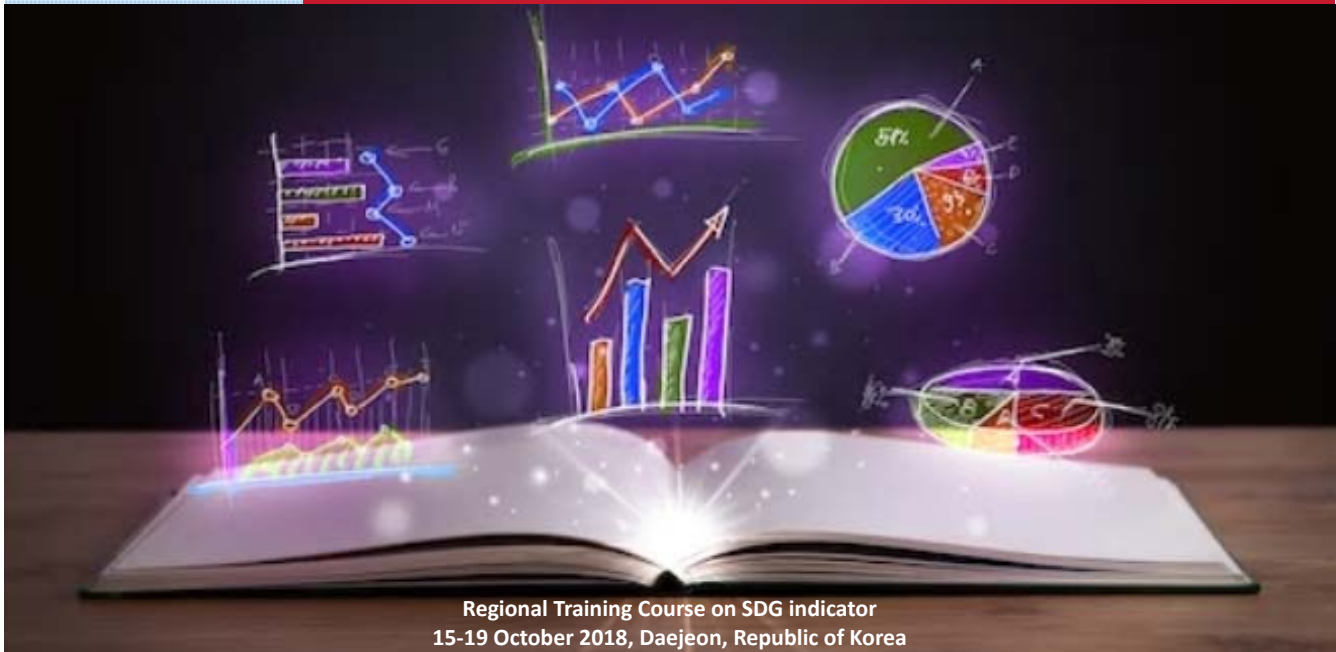


Monitoring Target 4.8 (Literacy and Numeracy)



Target 4.6

- One of the unfinished agenda and key foundation for achieving other SDGs targets
- Literacy is a **HUMAN Right** and we all have **shared responsibility**.
- Human capital accumulation matters a great deal towards the better wellbeing and sustainable future of nations.
- Nations cannot achieve sustainable economic growth without having a significant portion of skilled literate population.
- International Adult Literacy Survey (IALS) suggests that **55% differences in economic growth** among OECD countries during the period 1960-1994 can be attributed to % increase in skilled literate population.
- More than one-half – **56%** – of all children won't achieve minimum proficiency levels by the time they should be completing primary education.
- The total – **617 million** – includes more than 387 million children of primary school age and 230 million adolescents of lower secondary school age.
- **750 million** adults – two-thirds of whom are women – remain illiterate

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

Skills	22. Percentage of the population of a given age group achieving at least a fixed level of <u>proficiency</u> in functional (a) literacy and (b) numeracy skills
	23. Youth/adult literacy rate
Provision	24. Participation rate of youth/adults in literacy programmes

Proficiency in literacy and numeracy

- Global literacy has often been restricted to the ability to **read and write a simple statement**, and has included some **basic arithmetic skills (numeracy)**.
- Such definition is far too simplistic to capture the complexity of these concepts, or the way people use their skills in daily life.
- **Functional literacy** is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. It
- Ability to use that information as a way to communicate and to express yourself.
- **Continuum of learning** that empowers people to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

- A person is literate who can **with understanding** both **read and write** a **short simple statement** on his [or her] **everyday life** (UNESCO, 1958);
- A person is **functionally literate** who can engage in all those activities in which literacy is required for **effective functioning** of his or her **group and community** and also for enabling him [or her] to **continue to use** reading, writing and **calculation** for his [or her] own and the community's development (UNESCO, 1978);
- Literacy is the ability to **identify**, understand, **interpret, create, communicate** and compute, using printed and written materials associated with varying contexts. Literacy involves a **continuum of learning** in enabling individuals to achieve their **goals**, to develop their knowledge and potential, and to **participate fully** in their community and **wider society** (set in 2003 and published in UNESCO, 2004); and
- "Plurality of literacy" (2004) was advanced to stress the **social dimensions** of literacy in relation to both acquisition and application.
- Literacy is seen as comprising **diverse practices** embedded in socioeconomic, political, cultural and linguistic contexts, acquired **in school and outside of school**.
- It also involves family and community contexts; the media in various forms of technology; skills for further learning; and the **world of work** and life in general.
- Thus, this concept of literacy emphasises the literacy challenge as **making societies literate** and not simply as making individuals literate (UNESCO, 2004).

