

**RECOMMENDATIONS
FORUM OF IDEAS
PARALLEL SESSION**



“Addressing literacy challenges of disadvantaged children through advanced technology and smart partnerships”

1. Countries are urged to **expand** children's access to meaningful learning opportunities to acquire basic literacy skills through digital technology, in particular for those excluded from quality learning, including out-of-school children, children with disabilities, children living in rural areas and children affected by natural or man-made disasters;
2. In that regard, recognizing the opportunities offered by 21st century technologies, UNESCO is called upon to support countries in **promoting** literacy programmes supported by digital technology through a holistic and humanistic approach to learning, encompassing cognitive, social and emotional dimensions, so that learners are autonomous lifelong learners; and explore effective ways to integrate this learning into in school-teaching as well as the lives of children and families, including family literacy approaches, and to link literacy to other areas, such as family planning, sexual reproductive health education, education for sustainable development and global citizenship;

3. As such the participants applaud and **support** the UNESCO – Curious Learning initiative, whereby the quality of literacy learning assisted by digital technology improves the relevance of content and learning processes to the profile, context, needs and aspirations of children, with particular attention to the use of African languages, local content and cultures as well as a cost-effective solution for second chance education of the excluded;
4. Countries are therefore encouraged to **mobilize** adequate national and external resources, to adhere to such kind of initiatives so that disadvantaged children can acquire the necessary skills to become full-fledged citizens empowered to contribute to the development of their countries in a peaceful manner.