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Organisation
des Nations Unies
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la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织



Mobile Phones Advancing Women's and Girls' Literacy

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Outline

1. Background: UNESCO ICT in Education Programme and Mobile Learning Projects
2. Problem: Low Literacy Rate of Women and Girls
3. Solution: Harnessing Mobiles' Potentials to Advance Women's and Girls' Literacy

Key ICT in Education Policy Issues

- **Ensure inclusive and equal access** to ICT resources and learning and empowerment opportunities.
- **Build capacities** of policy makers, education managers, education institutions, and individual teachers in leveraging ICT.
- **Promote the free sharing and creative re-use of open educational resources** including online courseware, and
- **Seize the emerging opportunities** enabled by the one-to-one, ubiquitous and mobile learning opportunities.

KNOWLEDGE
ACQUISITION

KNOWLEDGE
DEEPENING

KNOWLEDGE
CREATION



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1. UNESCO ICT in Education Programme: Focus Areas and Strategies

Focus areas:

- ICT in Education Policy
- ICT and/or Teacher Training
- Mobile Learning
- Open Educational Resources (OER)
- Evaluation of ICT in Education

Strategies:

- Standard Setting
- Capacity Building
- Foresight Piloting
- Knowledge Sharing
- Policy Debates



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Planning ICT in Education for the Neo-PC Era and Post-2015 Agenda

Neo-PC (Personal Computing Devices) Era is coming:

- Sales of tablet computers are expected to surpass sales of desktop PCs by 2016.
- There will be 788 million mobile-only Internet users by 2015
(<http://arstechnica.com/tech-policy/2011/03/world-mobile-data-traffic-to-explode-by-factor-of-26-by-2015/>)



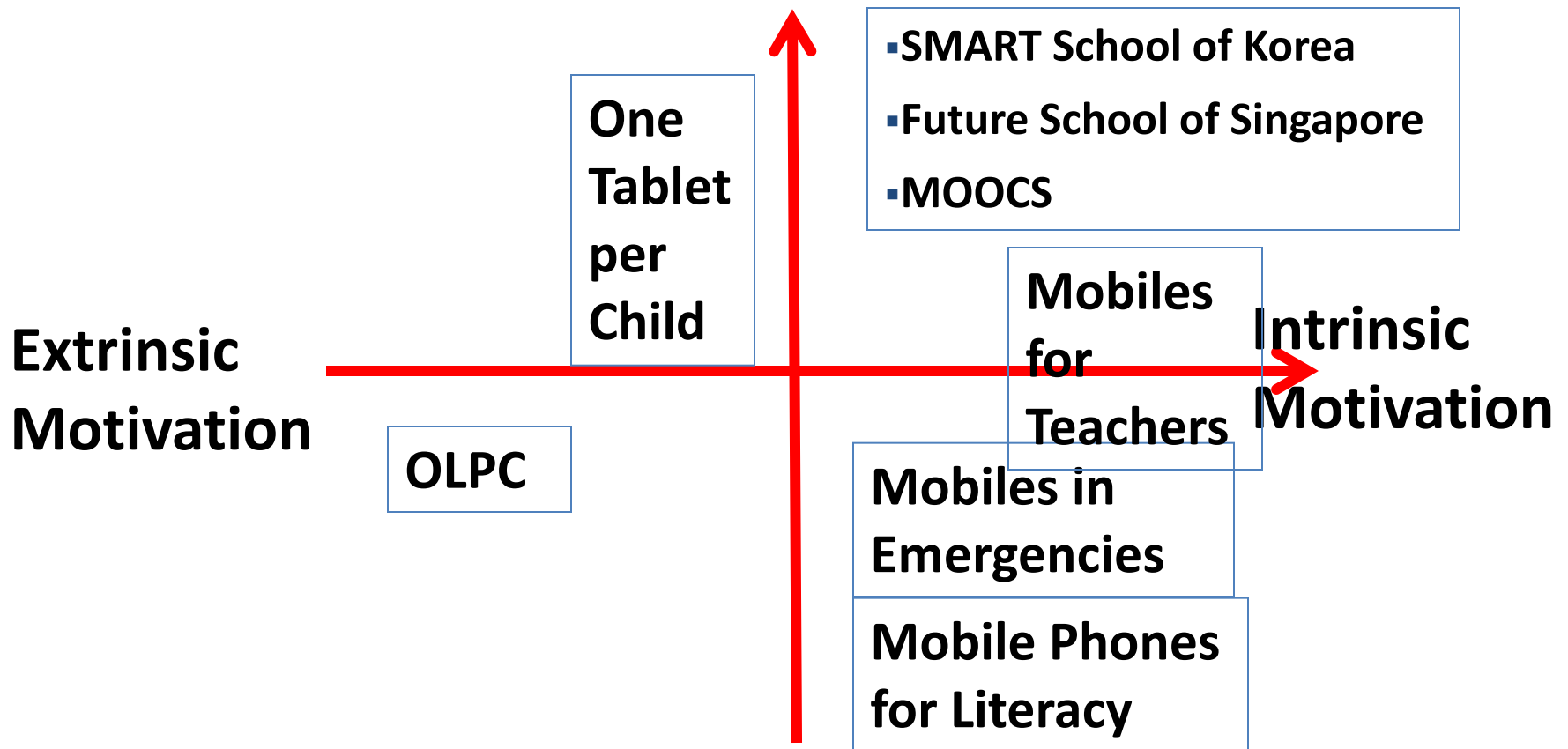
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Mobile Learning Under Different Educational Contexts

