

A decorative graphic on the left side of the slide, consisting of a vertical black line intersecting a horizontal black line. The intersection is surrounded by overlapping colored squares in shades of green, purple, and blue.

Life Skills & Literacy: Goal #3 and #4

EFA MDA Technical Workshop

5-9 February 2007

Garnett Russell

UNESCO Bangkok

EFA Dakar Framework for Action

Goal 3: “Ensuring that the learning needs of all people and adults are met through equitable access to appropriate **learning** and **life skills** programmes”

Goal 4: “Achieving a 50 per cent improvement in levels of adult **literacy** by 2015, especially for **women**, and equitable access to basic and continuing education for all adults”

Framework for Life Skills & Literacy Analysis

- General
 - Definition
 - Policies, Legislation, Programs
 - Structure, Agencies, Coordination
 - Financing
- Gender and Social Equality
- Quality in Life Skills & Literacy
- Progress and Challenges



Definition of Life Skills

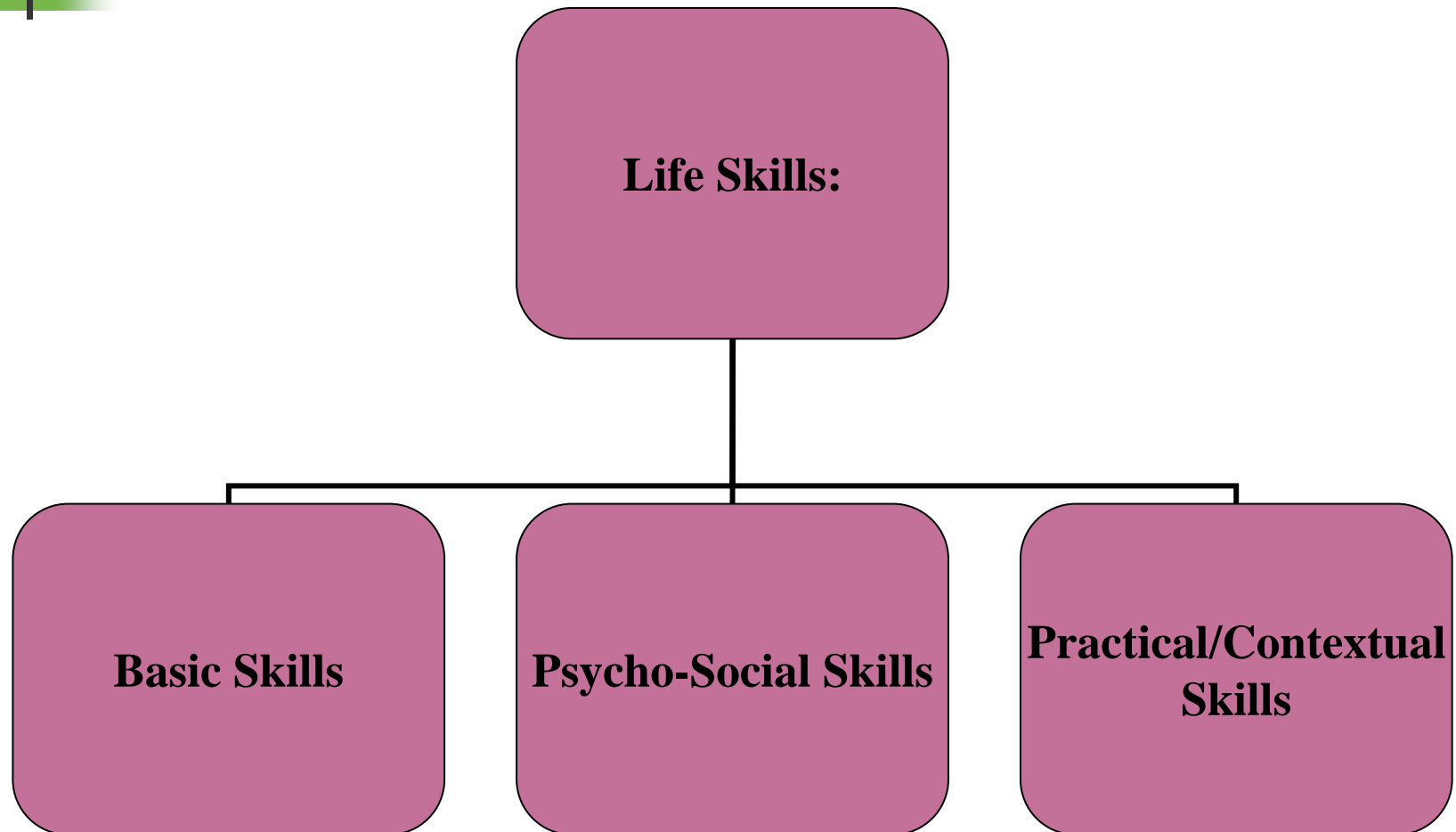
- Jomtien 1990

- “essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities...and to improve the quality of their lives”

- Dakar 2000

- “the acquisition of knowledge, values, attitudes and skills through the Four Pillars of Learning: learning to know, learning to do, learning to live together and with others, and learning to be”

Defining Life Skills





Definition of Life Skills

- How are **life skills** defined?
 - Basic skills (literacy, numeracy, ICT, etc)
 - Psycho-Social skills (communication, problem solving, critical thinking, reflective, personal and interpersonal skills)
 - Practical/functional skills (manual and vocational skills, health, civic, religious)

- How is **lifelong learning** defined?



Definition of Literacy

- How are **literacy** & **numeracy** defined?
 - Read & write a simple sentence; simple arithmetic calculations
 - **Functional literacy**
 - In what languages?
- How is literacy measured?
 - Population census (self-declaration or third party)
 - Assessment test
 - In what languages?



Definition of Literacy

- How is **functional literacy** defined?
 - Person can engage in activities in which literacy is required to function in his/her community and to use reading, writing, and calculation for personal and community development
