



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning



twitter.com/uil



facebook.com/unesco.uil/

Matching digital solutions with literacy needs in Bangladesh, Egypt, Ethiopia and Mexico

**Fachtagung: Digitales Lernen in Grundbildung und Integration
Deutscher Volkshochschul-Verband
19-20 November 2018, Cologne**

Dr. Rakhat Zholdoshalieva, UNESCO Institute for Lifelong Learning

1, 463
learners
involved

11 trainings
conducted

4 countries
in 4
regions of
the world

113
facilitators
trained

[https://youtu.be/v
eqpRko9SCE](https://youtu.be/v
eqpRko9SCE)

• A new Arabic
Literacy App
(basic literacy
and life skills)

42
Community
learning
centers

Sustainable Development Goal (SDG)4

SDG

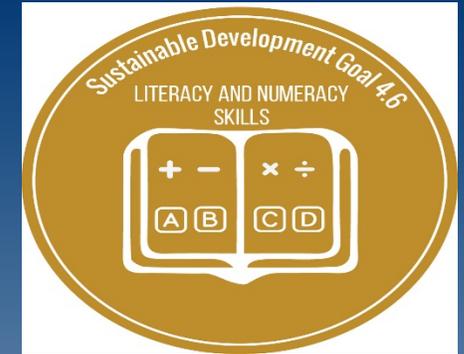
Target 4.4



- 'By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship'
- **Indicator 4.4.1:** 'Proportion of youth and adults with *information and communications technology (ICT) skills*, by type of skill'

SDG

Target 4.6



- 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'
- **Indicator 4.6.1:** Proportion of population in a given age group achieving at least *a fixed level of proficiency in functional (a) literacy and (b) numeracy skills*, by sex

UNESCO definitions of literacy and digital skills and competences

Literacy

- continuum of proficiency levels

The ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential, and participate fully in community and society (UNESCO, 2005)

Digital skills and competences

- digital competences include awareness and attitudes concerning technology use
- multidimensional and progression of skill
 - basic functional digital skills to access and conduct basic operations on digital technologies;
 - generic digital skills such as to use digital technologies in meaningful and beneficial ways, such as content creation and online collaboration
 - higher-level skills to include digital technology in empowering and transformative ways, such as for software development.

(Broadland Commission for Sustainable Development, 2017)

[UNESCO \(2018\), Guidelines: Designing inclusive digital solutions and digital skills:
http://unesdoc.unesco.org/images/0026/002655/265537E.pdf](http://unesdoc.unesco.org/images/0026/002655/265537E.pdf)

Advancing Mobile Literacy Learning Project AMLL (2015-2018)



United Nations
Educational, Scientific and
Cultural Organization

Partners in Learning Initiative

To help each individual receive the education he or she deserves, by focusing on enabling educators and education leaders; researching the best innovations; and building professional communities to ensure that every student has the benefit of a global network of empowered educators.

SDG Target 4.6

'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'

Education as a public good, a human right, necessary for the realization of other rights.



Four Expected Results (ERs) of AMLL project

- **ER1: Literacy needs identified**, paying attention to **the needs of local development, available resources, and unique country level contexts**
 - Situational analysis, mapping, and measurement of literacy, numeracy and digital skills?
- **ER2: Mobile and other technology-based learning systems developed**, and **services provided** to address the learning needs to enhance literacy and numeracy skills of underserved populations
 - Existing, new? Blended? Who will develop? How? Educators? Technology companies?
- **ER3: Mobile technology-based learning systems established, managed, and evaluated** in different contexts
 - Who establishes? How is it managed? Who and how is it evaluated?
- **ER4: The most successful models scaled-up, transferred and promoted**
 - To what extent? Who scales up? How? Who funds? Who owns?

Project sites: Bangladesh (South Asia) and Egypt (Arab States)

Bangladesh

- 420 learners (mostly women 15 years old +), **24 CLCs and SLCs**
- Rangpur District
- **Language:** Bangla – Khata dialect
- **Learning venues: 24**
 - 12 community learning centers (each with 20 learners),
 - 12 satellite learning centers (each with 15 learners),

Egypt

- 443 women (15-35 years old)
- Giza Governorate: Badrashein, El Waraa' and Embaba
- Language: Arabic
- Learning venues:
 - Schools, nurseries, health centres, mosques, churches, NGOs, youth centers.