Resource- Rich Settings



Resource- Poor Settings



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UNESCO's Mobile Learning Projects

Mobile Learning is learning anywhere, anytime through the use of mobile technologies, often empowered by wireless broadband connection. **Scope of mobile devices:** tablets, mobile phones, e-readers, etc.

Main focus areas:

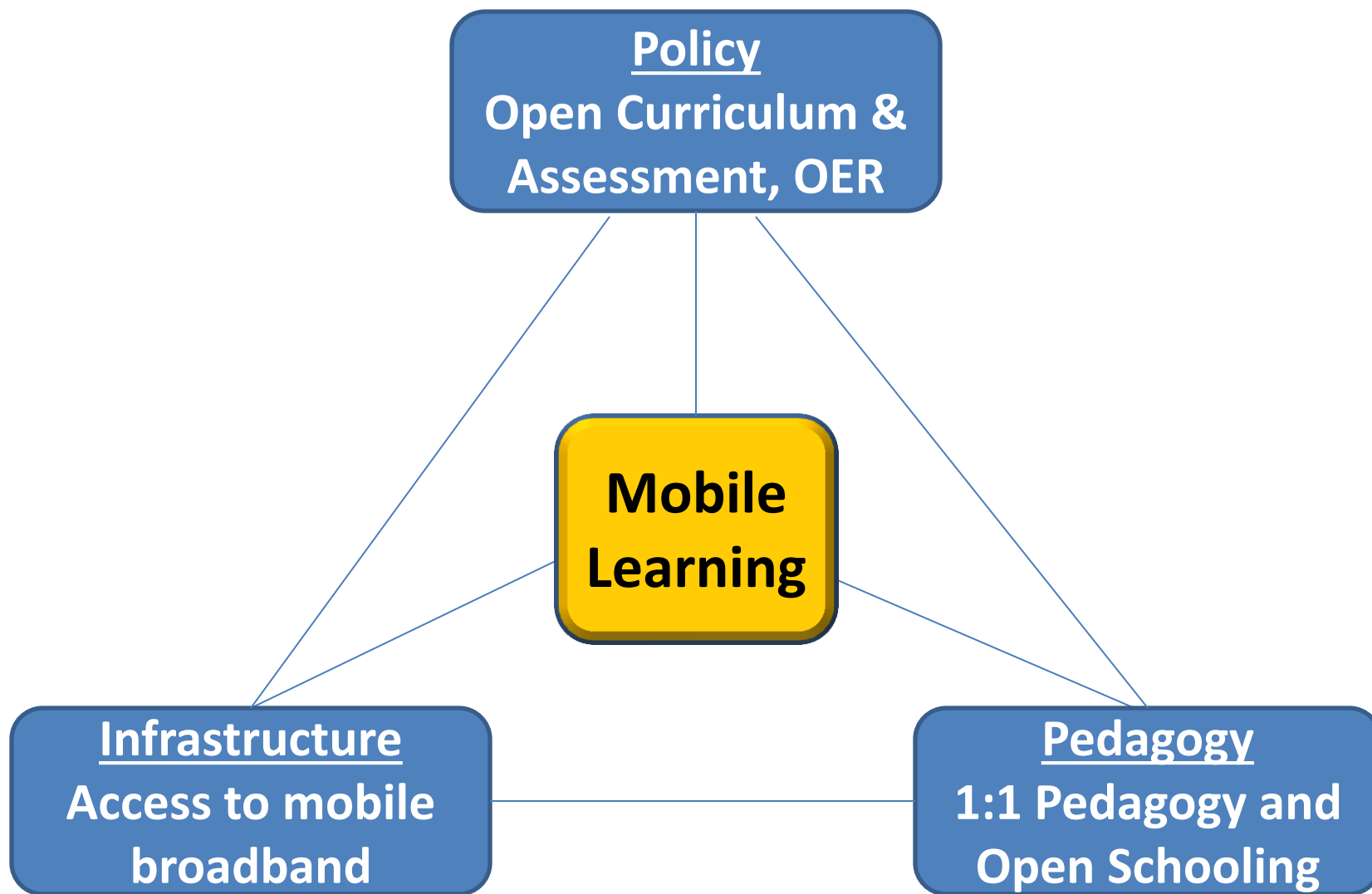
- Mobile learning **policy**
- Mobile technologies for **teachers** development
- Mobile **literacy** for women and girls
- Mobiles for **reading**
- Mobile Learning Week
→ **17-21 February, 2014**