 - Literacy as a continuum of reading, writing, and numeracy skills acquired and developed through application in schools and other settings

Definition of Formal and Non-Formal Education

- How is **formal education** defined?
 - Education provided in the system of schools, colleges, universities, and other formal institutions
 - Usually continuous and full-time
- How is **non-formal education** defined?
 - Organized educational activities that do not correspond to formal education
 - May take place within and outside educational institutions and cater to persons of all ages
 - Programs include adult literacy, basic education for out-of-school children, technical skills, and culture



Programs, Policies, Legislation

- Life Skills Programs

- Formal education:
 - Health
 - Vocational
 - moral, civic, religious
- Non-formal education:
 - Technical and Vocational
 - Literacy
 - Culture

- Literacy Programs

- Formal & non-formal education
- Programs for women
- Adults
- Out of school youth & adults
- Disadvantaged groups
- Neo-literates
- Mother tongue



Life Skills in Nepal & Thailand

Nepal

- Definition:
 - income generation (technical & vocational training)
 - Health (HIV/AIDS, reproductive health)
 - functional literacy
 - psycho-social (problem solving, critical thinking, conflict resolution)
- Programs:
 - Formal education (health curriculum)
 - Non-formal education (literacy, skills training, income generation, health)
 - Teacher training (inter-personal skills, critical thinking)

Thailand

- Definition:
 - Psycho-social (thinking, problem solving, self-esteem, decision-making, social skills, communication)
 - Health (HIV/AIDS, bird flu, malaria, hygiene, sexual and reproductive health)
 - Vocational
- Programs:
 - Formal education (sexual & health education, local curriculum)
 - Non-formal education (vocational training)
 - NGOs (HIV/AIDS, avian flu)



Programs, Policies, Legislation

- Policies
 - Literacy campaign
 - Non-formal education

- National Legislation
 - National Constitution
 - National Legislation
 - International Treaties (right to education)

Structure, Agencies Coordination

■ Structure:

- Integrated into national curriculum for formal education?
Separate subject?
- Formal, non-formal, informal

