



DVV International



Education for Everyone. Worldwide.
Lifelong.

Newsletter

Lifelong Learning and Non-formal Education in Lao PDR and Southeast Asia



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Special Issue:

Digital Learning

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and Development



Non-formal Education in a Digital World

The figures are striking: While back in 2010 only 7.5% of Lao people and 0.5% of Cambodians were linked to the Internet, we can see that in 2016 it was 19% in Laos and 31.8% in Cambodia. More and more people, especially youth are entering the digital world, much of their communication is done through social media: they watch music and movies on YouTube, stay tuned with their friends through Facebook and Line and find information on Google and Wikipedia.

How does this change our world? What does it mean for us as parents, as educators or as young boys and girls living in this ever faster changing digital world? What should we know to be able to

live safely and well oriented in this digital space? How can we use the Internet for learning, teaching and sharing?

These are some of the questions we would like to discuss in this Newsletter. We will inform you about how Facebook works, as it is so much more (and so much different) than only a tool to stay tuned with friends. In countries, where the number of Facebook users is (nearly) as high as the number of people connected to the Internet, this seems to me an essential task for the education system.

Internet and Facebook coverage, June 2016

Country	People connected to the Internet	In percent	People connected to Facebook	In percent
Cambodia	5,000,000*	31.8%	4,100,000	25.5%
Laos	1,400,000	19.9%	1,400,000	19.9%
Thailand	41,000,000	60.0%	41,000,000	60.0%
Vietnam	49,063,762	51.5%	40,000,000	41.9%

* 2015

Source: <http://www.internetworldstats.com/asia.htm>

Another important issue is to provide people with the necessary skills to separate quality information from fake news. It requires some basic knowledge of how the Internet, especially tools like Google work to identify manipulation or at least understand that not all things you can find on the Internet and on Facebook are equally reliable. Unfortunately, our brave new world requires a certain “digital literacy” not to get lost!

With more than 30% of Cambodians and nearly 20% of Lao people were linked to the Internet in 2016, even still up to 80% are excluded! As part of the education community we should not forget them. The slogan “Leaving nobody behind” must be respected as well for what we call the digital divide: The huge gap between those, who enjoy the possibilities of the Internet and those, who are excluded.

But we can and should use as well the new possibilities for teaching and learning! In this issue, we will present a few interesting good practices, as we are deeply convinced that the Internet and social media changed our ways of learning and sharing. Especially non-formal educators should be aware of this.

Take care!
Uwe Gartenschlaeger
Regional Director

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I want to learn

Celia Sokolowsky
DVV International, Germany

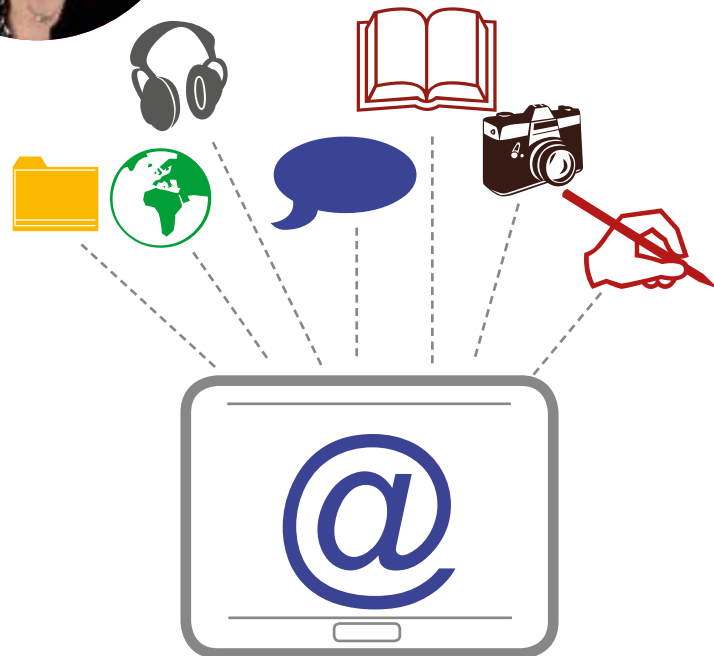
Promoting digital learning in basic education through the establishment of learning portals

For 14 years, DVV has been promoting digital learning in basic education through the establishment of learning portals. Ich-Will-Lernen.de (“I want to learn”) started in 2003 with an e-Learning literacy course for adults and it has been extended over the years with additional digital courses for numeracy / calculation, life skills, and a course for preparing to obtain the high school diploma. With Ich-will-Deutsch-lernen.de (“I want to learn German”, iwdl.de), since 2013 there has also been an offer for migrants, which supports the acquisition of German through several digital language courses and a literacy course that introduces students to the Roman alphabet.

Both offerings are very popular and actively used. In fact, iwdl.de alone currently lists 50,000 monthly visits with an average duration of 20 minutes each. In total, for both the portals, more than 750,000 users with individual passwords have been registered and assigned.