FIVE LEVELS OF LITERACY (As a crude example)

- Level 1 indicates persons with very poor skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from information printed on a package.
- Level 2 respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more hidden than Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.
- Level 3 is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.
- Levels 4 and 5 describe respondents who demonstrate command of higher-order information processing skills.

Four domains is measured:

- **Prose literacy** is concerned with continuous text – such as the type found in books and newspaper articles.
- **Document literacy** deals with discontinuous text – such as graphs, charts and tables.
- **Numeracy** addresses mathematical and numerical information.
- **Problem-solving** involves analytical thinking, reasoning and logic.

The component skill measures that make up reader profiles are measured by:

Alphanumeric perceptual knowledge and familiarity

Recognise the letters of the alphabet and recognise single digit numbers.

Word recognition

Recognise common words that appear frequently in print. These common words are expected to be in the listening/speaking lexicon/vocabulary of an individual who is a speaker of the target language.

Decoding and sight recognition

Produce plausible pronunciations of novel or pseudo words by applying knowledge of the sight-to-sound correspondences of the writing system, and do this accurately, rapidly and with ease.

Sentence processing

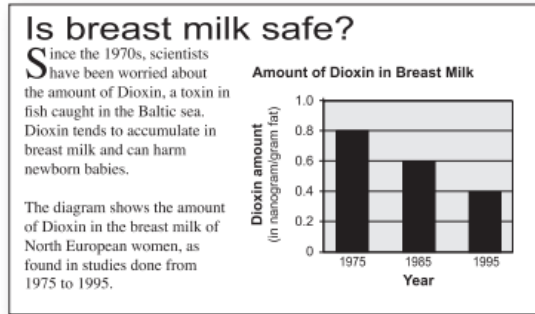
Process simple written sentences and apply language skills to comprehend - accurately, rapidly and with ease.

Passage reading

Process simple written passages and apply language skills to comprehend - accurately, rapidly and with ease.

How literacy will be measured

Sample numeracy question:



Compare the percent of change in the Dioxin level from 1975 to 1985 with the percent of change from 1985 to 1995. Which percent of change is larger? Explain your answer.

How literacy will be measured

Sample prose literacy question:

MEDCO ASPIRIN 500

INDICATIONS: Headaches, muscle pains, rheumatic pains, toothaches, earaches. RELIEVES COMMON COLD SYMPTOMS.

DOSAGE: ORAL. 1 or 2 tablets every 6 hours, preferably accompanied by food, for not longer than 7 days. Store in a cool, dry place.

CAUTION: Do not use for gastritis or peptic ulcer. Do not use if taking anticoagulant drugs. Do not use for serious liver illness or bronchial asthma. If taken in large doses and for an extended period, may cause harm to kidneys. Before using this medication for chicken pox or influenza in children, consult with a doctor about Reyes Syndrome, a rare but serious illness. During lactation and pregnancy, consult with a doctor before using this product, especially in the last trimester of pregnancy. If symptoms persist, or in case of an accidental overdose, consult a doctor. Keep out of reach of children.

INGREDIENTS: Each tablet contains
500 mg acetylsalicylic acid.
Excipient c.b.p. 1 tablet.
Reg. No. 88246

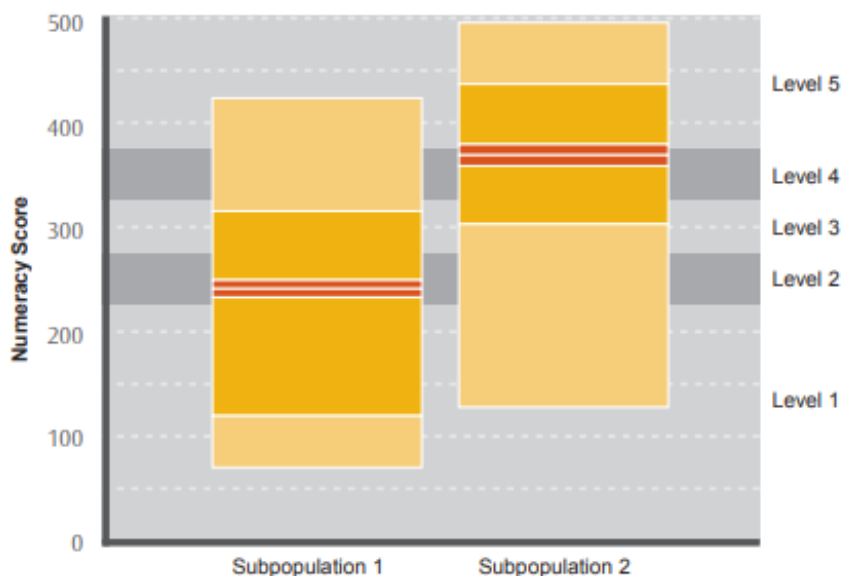
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List three situations for which you should consult a doctor.