■ Responsible Agencies

- Ministry of Education: formal, non-formal, vocational education; Ministry of Health; Ministry of Labor
- District Education Offices
- Other providers: NGOs, local community, private providers, companies

■ Coordination

Financing

- Percent of National Education Budget
- Percent of financing by central government, local government, community, private donors, international donors





Social and Gender Equality

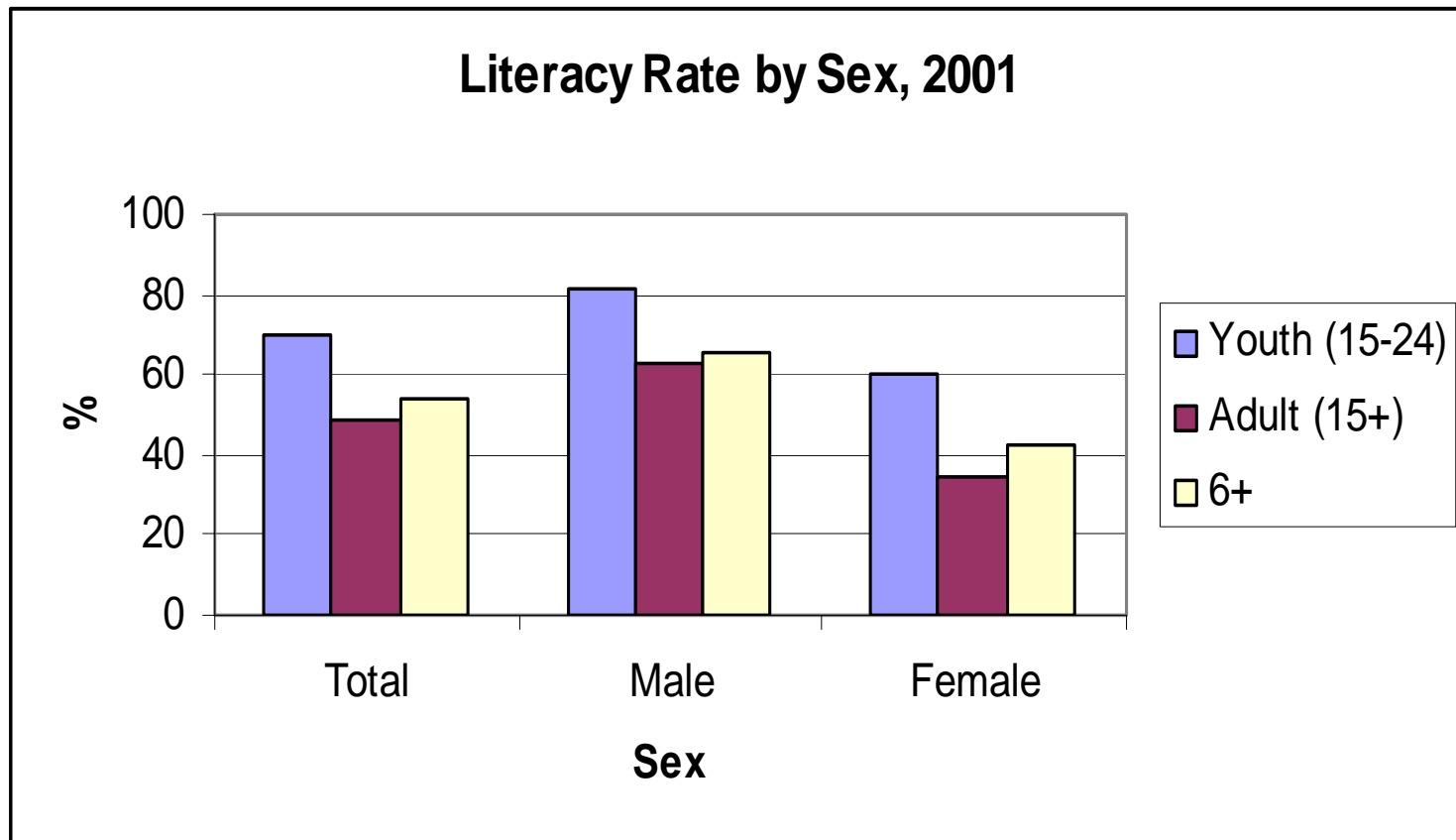
- Barriers for disadvantaged groups?
 - Economic
 - Cultural, Social (discrimination)
- Programs or policies for disadvantaged groups?
 - Funding
- Gender sensitivity and mainstreaming