The two portals rely on the combination of automatically evaluated exercises, which through quick feedback speed up the learning results, and the support of eTutors, who support the learner with personal hints and assist their learning efforts in the portal. The portals are complementary to courses in adult education centres (“Volkshochschulen”); nevertheless, they can also be used, free of charge, without taking any course.

In 2018 both portals will be relaunched in a new software and they will then be available also as an application for the use on mobile devices.



Digital learning

is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology. Digital learning occurs across all learning areas and domains. It encompasses the application of a wide spectrum of practices, including blended and virtual learning.

Blended learning

is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.

A Virtual Learning Environment

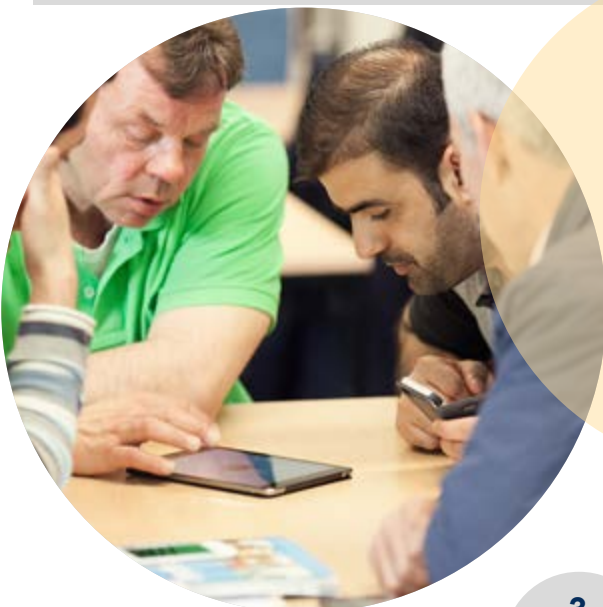
or learning platform, is an online system that allows teachers and trainers to share educational materials and communicate with their learners via the web, usually with built-in tools to create engaging learning content.

https://en.wikipedia.org/wiki/Digital_learning

https://en.wikipedia.org/wiki/Blended_learning

<https://ec.europa.eu/epale/en/blog/what-vle-virtual-learning-environment>

<https://www.dvv-vhs.de/startseite/>





Literacy in a digital world

Message from Ms Irina Bokova, Director-General of UNESCO on the occasion of International Literacy Day

Digital technologies permeate all spheres of our lives, fundamentally shaping how we live, work, learn and socialize.

These new technologies are opening vast new opportunities to improve our lives and connect globally - but they can also marginalize those who lack the essential skills, like literacy, needed to navigate them.

Traditionally, literacy has been considered a set of reading, writing and counting skills applied in a certain context. Digitally-mediated knowledge societies are changing what it means to be literate, calling for new and higher-level literacy skills. At the same time, in return, technology can work to improve literacy development.

This must be understood in the wider context. Worldwide, 750 million adults today still lack even the most basic literacy skills. Some 264 million children and youth are not benefiting from school education. Furthermore, international surveys show that a large share of adult and youth populations all over the world, including in developed countries, are inadequately equipped with the basic digital skills required to function fully in today's societies and workplaces. Narrowing this skills gap is an educational and developmental imperative.

Information and communication technologies are creating opportunities to address this challenge. Digital tools can help expand access to learning and improve its quality. They have the power to reach the unreached, improve the monitoring of literacy progress, facilitate skills assessments, and make the management and governance of skills delivery systems more efficient.

To create and seize new opportunities to take forward Sustainable Development Goal 4 on Education and Lifelong Learning for all, we need collective action. Partnerships between governments, civil society and the private sector are essential today to promote literacy in a digital world. I see the *Global Alliance for Literacy within a Lifelong Learning Framework* as a model of the concerted efforts we need to advance the global agenda and support national literacy initiatives.

International Literacy Day offers a moment to review the progress and come together to tackle the challenges ahead. This year, the event is devoted to better understanding the type of literacy required in a digital world to build more inclusive, equitable and sustainable societies. Everyone should be able to make the most of the benefits of the new digital age, for human rights, for dialogue and exchange, and for more sustainable development.

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Is the smartphone the classroom of the future?

By Georg Braun

We asked people from our network all over the world about their own strategy and projects in mobile learning. The result: Three questions and a lot of different ideas, perspectives and concrete developments. Thank you to all of our partners from Bolivia, Republic Belarus, Ecuador, Germany, Jordan, Mexico, Peru and Austria for your replies.

Do you see that smartphones are used for something else other than communication in your country? If yes, what for?

“Smartphones are used for everything: Many people use their phones to listen to music, watch movies and series, do research, take pictures and especially smartphones are very important business items. Somehow the smartphone is half the office”, remarked Nicole Slupetzky in Austria. All answers were along these lines. In Peru, Walter sees 7 out of 10 people using a smartphone for communication, playing or collect information. “They are becoming the key instrument of communication in our personal and professional life”, reported Galina Veramejchik from Belarus.

Do you see the possibility of using smartphones in adult education in your country?