How literacy will be measured

Figure 1: Numeracy in Subpopulations 1 and 2

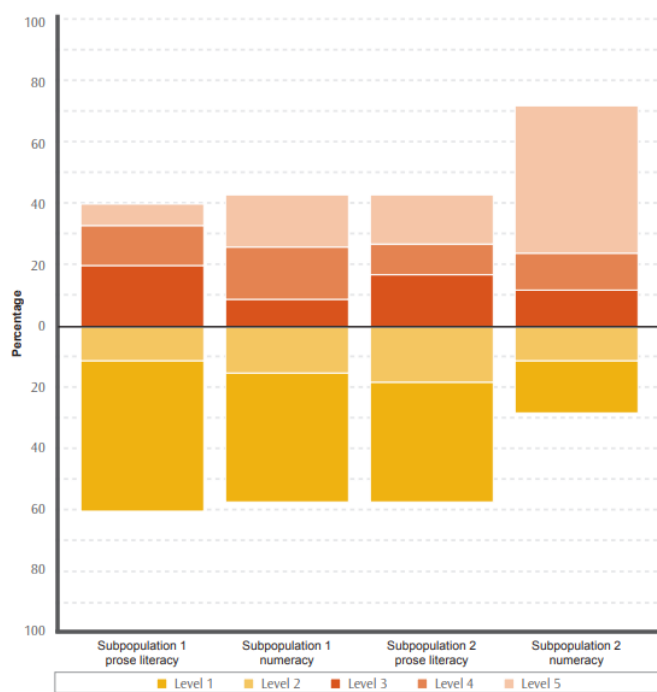


Source: The Adult Literacy and Life Skills (ALL) Survey: An Introduction by By Paul Satherley and Elliot Lawes

Regional Training Course on SDG indicator, 15-19 October 2018, Daejeon, Republic of Korea

How literacy will be measured

Figure 4: Prose Literacy and Numeracy in Subpopulations 1 and 2

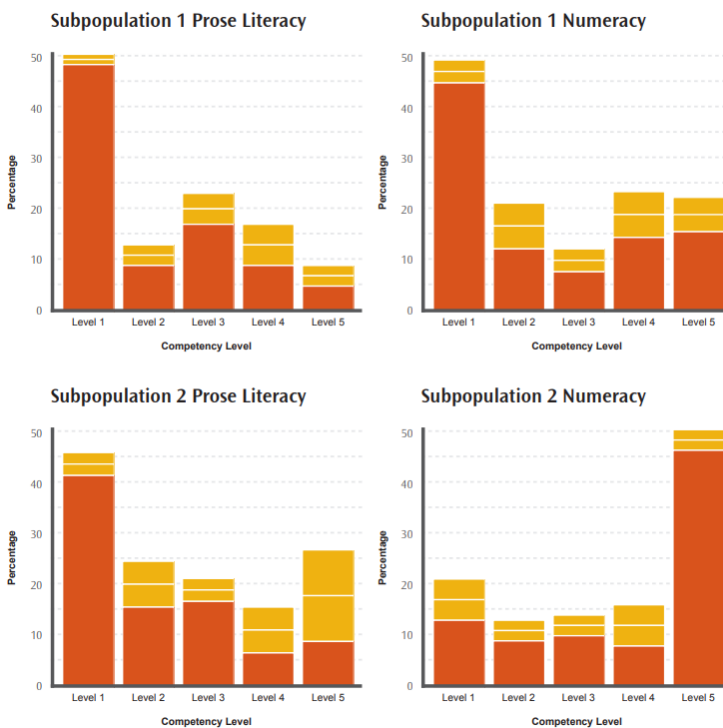


Source: The Adult Literacy and Life Skills (ALL) Survey: An Introduction by By Paul Satherley and Elliot Lawes

Regional Training Course on SDG indicator, 15-19 October 2018, Daejeon, Republic of Korea

How literacy will be measured

Figure 3: Prose Literacy and Numeracy in Subpopulations 1 and 2



Source: The Adult Literacy and Life Skills (ALL) Survey: An Introduction by Paul Satherley and Elliot Lawes

Regional Training Course on SDG indicator, 15-19 October 2018, Daejeon, Republic of Korea

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Various initiatives on measuring literacy

- OECD's Programme for the International Assessment of Adult Competencies ([PIAAC](#))
- World Bank's STEP Skills Measurement Program ([STEP](#))
- UNESCO's Literacy Assessment and Monitoring Programme ([LAMP](#))
- Adult Literacy and Life Skills Survey ([ALL](#))
- National adult assessments in, for example, Bangladesh, Germany and Kenya

Reference

- [Meet the SDG 4 Data: Measuring Youth and Adult Literacy and Numeracy](#)

- Please share and explain about initiative, work on measuring and monitoring literacy at your country.
- Please share your view and opinion of conducting literacy assessment test to systematically measuring the function literacy levels.

Thank you

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