Analysis of Disparities: *using disaggregated data*

- Male/Female
- Social Groups
- Language
- Wealth Index
- Geographic location (region, urban/rural)

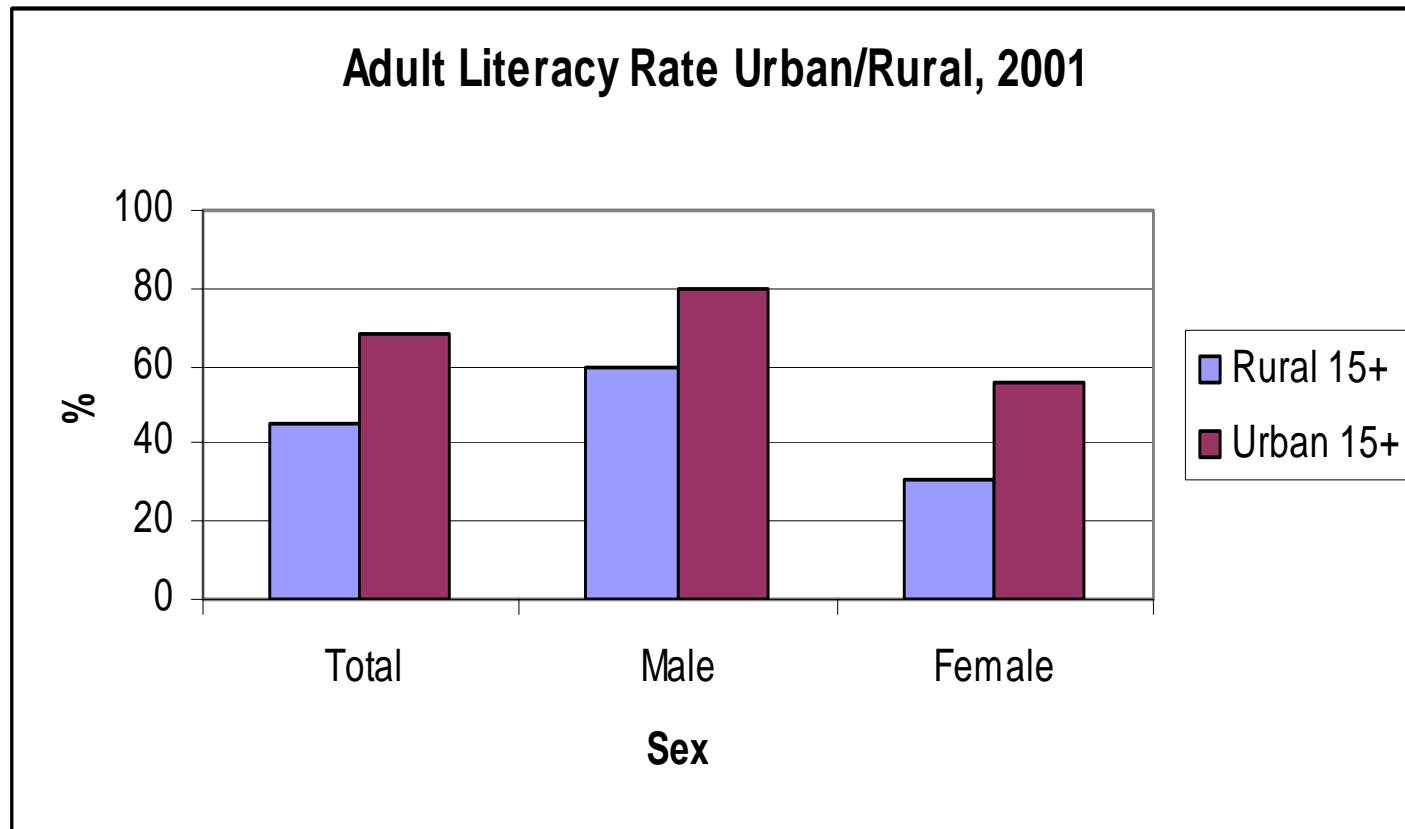
