Global Alliance for Literacy within the Framework of Lifelong Learning (GAL):
Improving digital competencies of literacy educators

Ms Rakhat Zholdoshalieva, Team Leader, UIL
GAL engages a multiplicity of stakeholders to advocate for the importance of youth and adult literacy

29 GAL member countries
Afghanistan, Bangladesh, Benin, Brazil, Burkina Faso, Central African Republic, Chad, China, Comoros, Côte d’Ivoire, Egypt, Ethiopia, Gambia (the), Guinea, Guinea-Bissau, Haiti, India, Indonesia, Iraq, Liberia, Mali, Mauritania, Mexico, Niger, Nigeria, Pakistan, Senegal, Sierra Leone and South Sudan
Global Education Coalition (GEC)

- Multilateral Partners
- Private Sector
- Civil Society
- Media
- Networks, Association and Academy

14 GAL Associate Members

- International agencies
- Regional organizations
- Foundations
- Civil Society
- Private Sector
GEC- GAL initiative: Improving digital competencies of literacy educators

**Scope - 01**

Engage with at least 10 GAL countries

**Target - 02**

100,000 literacy educators trained in the effective use of technologies in literacy teaching and learning

**03 - Goal 1**

Promote **quality and effective use of technologies in literacy instruction**

**04 - Goal 2**

Build the capacities of youth and adult literacy educators by developing a set of **training modules**

**05 - Goal 3**

Support **building networks** with literacy stakeholders and partners
MODULE 1: Technologies for literacy education
Understanding devices and platforms, knowledge and skills

MODULE 2: Integrating technologies into literacy education
Developing andragogical and technological integration into instruction

MODULE 3: Technologies for continuous professional development
Becoming critical and creative problem solvers and adapting available ICTs to one’s own teaching practices and for professional development
Learning Objectives:

• Understand how different technologies have been used for literacy education.
• Learn how to search for and use technological tools and resources in different aspects of literacy instruction.
• Apply a range of basic technological tools and resources to different aspects of literacy instruction.

Module Topics:

• 1.1 Introduction to technology in education
• 1.2 Basic technological devices
• 1.3 ICT tools and applications
• 1.4 Exploring radio, television, messaging, online forums and blogs
• 1.5 Exploring open educational resources and massive open online courses
• 1.6 Technology for assessment
Learning Objectives:

• Search for, select and organize different digital resources and online information, and adapt and share them in a responsible way.
• Use different digital tools and resources to foster and enhance learner collaboration as part of literacy learning.
• Use different digital tools and resources to communicate with learners effectively and responsibly according to learners’ needs.

Module Topics:

• 2.1 Reliable and trustworthy online information
• 2.2 Creating presentations and spreadsheets
• 2.3 Online meeting platforms for online instruction
• 2.4 Collaborating using digital tools
• 2.5 Creative use of digital resources
• 2.6 Digital tools for literacy assessment
Module 3: Technologies for continuous professional development (CPD)

Learning Objectives:

- Use digital technologies and resources critically and reflectively as an individual literacy educator.
- Search for and select appropriate online resources and platforms to support your continuous professional development needs.
- Apply different technological tools, resources and platforms to collaborate with other educators locally and internationally, exchange knowledge and experiences with peers, and improve your own knowledge and skills.

Module Topics:

- 3.1 What and why professional development?
- 3.2 Reflective practice
- 3.3 Technology as content and means for CPD
- 3.4 Communities of Practice
- 3.5 Social media
GEC- GAL initiative: Country and partner updates

**Bangladesh**
- Focal points from MoPME and BNFE nominated. Reviewing Terms of Reference.

**Egypt**
- Focal point from Adult Education Authority nominated. Assembling national Task Force. Translation commenced.

**Pakistan**
- Khyber Pakhtunkhwa province focal point nominated. Ongoing discussions with Punjab province.

**Nigeria**
- Focal points from NMEC and NOGALSS nominated. National Technical Team assembled.

**GEC Member**
- For course design and in-country technical advice

**GAL Associate Member**
- Support dissemination in Southeast Asia
Thank you

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