Project sites: Ethiopia (Africa) and Mexico (Latin America and the Caribbean)

Ethiopia

- 450 rural women and girls (15-45 years old);
- **3 regional states:**
 - Oromia (language: Afan Oromo),
 - Amhara (language: Amharic);
 - South Nation Nationalities and Peoples Region (language: Sidama Afu)
- **Learning venues: 9 CLCs**
 - Primary school-based CLCs
 - 1 CLC > average 45 learners
 - Integrated Functional Adult Education (IFAE) programme (government)

Mexico

- 150 learners (10-25 years old)
- **State of Puebla/** urban communities
- Language: Spanish
- **Learning venues: 9 CLCs, 3 different providers**
 - 5 urban community centers: 83 learners (49 female and 34 male, with the majority between 10-25 years old).
 - 2 basic education community centers: 27 learners (25 female, 2 male; majority between 26-35 yrs. old).
 - 2 pre-school community centers: 40 learners (39 female; 1 male; majority between 26-35 years old (parents))



ER1: Literacy needs identified, paying attention to the needs of local development, available resources, and unique country level contexts

Literacy

- As the ability to both read and write, with understanding a simple statement related to one's everyday life
- As having a certain grade level of education
- As literacy skills being applied for functional purposes of work or livelihoods
- As the ability to both read and write progressively throughout a number of levels

Digital Skills

- In terms of the use that is made of ICTs (e.g. devices and software), enabling educators and learners to benefit from the potential of ICTs when using them in their education and lives.

Establishing baseline information: Self reporting and through standardized tests to measure skills (literacy, numeracy, and digital skills)

ER2: Mobile and other technology-based learning systems developed, and services provided to address the learning needs to enhance literacy and numeracy skills of underserved populations

Laptops

1
Facilitator/advanced learners (peer-to-peer) per learning center

Tablets

Shared 1 per 3 learners OR
1 per 8 learners

Learners' personal cellphones

Software programmes and applications

OS Windows (7 SP1 -> +) BUT mostly Android
Microsoft Office: Word and PowerPoint, Adobe
Chekhov Authoring Tool (Discontinued)
Other open source programmes: BloomSoft (SIL International) –content creation in various scripts, audio, etc.

Other devices

Memory cards
Data SIM cards
Chargeable multimedia projectors
Wireless routers (No or weak Internet connectivity)
Solar panels (No electricity)

ER2: Mobile and other technology-based learning systems developed, and services provided to address the learning needs to enhance literacy and numeracy skills of underserved populations

Based on national curriculum/adult education/ICT policies and programmes

- Master Plan for ICT in Education 2013 (Bangladesh)
- Al Mar'ah Wal Haya literacy/numeracy curriculum (Egypt)
- Integrated Functional Adult Education (2010, Ethiopia)
- Education Model for Work and Life (2007, Mexico)

With ICTs in curricular/pedagogical interventions

- Digitalizing existing literacy/numeracy curriculum (e.g. Egypt, Mexico self-learning; 3 levels of literacy, linked to life & work-related content)
- Collecting existing digital reading/audio-visual materials:
 - Literacy/numeracy levels (e.g. Bangladesh, Mexico)
 - Livelihood content/skills – agriculture, fisheries, livestock (e.g. Bangladesh, Ethiopia)
- Creating content/reading materials for learners with written/mathematical exercises (e.g. Word, PowerPoint, Bloom – local content & relevant language/script) (e.g. Bangladesh, Mexico)
- Creating content/audio-visual material in local languages (Ethiopia) integrated as part of PowerPoint
- Preparing and uploading lessons and learning strategies (e.g. Bangladesh, Ethiopia, Mexico)
- Average 2 hrs./week to 12.5 hrs./week; flexible
- Use of digital and print materials

Lessons learnt for future discussions: More problems than solutions?

In relation to literacy

- Emphasis on developing reading skills over writing and numeracy: further analyses on whether existing curriculum and progression of skills cover these skills proportionately
- How can these skills be developed beyond basic literacy levels and learning?
- What assessment instruments and processes were used in measuring literacy and digital skills of learners?

In relation to Digital/ICT skills

- How can learning materials become more mobile (tablets, memory cards) and flexible teaching and learning in these technologically weak infrastructure contexts?

In relation to livelihood skills

- How well relevant livelihood knowledge and skills were integrated into these literacy programmes?

In relation to facilitators/educators

- What skills and knowledge, including digital ones, did adult literacy facilitators developed in this project?

Thank you!



United Nations
Educational, Scientific and
Cultural Organization



Feldbrunnenstr. 58
20148 Hamburg
Germany



[http://](http://unesco.org/uil)

unesco.org/uil



twitter.com/uil



facebook.com/unesco.uil/

Sustainable Development in the 2030 Agenda