE

● Foundations	48%
● Individuals	44%
● Corporations	4%
● In-Kind	3%
● Government	1%

CONSOLIDATED STATEMENT OF ACTIVITIES

For the fiscal years ended December 31, 2013 and 2012

(US Dollars)	2013	2012
REVENUE		
Contributions		
Foundations	494,611	171,717
Corporations	443,978	59,371
Individuals	43,352	276,329
Governments	12,024	87,545
In-Kind	32,290	10,017
Total Contributions	1,026,255	604,979
Other Revenue	66,438	39,974
TOTAL REVENUE	1,092,693	644,953
OPERATING EXPENSES		
Programs		
READ Center Construction, Setup, & Trainings	554,520	521,389
Personnel Expenses	456,814	424,765
Operating Expenses	146,467	135,962
Travel	125,907	125,801
Professional Services	98,776	259,874
Total Program Expenses	1,382,484	1,467,791
Administrative	245,284	204,269
Fundraising	419,876	261,158
TOTAL OPERATING EXPENSES	2,047,644	1,933,218
Unrestricted Net Assets at the Beginning of the Year	329,901	408,058
Temporarily Restricted Net Assets at the Beginning of the Year	4,144,581	5,354,689
Change in Unrestricted Net Assets	(384,356)	(78,157)
Change in Temporarily Restricted Net Assets	(570,595)	(1,210,108)
NET ASSETS AT THE END OF THE YEAR	3,519,531	4,474,482

¹ Administrative and fundraising expenses were higher than normal due to a combination of the one-time capacity building investments mentioned above, and a strategic delay in program spending of \$475,000 in order to create a more sustainable information and communications technology (ICT) platform. Had the funds been spent as planned in 2013, program expenses would have been 81%, administrative 8%, and fundraising 11%.

Leadership

U.S. MANAGEMENT TEAM

Tina Sciabica

Executive Director

Jayson Morris

Director of Strategic Partnerships and Initiatives

Padmini Srinivasan

Director of Finance and Administration

ASIA MANAGEMENT TEAM

Thinley Choden

Bhutan Country Director

Geeta Malhotra

India Country Director

Sanjana Shrestha

Nepal Country Director

BOARD OF DIRECTORS

Janice Bertozi (Board Chair)

Attorney

Sabina Ahmed

Ops Manager, Americas Sales Operational Efficiency, Google

Brian Bannon

Commissioner, Chicago Public Library

Raphael Bemporad

Co-Founder and Chief Strategy Officer, BBMG

Elizabeth Borrelli

Senior VP, Reputation Management & Crisis, Fleishman Hillard

Deborah Jacobs

Director, Global Libraries Initiative, the Bill & Melinda Gates Foundation

Ed Lhee

Partner, New Harbor Capital LLC

Dr. Antonia Neubauer (Founder)

President, Myths and Mountains

Lawrence Neubauer

Partner, Quilvest Private Equity

Karen Sage

Co-founder, Corporate Visions, Inc.; Owner, Hotel Sutter



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