In Belarus, for example, smartphones are already used in this area. “In fact, smartphones are already being used in adult education in Belarus. But they are mostly used to promote the interests of providers and institutions and to ensure their presence in the public space”, told us Galina Veramejchik. “In Mexico, the National Institute for Adult Education (INEA), whose purpose is to preserve a national educational unit so that basic education of youth and adults is accredited and certified throughout all the Republic, is developing educative models and research on the matters”, reports Mario Roberto Silvestre Aroche.

In Germany, DVV uses smartphones for the work with refugees. “The language learning app “Einstieg Deutsch” is a helpful tool to provide learners with the opportunity to learn key phrases and vocabulary for basic communication in German”, explained Celia Sokolowsky from Germany. Braulio Delgado from Ecuador thinks that the usage of smartphones in education could be a fundamental pillar in the learning and development of adults. An opinion which all of our respondents share.

Which activities that involve the use of smartphones in adult education have you planned for the future?

In Austria, the VHS offers courses to help people with using their own smartphone, “My smartphone and me”. In Germany, DVV has relaunched their successful learning portals (for basic skills, language learning, preparation for the school-leaving diploma) in a new software. “So that they are perfectly adapted to the use on all kinds of mobile devices and available as apps”, told us Celia Sokolowsky. In Ecuador, smartphones are used especially in Cultural and Artistic Education, which is a course that focuses particularly on research skills about art and culture. In other subjects, they are used as source of reference.

DVV Mexico collaborates with INEA in order to sustain the online course “Being a MIB educator” (MEVyT Indigenous Bilingual). “We are currently implementing the diploma of Curriculum globALE for Latin America, which will be a blended course and adopt a smartphone-friendly App for the virtual learning modules”, reported Walter Quispe from Peru. The 2017 action plan of DVV International Bolivia includes the implementation of virtual courses on “economic enterprises” and “climate change”, which will be intended for educators of youths and adults. These courses will adapt smartphones as supplementary tools for communication with participants, group assignments and to share videos about the course’s topics. In this way, participants will not have to use a computer to follow the course.

Jawad Al Gousous in Jordan is more reserved in his reply: “I don’t think there are any activities we planned which involve the usage of smartphones for several reasons, like the cost of smartphones considering the limited budget, also the need to train partners on using these phones as they are not all familiar with smartphones yet. But it’s not totally out of the picture for future years, I think we could think of ways to make it possible.”

All in all, we see a lot of interesting, but different ideas and concepts all over the world. It depends on us to use the existing smartphone connection between people for new learning concepts.



How Facebook and Google work

By Georg Braun

They are the most used digital platforms all over the world. Facebook and Google are not the only ones, but they are the biggest players in the digital revolution. But how do they work? What should you know to use them successfully? In this article we try to give you some interesting answers.

Before we start our journey, we should have a look at the dimensions of digital communication and information in 2017. The "Content Marketing in 2016 research report" from Smart Insights shows how big the information wave every 60 seconds is. 3.3 million Facebook posts get created every minute. At the same time, 3.8 million searches are managed by the servers of Google. That is really a lot of information. And it grows year by year. The challenge is to bring your own content to your target audience and get their engagement. If you want to be successful, you have to observe some rules.

The most important component: relevant content

For both Facebook and Google, the quality not quantity of content is crucial. These platforms are designed to deliver relevant and current information to their users. And they can do a lot to measure that quality and rank you up or down. The most important questions concerning our content, information or stories are:

- **Facebook: How can I design the story to get people to share this information?**
- **Google: Which questions does my content answer to?**

These two questions illustrate the differences between Google and Facebook very well. For Facebook, the interaction between user and information matters most.

How does Facebook decide which kind of information you get on your Newsfeed?

The real algorithm is one of the best saved secrets. But we know about the three main components. Our Newsfeed is based on the strength of relationship between sender and

recipient, the counts of interactions and passed time since publication.

- **Strength of relationship:** Facebook counts how many interactions between sender and recipient have occurred. Stories from pages and people you liked, commented on or visited more, will be more on your Newsfeed.
- **Counts and quality of interactions:** A comment or a share is more powerful than a like. If you have a lot of comments your content gets more reach than other content. It makes no difference what the comment is about. Interaction is the value of Facebook.
- **Topicality:** Find the time at which your target audience uses Facebook the most. Find out when your visitors have the most time to share or comment your postings.

One of the main rules is to create relevant content for your visitors and present it in an attractive way which makes them want to engage with it.

How Google works. A short answer.