Literacy Rate in Nepal

Disparity between males and females



Literacy Rate in Nepal

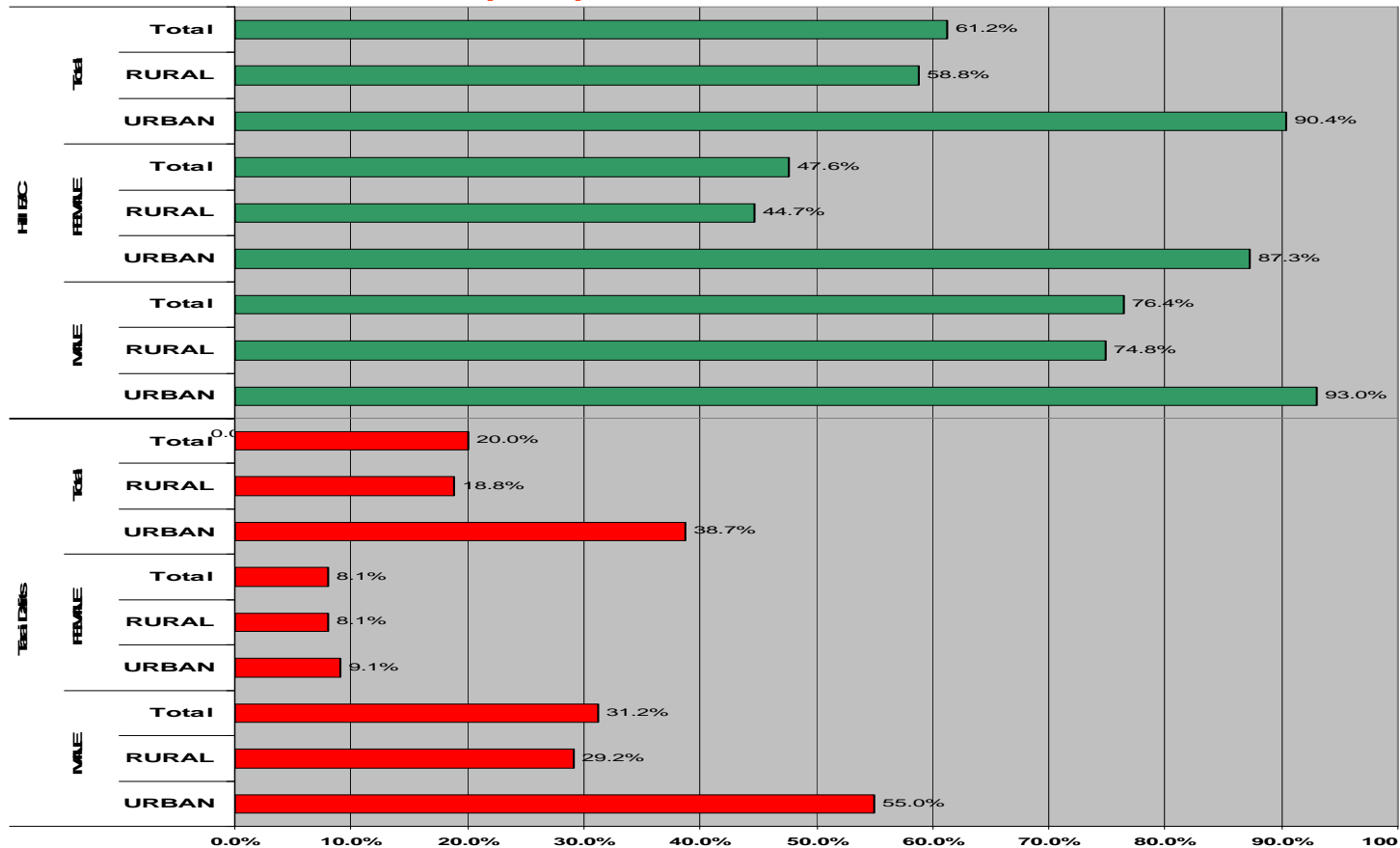
Disparity between urban and rural areas



