



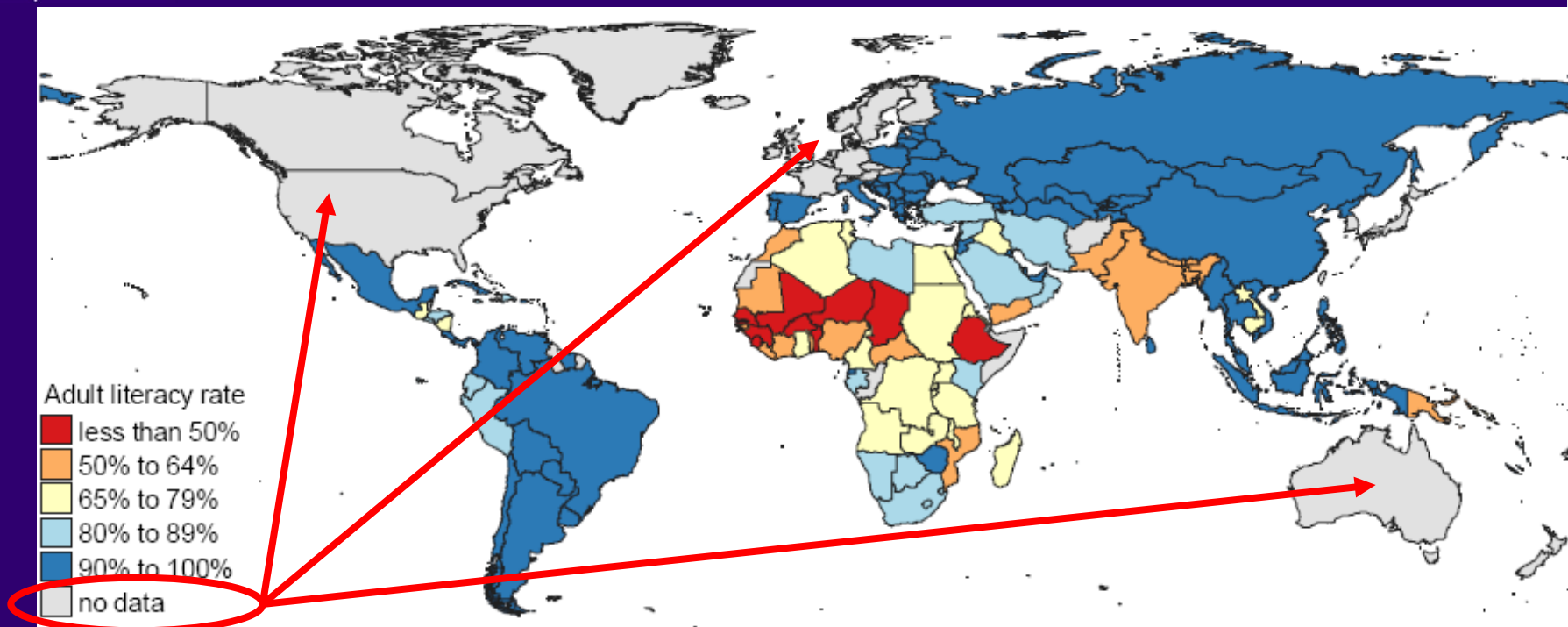
UNESCO's Literacy Assessment and Monitoring Programme (LAMP)

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Literacy rates today



Source: UNESCO Institute for Statistics, Data Centre, stats.uis.unesco.org

- 🌐 Distribution of “no data”
- 🌐 How can we foster the measurement of literacy and numeracy skills around the world?

- 🌍 Learning from the OECD experiences (IALS/ALL).
- 🌍 “Replicate” them?
- 🌍 In any case, validate the approach and tools before launching the programme at a global scale.

So far the UIS (in close collaboration with national teams) has field tested LAMP in:

- ◇ El Salvador, Jordan, Mongolia, Morocco, Niger, Occupied Palestinian Territories, Paraguay, and Viet Nam.

Linguistic diversity in *IALS/ALL* and LAMP

OECD (<i>IALS/ALL</i>)	LAMP
22 countries	8 countries
15 languages <i>European</i> 13 Indo-European 2 Uralic	10 languages Afro-Asiatic Arabic, Hausa, Tamasheq Altaic Mongolian Austro-Asiatic Vietnamese Indo-European French, Spanish Niger-Congo Fulfulde Nilo-Saharan Kanuri, Zarma
1 Script: Roman Alphabet	3 Scripts: Arabic, Cyrillic, and Roman alphabets
1 Numeral system: Western Arabic numerals	2 Numeral systems: Western and Eastern Arabic numerals



- Measuring skills in relation to “real-life” situations.
 - ◇ Whose real life?
 - ◇ Developing/using cognitive items that are universally valid?
 - ❑ Do they exist? (risk: ethnocentrism)
 - ❑ Proper translation/adaptation/developmental guidelines (risk: limited comparability, but there are things that cannot be treated as equivalent especially in relation to the most basic foundations of reading)

- Paper and pencil tests.
 - ◇ What about population with no schooling experience?
 - ❑ No exposure to tests
 - ❑ Differences between reading and writing skills might be larger than expected in other situations.

Other (selected) issues (ii)

- Official/non-official/oral languages:
 - ◇ power, opportunities, and fundamental rights.
 - ◇ globalisation as a reality vs globalisation as a political agenda (numeracy items \approx market items).

- Data generation through an study or development of capacities for the sustainable production of data?
 - ◇ Ownership: one external contractor? Public good?

- Why do we care about literacy skills?
 - ◇ Fundamental human right or instrumental/utilitarian value?
 - 15+ or 15-65 population?



Literacies/Literate environment

- 🌐 Literacy: reading, writing, (text-mediated) numeracy
- 🌐 Other “literacies”
 - ◇ To be x -literate \equiv to cope competently with x -related issues
 - ◇ Not always requires literacy:
 - ❑ managing information broadcasted by a radio station,
 - ❑ are oral cultures condemned to be incompetent?
 - ◇ Interaction -> literate environment.
- 🌐 Literate environment:
 - ◇ Home
 - ◇ Work
 - ◇ Local community (overlooked when relying on individualistic approaches)
- 🌐 Sustainability of acquired skills



- Complexity that goes well beyond the technical complexities associated to testing and surveys.
- Need to foster the public interest.
- LAMP is not a “study”, it is:
 - ◇ A methodological development effort
 - ◇ A capacity development effort
 - ◇ A data generation effort

<http://www.uis.unesco.org>

Thanks