The target of Google is to answer questions. Today, Google is not a search engine, Google is a big marketplace for questions and answers. Some important elements to succeed on Google are:

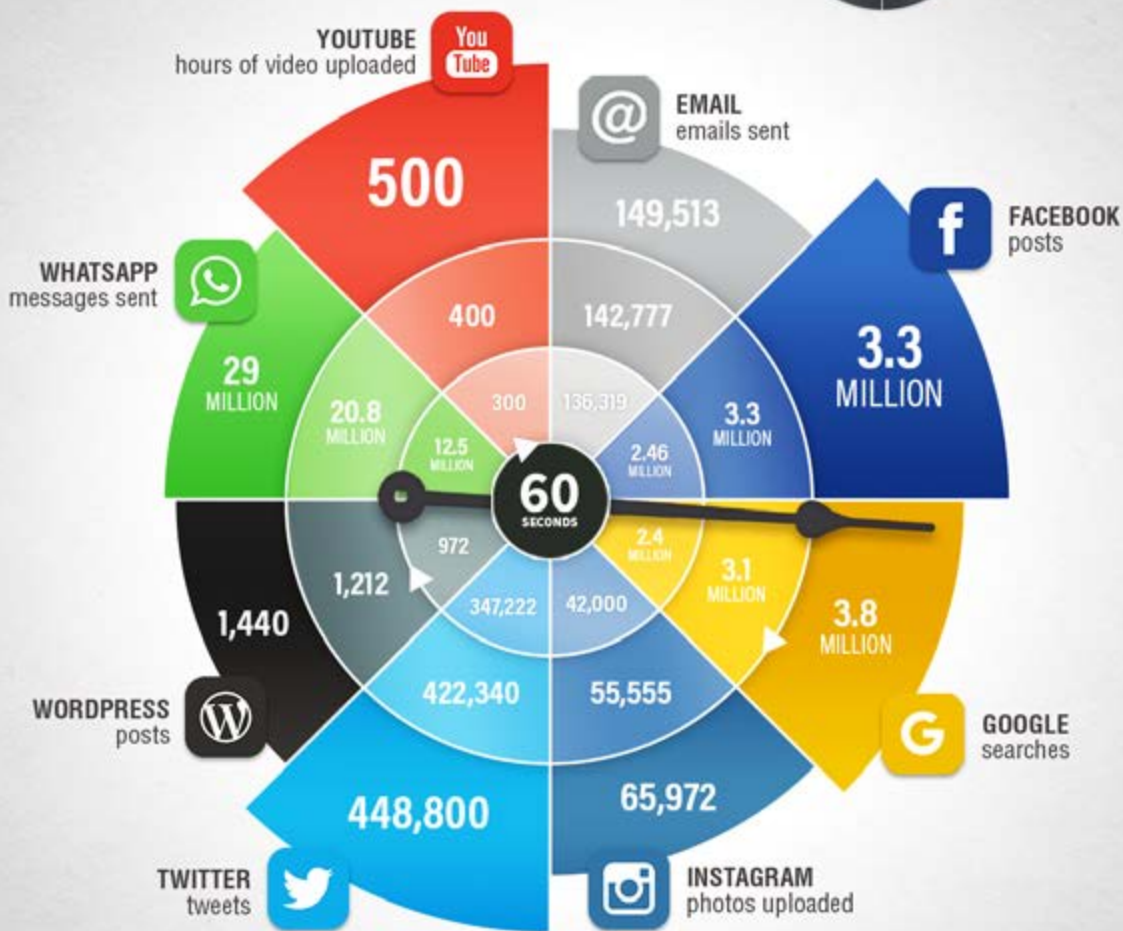
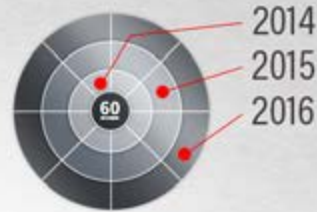
- Design your content like an answer. Find out what the questions of your target audiences are, and offer them helpful answers.
- Use the same words and phrases like your target audiences. That makes it easier to understand your answer.
- Structure your content. Don't write a long text without subtitles, images or graphics.
- Think mobile. More than 50% of all Google requests come from mobile devices. Don't use big images, long sentences or too much information.

There are a lot of different things you could do to be more successful on Google. The most important thing is creative content which is helpful for your visitors and answers their questions.

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What Happens Online in 60 Seconds?

Managing Content Shock in 2017



The world has fallen in love with social media and now automatically turns to online platforms to research and buy products and services. This gives fantastic opportunities for marketers to engage audiences and encourage content sharing, but also gives huge challenges of getting cut-through and keeping up-to-date ourselves!

At Smart Insights, we look to help by focusing on the 'Must-know' platform developments and developing mind tools to help businesses review how they can best Plan, Manage and Optimize their digital marketing - see our <http://bit.ly/smartlibrary>

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Written by
Ichiro Miyazawa

Adult Education in the Digital World

Connecting people through Information Technology will create more opportunities to learn in dynamic, collaborative and diversified ways

Twenty years ago, while pursuing my Master's degree, I read and was enthralled by Paulo Freire's "Pedagogy of the Oppressed" - his ideas about the power of literacy to foster critical thinking and social action were inspiring and influential as I pursued the fields of education development, adult education and non-formal education in Africa and Asia.