Literacy Rate in Nepal

Disparity between castes

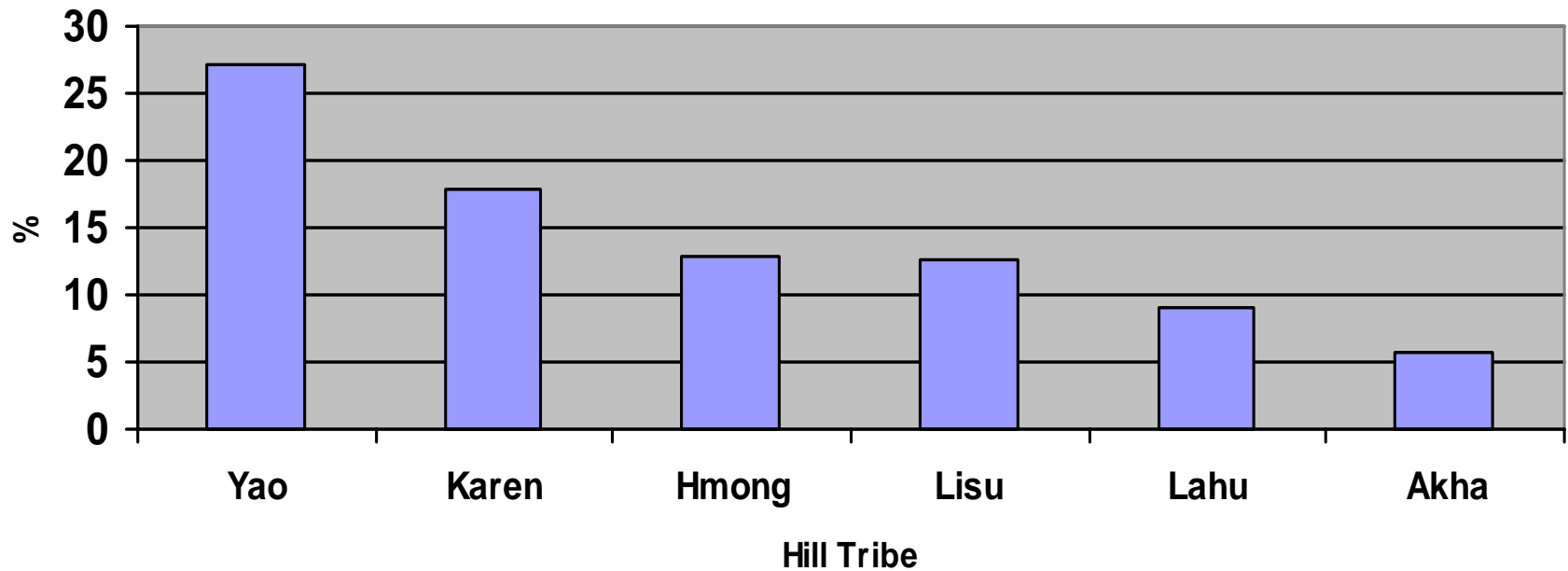
% Youth & Adults (15+) who can read letters in Nepal, NLSS 2004)