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3 Pillars of Effective Mobile Learning





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2. The pressing problem: Low literacy rate of women and girls

- **2/3 of illiterate adults and youth are women**, and literacy is the gateway to any further learning & development opportunities
- Women and girls face barriers to accessing education...
cultural, societal, religious, political, economical, their own attitudes, and geographic or security constraints





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The pressing problem: Low literacy rate of women and girls

- **Mobiles hold potentials to overcome some of these barriers:** unique features including mobility/portability, relative affordability, potential content richness, increasing social acceptability, and one-to-one learning advantages → **an integrated knowledge creation and sharing tool**



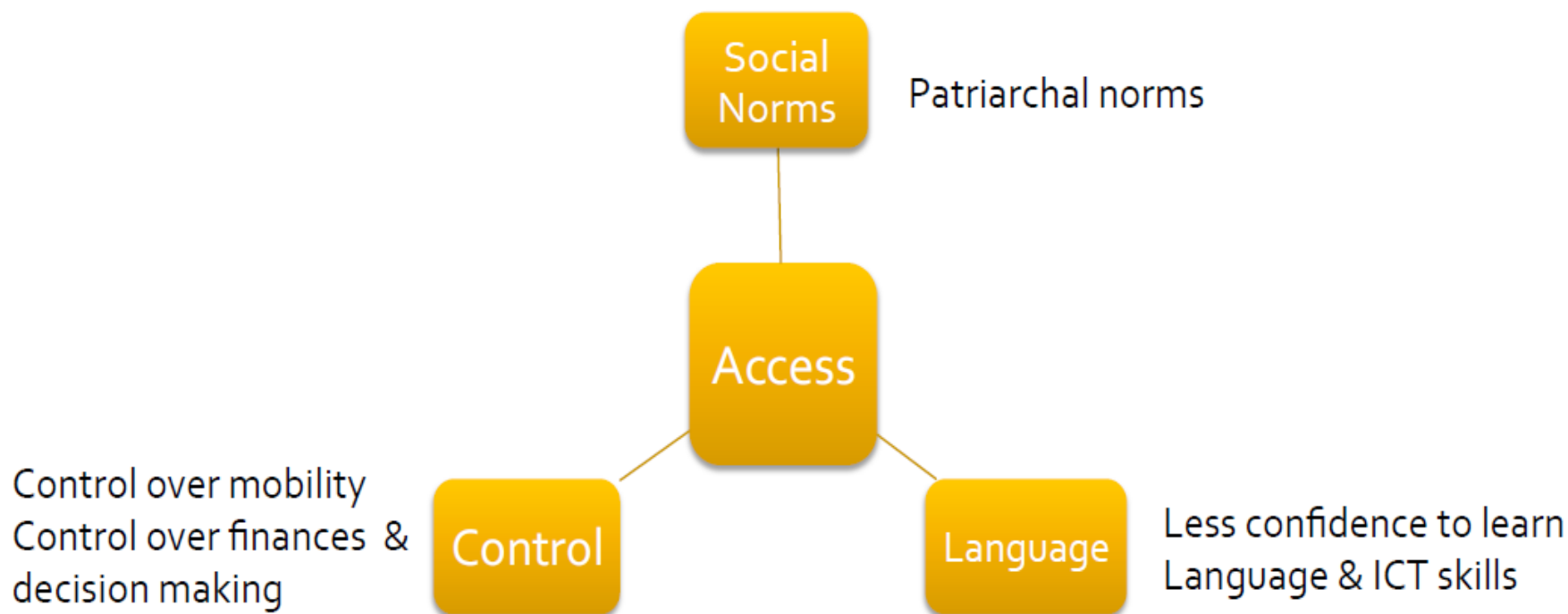


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Policy intervention is needed to ensure women & girls to benefit mobiles' potentials

Much fewer women accessing the mobile lessons (Male: 88%, Female: 12%) (Tyers (2012) : BBC Janala Project).

"Barriers to Participation"

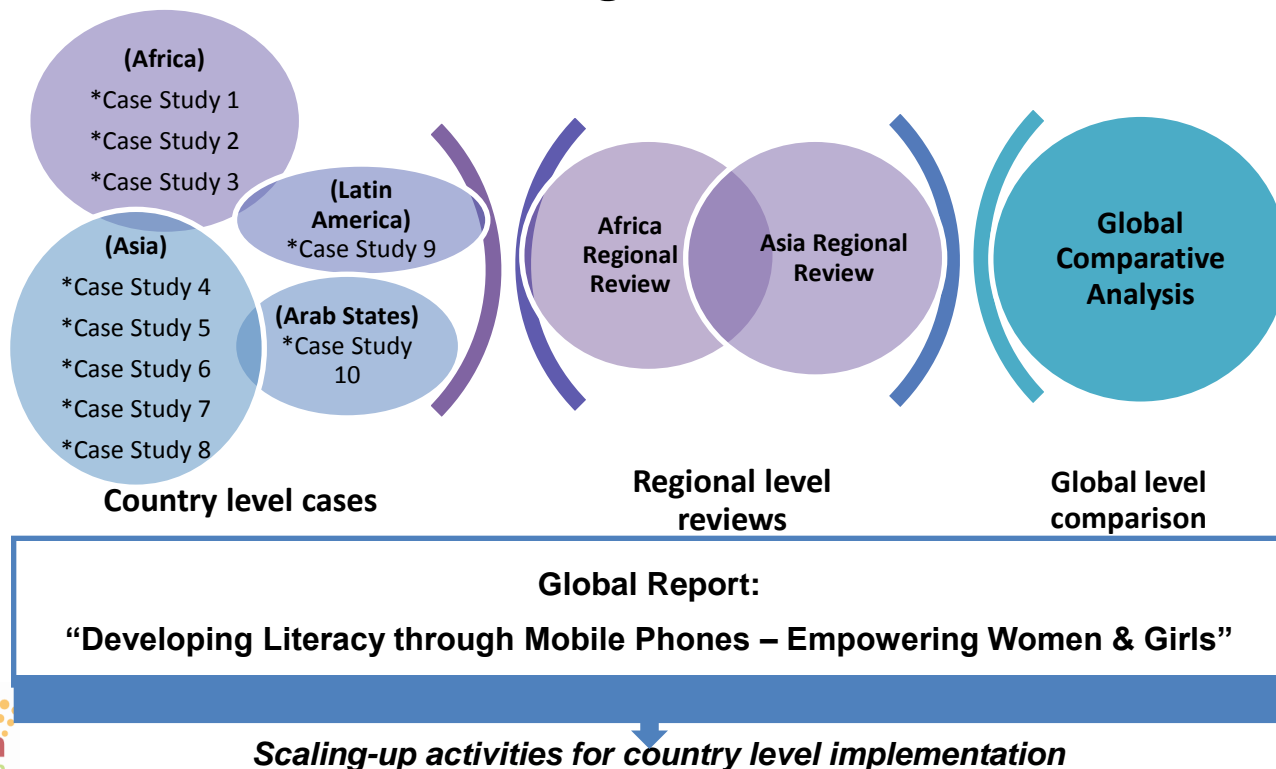




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Phase I of UNESCO Project Mobile Phone Literacy: Empowering Women and Girls