Promote lifelong learning

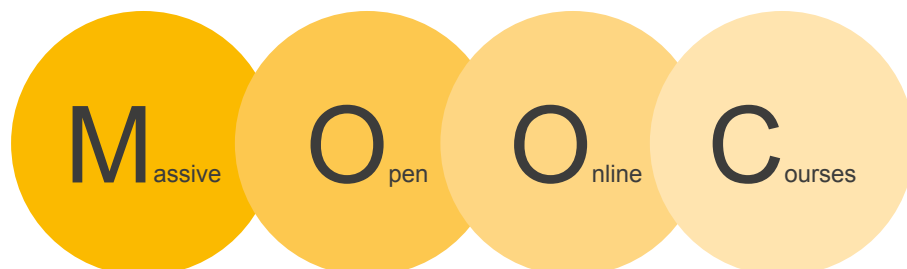
Freire's work was originally published in 1970 and developments since then have given us a new context in which to consider his ideas. Asia is now home to some four billion people and while countries in the region have gained economic power, the income gap within countries remains severe and more than 200 million youth are in neither education nor employment. Rapid urbanization has created mega cities, and while some 1.8 billion people are connected to the Internet, the growth of automation has given rise to fears of a jobless economy. Facing these realities, many countries have been trying to define and promote lifelong learning and education as a means of coping with this uncertainty.

Indeed, the last six years have seen a rapid expansion of massive open online courses: Governments and universities have, for example, launched K-MOOC (Korea), J-MOOC (Japan) and Thai-MOOC, among others. We are optimistic about the potential of these MOOCs to connect under-privileged adults and youth

with quality education that would otherwise be unavailable to them. Like other global MOOC platforms, they have issues to overcome, but regular improvements and modifications are aimed at ensuring that they are useful, more skills-based, entertaining and interactive, and that they have clear accreditation systems. YouTube can now also be a learning space for all to watch, learn and share.

IT's ability to connect people together

While I am excited about the potential of such online content, I am even more thrilled about Information Technology's (IT) ability to connect people who share similar needs, interests, skills or concerns. This is already happening around the world, including in Asia. There are several learning and meeting platforms where users can search for their areas of interest or learning goals and be connected to people with matching resources. Meetup is one such platform, with social media sites like Facebook and LinkedIn also able to play a similar role. A popular trend in Japan and Thailand sees people learning from respected celebrities and experts on platforms such as Street Academy and SkillLane. Similar platforms undoubtedly exist throughout the region. In addition, through the use of Artificial Intelligence (AI) and big data, and with respect for user privacy, learners with similar concerns and interests could be connected more effectively and be targeted with more relevant resources, such as books, documents and videos. This is already happening in some areas.



are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale.

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IT creates opportunities to learn more

In this digital world, we cannot address adult education effectively without the use of IT. IT can, as mentioned, provide us with relevant content and help us connect with learning material and other people more effectively. Research suggests that people in the United States spend five hours a day watching content, reading, talking, writing and playing with their mobile phones. That number is likely to be higher than for Asian youth, but regardless, we are surrounded by technology that responds to our basic human desire to connect and communicate with others. Freire stressed the power of getting together, engaging in dialogue, thinking critically and taking social action. All of this can happen more easily in the digital world. Social action need not be the end result, as in Freire's construction; rather, the aim could be for health, happiness, economic benefit, and more.

Connecting people through IT will create more opportunities to learn in dynamic, collaborative and diversified ways. This is an important avenue for governments to pursue as they promote lifelong learning and adult education. Community Learning Centers in Asia could be valuable platforms in this regard. I would like to see more adults and young people connected and learning together to benefit themselves, their societies and ultimately the world as a whole. Such shared motivation and collaboration could point to a new model of lifelong learning and adult education that is more equitable and sustainable.

Mr. Ichiro Miyazawa is a programme specialist in literacy and lifelong learning at the UNESCO Bangkok Office.

For the last 20 years, he has been engaged in educational development for disadvantaged children and youth in Asian and African countries, such as Thailand, Indonesia, the Philippines, Myanmar, Bangladesh, Pakistan, Lao PDR, Tanzania and Kenya. He has been part of the UN system (UNICEF and UNESCO) for the last 16 years.

He has strong expertise in designing and implementing innovative programmes of IT, Community Learning Centers, literacy, non-formal/alternative education, lifelong learning, education statistics, and teacher education. Recent initiatives he is involved in are Mobile Based Literacy Programme for Women in Pakistan, Tablet Based Bi-lingual Literacy for Out-of-School Children of Myanmar and Thailand, and Mobile Gamification Application for Disaster Risk Reduction. In addition, he recently supported ASEAN countries to adopt the ASEAN Declaration on Education for Out of School Children and Youth at an ASEAN Summit. The Declaration is closely in line with Sustainable Development Goal 4 (Education)

He holds an M.Ed. from Columbia University, New York, where he majored in literacy and national development. He has a Bachelor's Degree in Science and Technology from Keio University, Tokyo. He has a strong passion in education and lifelong learning.