Literacy in Thailand

Disparities between ethnic/linguistic minorities

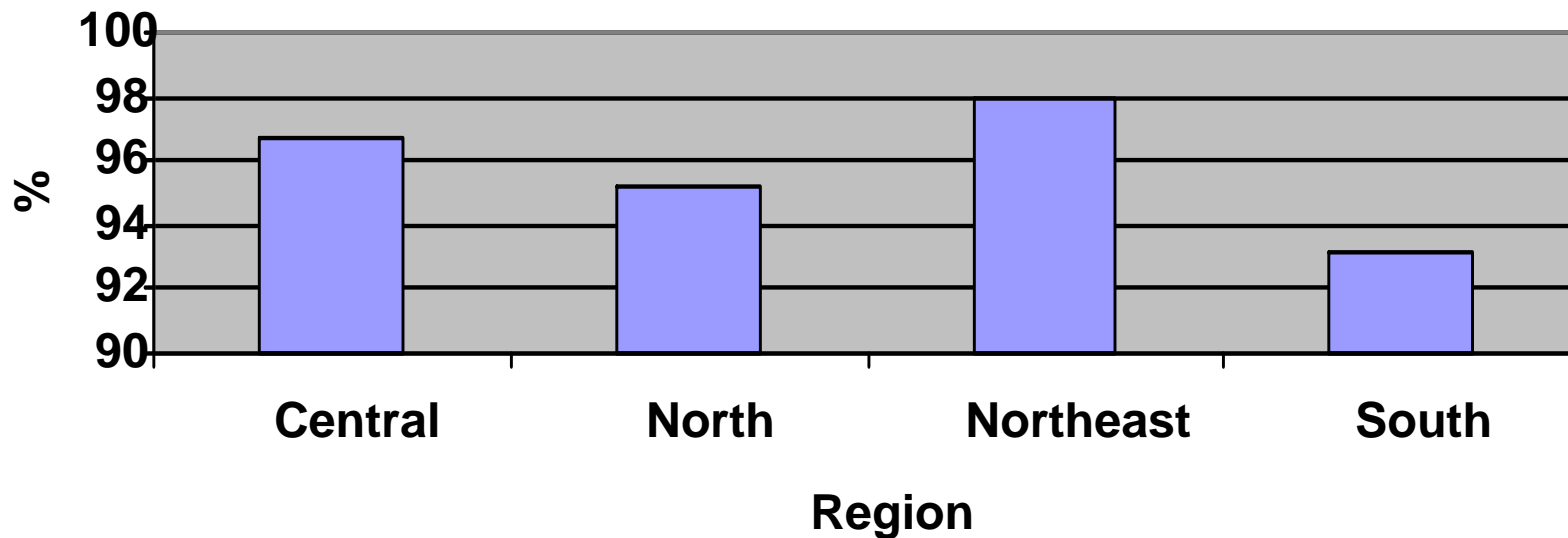
Hill Tribe Literacy Rates



Literacy in Thailand

Disparities between regions

Percentage of Women 15-24 that are Literate



Quality

formal & non-formal education



■ Inputs

- Teachers or facilitators (training)
- Resources, learning materials, infrastructure

■ Teaching-Learning Process

- Learner-centered, "inclusive"
- Gender Sensitive

■ Outputs

- Functional literacy tests (PISA, LAMP)
- Skills tests
- Social/emotional skills or behavior

■ Outcomes/Impacts

- Health, welfare, livelihood (life skills)
- Mastery of language and educational success (literacy)



Progress & Challenges

- Progress and Achievements?
 - Impact of life skills & literacy programs in terms of **equality** and **quality**
- Remaining Challenges?
 - Target groups & geographic areas
 - Implementing life skills in school curriculum?
 - Limited data on life skills
- Issues to be addressed

Group Assignment on Life Skills



- Select a chair to elicit discussion on
 - National definitions of Life Skills
 - How are the learning needs in your country assessed?
 - Relating to the 3 areas of life skills (Basic, psychosocial, practical skills), what programs have been put in place in your country?
 - Are any of these areas given priority in your country?
 - Which disadvantaged groups have been targeted?
- Select a common disadvantaged group and fill out the worksheet on social equity for this group; then discuss.



Group work for Literacy

- Select a chair to elicit discussion on:
 - Definition of 'literate' and 'numerate' persons in your country
 - How is it measured?
 - In what language?
 - Do literacy rates differ according to age, group, location, mother tongue?
- Programs for literacy in your countries
- Who provides these programs?
- Quality and equity issues