Project Aims: Advocating the use of mobile technologies to empower women and girls through documenting and disseminating successful stories based on **analysis of what works and how to make it work, and what does NOT work** - Ten case studies, two regional reviews, and two regional consultation meetings





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Selected Case-Studies

AFRICA

1. Jokko Initiative by Tostan International & UNICEF (Senegal)

Mobiles for women's literacy skills / 2009-2010 / several communities

2. Project ABC – Mobiles 4 Literacy, Tufts University, University of Oxford, Catholic Relief Services (Niger)

Mobiles for basic literacy as a learning tool in Hausa and Zarma, with literacy classes targeting over 7'000 adults in 140 villages

ARAB STATES

3. Somali Youth Livelihoods Project

Souktel & EDC (Somalia)

LATIN AMERICA & the CARIBBEAN

4. AlfabeTIC Celular

Organization of Ibero-American States (Argentina)

Selected Case-Studies

ASIA

5. Literacy by Mobile Phone Project, UNESCO (Pakistan)

Mobile for women's literacy & empowerment / 1'500 adolescent girls

6. MILLEE Project, CMU (India & China)

Mobiles for literacy/language acquisition / 2011

7. Nokia Life Tools (India, China, Indonesia, Nigeria)

Mobiles for English language & education services for women / 2009, on-going

8. Pink Phone Project, Oxfam & Women for Prosperity (Cambodia)

Mobiles for women's empowerment / since 2010, ongoing

9. Mobile Literacy Program, Georgetown University & Afghan Institute for Learning (Afghanistan): Mobiles for literacy to empower girls/Nov 2011 – Feb 2012



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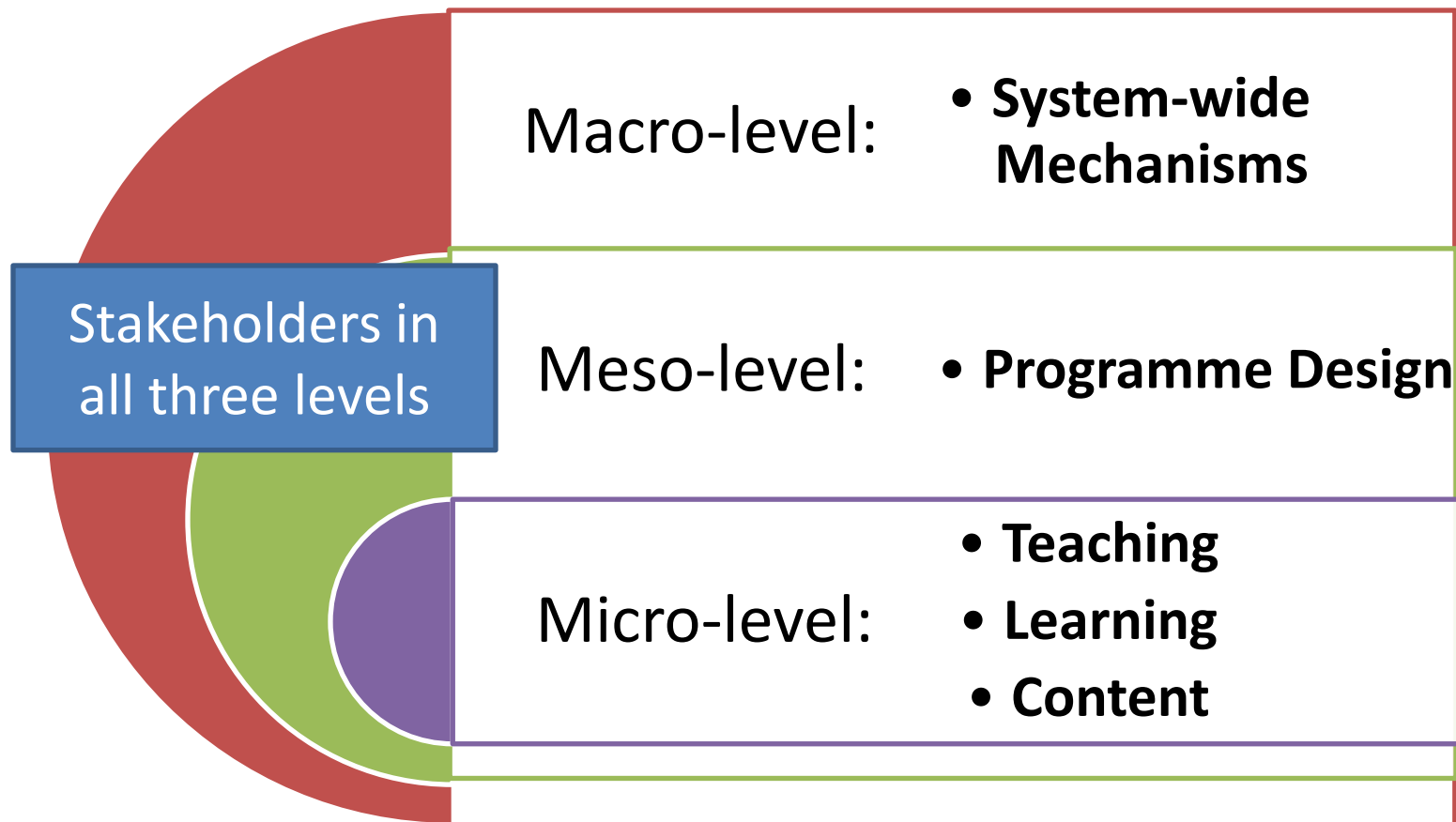
Mobile Phone Literacy: Empowering Women and Girls