He can be contacted under i.miyazawa@unesco.org



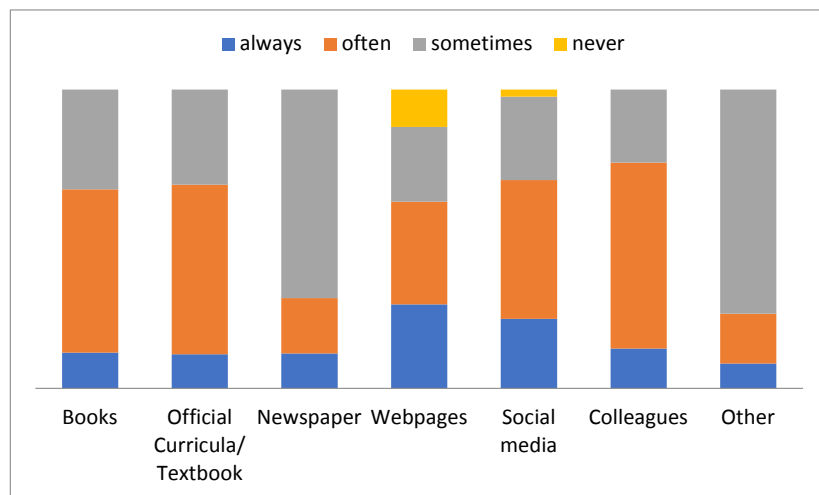
How do people in Laos use the digital world for their work?

By Georg Braun

We asked around 45 different adult educators about their sources and digital devices for their work now and in the future. The result shows how colourful their needs are.

Let's start with the first question: "Which source of information do you use in your job/work/projects...?" Next to official sources like curricula or textbooks, people are interested in information that has a personal touch. Both "colleagues" and "social media" like Facebook deliver information based on opinions and experiences. It seems that these kinds of sources provide a special benefit for their users.

The result of Question One in more detail:

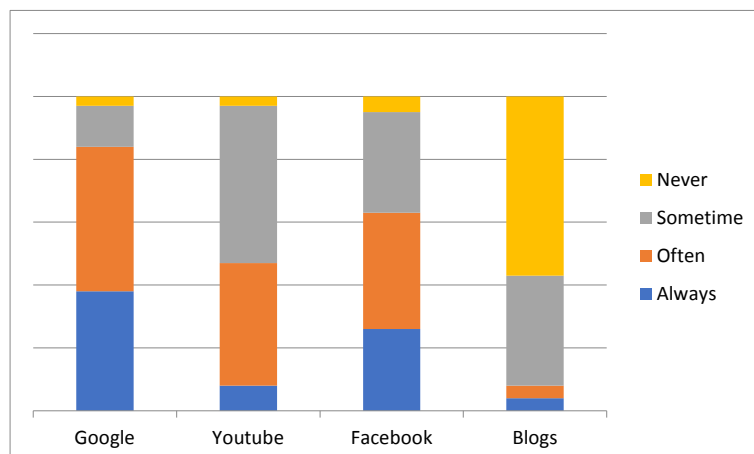


57%

of the respondents use Social Media to find information for their work and learning



Also interesting is to see which webpages are the most popular for work and projects. Google and Facebook are the most used pages to find relevant information. YouTube is also a very important source for work. The many different blog pages all over the world do not belong to the preferred digital resources at the moment, however.

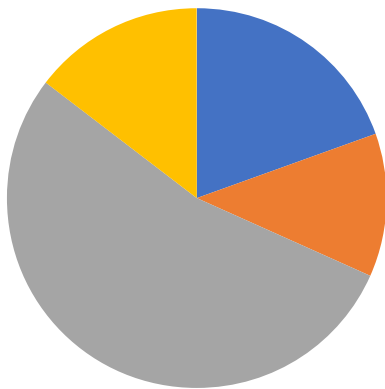


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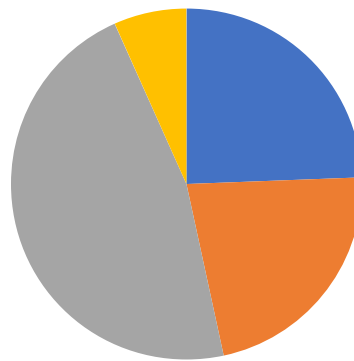
Favourite devices

The second question was “Which device do people use to get access to internet in their job/work/ projects?” We asked about two different perspectives, now and in the future. Mobility seems to be the most important criteria when respondents choose their device for work. The laptop is and will be the most significant device now and in the future. But tablets and mobile phones are set to become more and more important over the next years.

