

# **Combatting low literacy by targeting specific groups: CINOP's innovative pilots for the Dutch government programme 'Count on Skills'**

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# Count on Skills The Netherlands

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- Government programme 2016 – 2018
- Focus on combatting low literacy levels and prevention of low literacy levels
- Various activities for different target groups
- CINOP's contribution:  
Innovative pilots for inclusion of low-literate groups that are difficult to reach

# Pilot Elderly people & digital skills

- Boost self-reliance and social participation of low educated seniors by increase their digital skills
- Characteristic features:
  - Custom made learning: elderly choose their own learning goals; learning is guided by trained studentcoaches (VET/HE)
  - Increase experiences: discovering online possibilities, group contact moments
  - Sustainability: follow-up courses; coach in neighbourhood



# Pilot Elderly people & digital skills

- Increase in digital skills
- Increase in perception of self-reliance
- Increase in confidence in digital world
- Intergenerational learning
- Satisfaction: 8,5 by elderly; 8,1 by studentcoaches



# Pilot blended learning

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- Design of innovative blended-learning approach for low-literate learners
- Basis:
  - Independent online learning
  - Guidance by professional teacher and volunteer
  - Use of innovations (mobile app)
- Activities:
  - Group lessons
  - Individual skype lessons
  - Group activities (outside the classroom)
  - Independent learning
  - Guidance by volunteer

# Pilot blended learning – results

- Methodology can be adjusted depending on needs and desires of target group – different accents
- Learners experience an increase in perception of social inclusion
- Increase in reading skills (partial)
- Design is suitable for custom-made approach: individual support

“There is a group lesson once every 3 weeks. During that period they continue their work with their own volunteer. The methodology has a stimulating effect.”

“Volunteers are also enthusiastic. During a Skype lesson, the volunteer is also present (at the participant) to support that. The teacher also gives tips directly to the volunteer for guidance in the learning process.”

[Short impression \(in Dutch\)](#)

# Pilot 'Reach out to low-literates in municipalities'

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- Three municipalities: reach out to low-literates (native speakers) without a job
- Approach intertwined within the context of social affairs
- Four step methodology:
  1. Find target group (contact moments municipalities)
  2. Recognize and refer
  3. Conversations (motivate, activate)
  4. Appropriate learning offer
- Different interventions

# Pilot 'Reach out to low-literates in municipalities' - findings

- Low literacy approach is embedded and guaranteed in municipal policy.
- More low-literate people are reached and motivated for conversations about appropriate solutions
- More low-literate make use of existing help and support, such as learning activities, volunteer work, participate in neighbourhood

Underlying mechanisms:

- Awareness raising in municipalities and other organizations is necessary.
- Interest and ownership are necessary for everyone involved.
- Cooperation need to be in place (strategic – practical level; organisation – target group)
- Trust between counselor and individual



# Thank you for your attention!

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More information and questions:

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