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3-level lessons are documented





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Key Elements of Mobile Phone Literacy Eco-System

- **Assess major barriers** to the literacy education for women and girls: religious and/or social, poverty, conflicts, etc.
- **Target issues** underlying literacy education: relapse of literacy, irrelevance of literacy skills, information overloading, etc.
- **Check infrastructure and ICT pre-conditions:** electricity supply, access to computer and internet
- **Develop Mobile solutions:** Phones, SIM cards, memory cards, cost of SMS and internet data, internet connectivity required, social media (facebook, twitter, etc.), specialized Apps ...
- **Sustain mobile content delivery:** Micro lesson units for mobiles, visual elements (Videos/Pics), tests, active learning exercises
- **Design mobile pedagogy:** Communication via phones, face-to-face training + location based learning, peer coaching & cooperative learning
- **Sensitize policy makers and mobilize local communities**



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Key policy recommendations from the report

1. **Mobile learning for women's and girls' literacy education is an opportunity** that governments can not afford to miss.
2. There are **few initiatives** and **more action is needed** to scale them up, with **close monitoring** and **gender-sensitive evaluation**.
3. **Community sensitization and mobilization as well as political support are key ingredients** for success.



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Key policy recommendations from the report

4. **The particular needs** of the targeted women and girls must be addressed and **life-skills and empowerment opportunities offered**.
5. Social values of a **combination of 3-levels of change** (a change of self, a change in the perception of self, and a change in the perception of others of self).
6. **Structures and spaces with flexible learning times are needed**, with close consideration of how the mobile technologies can be optimized in the different educational contexts and settings.

PHASE II: From Insight to Action

Bring about large scale impact on literacy for women and girls in targeted countries and open potential for similar initiatives

Best leverage literacy education for life skills development in the areas of education, health, rights, agriculture, sanitation, water, and personal and family finances

Raise awareness and promote the value of literacy through mobile phones

Develop effective mobile learning models for literacy development among women and girls

Build capacity of the UNESCO field offices and local implementation agencies



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Call for Alliances and Actions to Roll out Effective Mobile Literacy Education

Main Literacy Issue or Challenge	Potentials of Mobile Technologies	Elements of Solutions - Mobile Literacy Eco-System
Unavailability/unreliable electricity supply	Dural battery of mobile phones or tablets; Solar	Solar energy solution + charging stations
Shortage of mother-tongue literacy content	Local language based open content	Local subject matter experts
Irrelevance to life/job	Content on life and job skills	OER on life and job skills; location-based learning
No sustainable access to literacy content	Content storage in and delivery through mobiles	Memory cards + SMS + content delivery Apps
Time constraint of adult illiterates	Mobility and ubiquity of mobile phones /tablets	Ubiquitous learning modes
Literacy relapse after short-term literacy	Continuous and ubiquitous access	Devices in hands & Instant Mobile Network Suitcases
Sense of helplessness of remote/PCPD illiterates	Networking and regular communication	Mobile device enabled social media & online local community
Facilitators' capacity & morale	Empowering literacy facilitators	Equipping facilitators with capacity, devices, and content



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Thank you...

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