Device use presently



Devices predicted to be used in the next 5 years

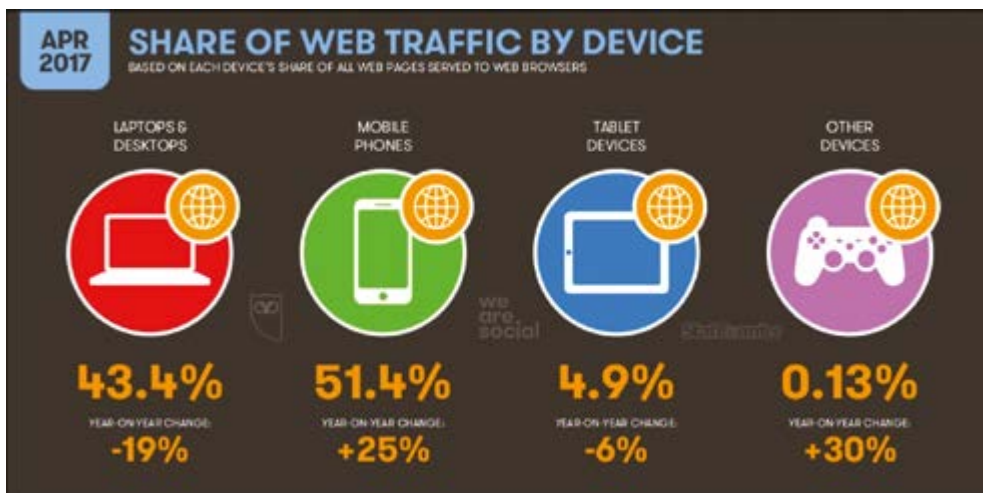


- Mobile phone
- Tablet
- Laptop
- Computer

The growing markets. A view to the trends all over the world

In general, the Internet has been becoming increasingly mobile. A big worldwide report from Hootsuite and We Are Social shows how fast the influence of mobile devices is growing. About 50% of web traffic has been generated from smartphones in 2017. That’s 30% more than one year before.

A look at the statistics of DVV International Laos’ webpage surprises. More than 90% of the users are visiting the page with a computer or laptop. That shows that we need to focus on attracting new devices in the future as well.



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WHAT IS A BLOG?

A blog is a frequently updated online personal journal or diary. It is a place to express yourself to the world. A place to share your thoughts and your passions. Possible questions and some interesting links:

What is a blog?

<https://en.wikipedia.org/wiki/Blog>

What is a domain-name?

https://en.wikipedia.org/wiki/Domain_name

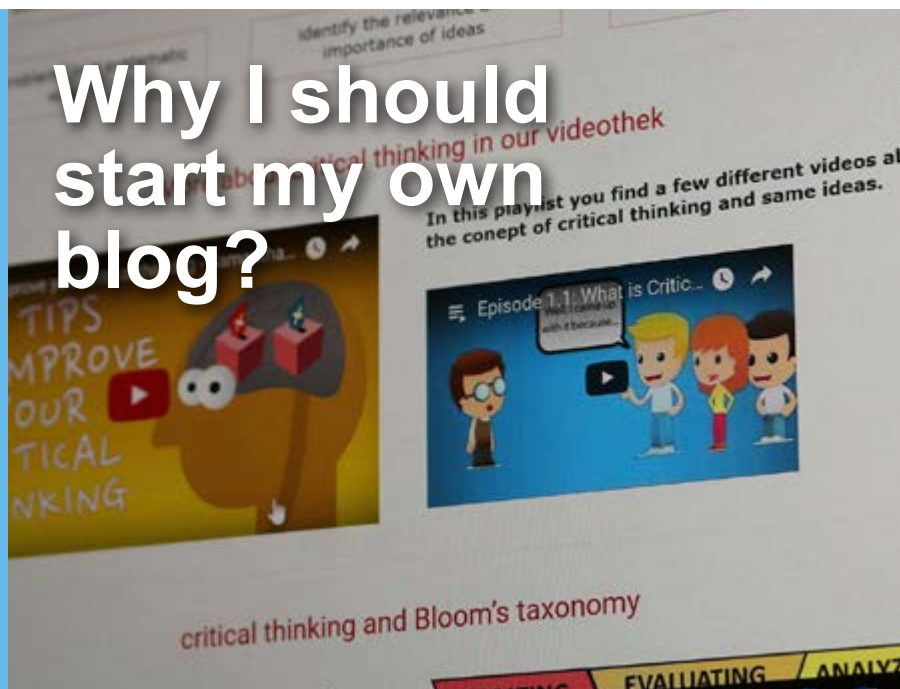
Which blog systems are existing?

<https://startbloggingonline.com>

How can I start an own Facebook page?

<https://www.facebook.com/pages/create>

Why I should start my own blog?



Our Special Writer
Mr. Georg Braun,
Digital Marketing
Expert from Austria
brought creative
and new ideas to
us every day and
our partners during
his stay in Lao,
especially online
resources



More than 200 million blogs exist all over the world. Blogs and the different social media platforms are the most popular possibilities to tell people your own story, your opinion or share your ideas and experience with them.

But is there a place for adult education? I believe yes! In this article, I would like to share my ideas and my experience with you.

Let's start with considering the present. How people consume information is changing, how people communicate is changing. What people believe, is changing. And how we see the world is changing too. But how about the way to learn, is it changing as well? The digital and mobile revolution transforms all parts of our life more and more. Information is always available in your pocket. We are always online. Not everywhere, but faster and faster people in all regions get access to the digital world. We

could use this chance to build a strong bridge to reach out to them, and give them an idea of how learning helps them to improve their life. The digital world offers everybody, who understands the rules, a lot of possibilities: To sell things, to build relationships or to learn from or with other people. Sometimes in the neighbourhood. Sometimes on the other end of the world. With your own blog, you have the opportunity to share your ideas and experiences, and inspire people to learn. So, let's start a blog. **But how?**



About myself: I created my first webpage in 1998. Since then, I have worked on a lot of different projects in my area of passion: Creating digital content. In these years a lot of things have changed. But one thing has stayed the same for thousands of years: Having a good story. Telling it clearly and simply. Then people listen to you. In this time, full of information and communication, we should learn this again. Trainers, teachers, marketing managers, consultants, ... all of us information workers!

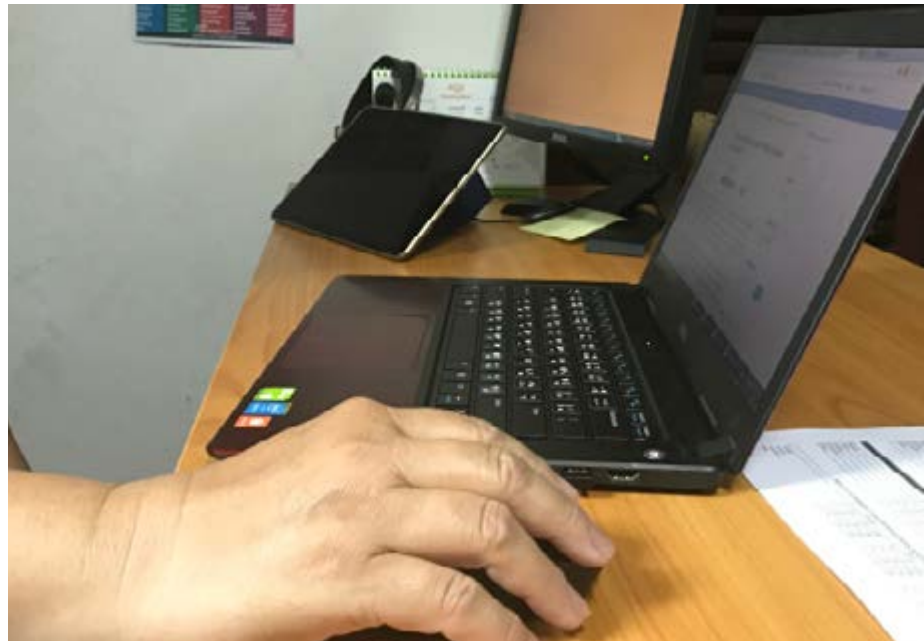
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Start your blog with the right questions!

Most people start their journey with the technical part. What do I have to do? What is the first click? But the most important question should be: What is my own, unique content or story? Which of my experiences could be helpful for other people? Maybe some of these questions will help you to find your own way to a personal blog!

- What is my story, content or topic?
- What is the part of my life I would like to share with other people?
- Why should people be interested in this story?
- What questions can I answer?
- What is my objective?
- Why should I do so much work for my own blog?
- How much time would you like to invest?

These questions are not easy to answer. Take your time and let your ideas grow.



The second question: How can I start now?

The Internet is full of options for starting your own blog. Don't invest a lot in technology at the start. Use an existing, free of charge service and start without your own domain name. At the end of this article, you will find some helpful links for this. Most big players like Google, Blogger or Tumblr give you a lot of good opportunities. But sometimes you don't need a blog at all to start communicating with your target audience. For example, creating your own Facebook page, different from your personal profile page, could also be a good way to reach people.

Use existing resources

You don't have to create all the information yourself. A good collection of links, to share relevant information or a YouTube playlist could have a lot of benefits. Tell your target audience why you recommend this information, or share your experience with them. One of the ideas of the Internet is to refer to other sources. This type to work saves time and energy.

Source: <https://www.skillsyouneed.com/rhubarb/benefits-of-blogging.html>



Interesting

Important Website in region

www.aspbae.org

www.pria.org

www.seameocelll.org

Interesting publications

Adult Education and Development

AED 83: Skills and Competencies

AED 82: Global Citizenship Education

AED 81: Communities

AED 80: Post 2015

International Perspectives in Adult Education

IPE 76: Refugees: A challenge for adult education

IPE 75: Agenda - 2030 - Education and Lifelong Learning in the Sustainable Development Goals

IPE 74: 21st Century Mass Graves - Proceeding of the International Conference Tbilisi, Georgia

IPE 73: Digital Adult Education - A Key to Global Development?

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Editorial Board: Dr. Ka Saleunsouk, Khanthong Inthachack, Philany Phitsamay

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The ASPBAE Bulletin access via www.aspbae.org

NEXUS - access via www.uil.unesco.org

Voice Rising - access via www.icae2.org

Education Policy Matters - via www.unescobkk.org

New Publication

DVV International Impact Report 2009-2015

Sharing for Learning in Lao PDR: DVV International Engaged in Lifelong Learning for Sustainable Development in Asia Pacific

DVV International

Regional Office South-, and Southeast Asia

351/19 Unit; Watnak Nyai Road

Thaphalanxay Village, Sisatthanak District

P.O. Box 1215, Vientiane, Lao PDR

Tel.: +856 21 315832-3

Fax: +856 21 312511

info@dvv-international.la

www.dvv-international.la



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