



**Global Meeting on
“Literacy and Sustainable Societies”
on the Occasion of International Literacy Day 2015**

**UNESCO Headquarters, Room II & XII
8 and 9 September 2015**

Provisional Agenda

Main Objectives:

- To identify key areas to be focused on in the post-2015 era to promote youth and adult literacy as part of the future sustainable development agenda
- To clarify the main issues related to monitoring and assessing youth and adult literacy in the post-2015 era, and to improve monitoring mechanisms
- To contribute towards the shaping of global coordination mechanisms to ensure sustained and intensified efforts to advance youth and adult literacy

| 8 September 2015: Morning - Room II High-level Segment | |
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| 9:00 – 9:45 | <p>Opening Ceremony</p> <p>Chairperson: Mr David Atchoarena, Director, Policies and Lifelong Learning Systems, UNESCO</p> <p>Remarks:</p> <ul style="list-style-type: none"> • Mr Qian Tang, Assistant Director-General for Education, UNESCO • H.E. Mr Mohammad Sarwar Danish, Second Vice President of Afghanistan • H.E. Mr Moheb Mahmoud Kamel al-Rafei, Minister of Education, Egypt |
| 9:45 – 10:00 | <p>Testimonies:</p> <ul style="list-style-type: none"> • Ms Rasmata Diomande, Former student of a literacy course organized by the City of Paris, France: How literacy transformed me, and my life • Ms Sonia Alvarez, Headteacher, Juan Luis Vives School of Valparaiso, Chile: What changes have teachers brought about and what challenges have they encountered? |
| 10:00 – 11:15 | <p>High-level Panel Discussion: Literacy and sustainable societies</p> <p><i>Literacy is a human right. It develops people’s capabilities and empowers individuals. Literacy is also a powerful instrument to reinforce and harmonize the main pillars of sustainable development - economic growth, social development and environmental protection. On the eve of the adoption of the 2030 global agenda for sustainable development at the UN Sustainable Development Summit (25-27 September 2015), this high-level panel discussion aims at reflecting on the importance of literacy and its relations with sustainable development in the post-2015 era.</i></p> |

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| | <p>Moderator: Mr Arne Carlsen, Director, UNESCO Institute for Lifelong Learning (UIL)</p> <ul style="list-style-type: none"> • Special video message from Ms Amina J. Mohammed, Special Advisor of the United Nations Secretary-General on the Post-2015 Development Planning <p>Panel discussion</p> <ul style="list-style-type: none"> • Mr Kishore Singh, United Nations Special Rapporteur on the Right to Education • Mr Jose Enrique III Garcia, Mayor of Balanga City, The Philippines • Mr Aristide Adébayo Adjibodou, Secretary-General, Ministry of Culture, Literacy, Handicrafts and Tourism, Benin (tbc) • Mr Carlos Augusto Abicalil, Director-General, Educational and Cultural Programs, Organization of Ibero-American States for Education, Science and Culture (tbc) |
| 11:15 – 11:30 | Coffee break |
| 8 September 2015: Morning - Room II Technical Meeting: Creating a Sustainable and Literate Society | |
| 11:30 – 12:15 | <p>Session 1: Changing literacy landscape <i>At the World Education Forum held in Dakar, Senegal, in 2000, the international community committed to Education for All (EFA) by adopting the six EFA goals to be achieved by 2015. While literacy is embedded in each goal, some goals relate directly to youth and adult literacy, notably EFA Goal 3 on ensuring that the learning needs of all youth and adults are met, and EFA Goal 4 which aimed to achieve a 50 per cent improvement in levels of adult literacy by 2015. Since 2000, steady progress has been made. Yet, our world is still home to 757 million illiterate adults - two-thirds of whom are women. Progress has been uneven across regions, countries and populations. This session will review progress in literacy and highlight the issues yet to be addressed with a 2030 vision of literacy, so as to attain a more literate society.</i></p> <p>Moderator: Ms Sanjukta Mudgal, Director for National Literacy Mission I & II, Department of School Education and Literacy, Ministry of Human Resource Development, India (tbc)</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Overview of progress made on literacy since 2000, Mr Aaron Benavot, Director, Education for All Global Monitoring Report • Changing literacy landscapes: achievements, unfinished agenda and emergent issues in the post-2015 era, Mr David Atchoarena, Director, Policies and Lifelong Learning Systems, UNESCO <p>Questions and answers</p> |
| 12:15 – 13:00 | <p>Presentations:</p> <ul style="list-style-type: none"> • A literacy landscape: an African perspective, Mr Eliya Limbani Nsapato, Regional Coordinator, African Network Campaign on Education for All, Senegal |

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| | <ul style="list-style-type: none"> • Retrospective and prospective reflections on youth and adult literacy, Mr Alan Tuckett, Professor of Education, University of Wolverhampton, United Kingdom • Success factors of a big stride made, Mr Babu Ram Poudel, Director, Non-Formal Education Centre, Ministry of Education, Nepal (tbc) <p>Questions and answers</p> |
| 13:00 – 14:30 | Lunch |
| 8 September: Afternoon – Room II Technical Meeting: Creating a Sustainable and Literate Society | |
| 14:30 – 16:15 | <p>Panel session: Strengthening links between literacy and sustainable development <i>In this session, the literacy agenda in the post-2015 era will be reflected, looking into the interrelations between literacy and key areas of sustainable development. On one hand, literacy is a driver for sustainable development. Progress in each area of sustainable development, on the other hand, creates demands, opportunities and conducive environments for people to acquire, use, retain and advance their literacy skills. In this session, the main focus will be on the following essential elements of sustainable development as defined by the UN Secretary General’s report on “The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet”:</i></p> <ul style="list-style-type: none"> ○ Dignity - To end poverty and fight inequalities; ○ People - Ensuring healthy lives, knowledge and inclusion of women and children; ○ Prosperity - To grow a strong, inclusive and transforming economy; ○ Planet - To protect our ecosystems for all societies and our children; and ○ Justice - To promote safe and peaceful societies and strong institutions; ○ Partnership - To catalyse global solidarity for sustainable development. <p>Moderator: Mr Venkata Subbarao Ilapavuluri, Chief Programme Coordinator, UIL</p> <p>Keynote presentation</p> <ul style="list-style-type: none"> • Mr Dan Wagner, UNESCO Chair in Learning and Literacy, and Professor of Education at the University of Pennsylvania, United States of America (USA) <p>Panel discussion: Interrelations of literacy and sustainable development</p> <ul style="list-style-type: none"> • Ms Garrette E. Clark, Programme Officer, Cities and Lifestyles Unit, Sustainable Lifestyles, Cities and Industry Branch, United Nations Environmental Programme • Mr Manzoor Ahmed, Senior Adviser at the Institute of Educational Development, Brac University, Bangladesh • Ms Aija Tuna, Project Director, Education Development Centre, Latvia • Mr Ramon Mapa, Head, People’s Initiative for Learning and Community Development, The Philippines <p>Discussion</p> |
| 16:15 – 16:30 | Coffee break |

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| 16:30 – 18:00 | <p>Awards Ceremony: UNESCO King Sejong Literacy Prize, UNESCO Confucius Prize for Literacy</p> <p>Remarks</p> <ul style="list-style-type: none"> • Ms Irina Bokova, Director-General of UNESCO • H.E. Mr Lee Byong Hyun, Ambassador Extraordinary and Plenipotentiary, Permanent Delegate, Delegation of the Republic of Korea to UNESCO • H.E. Ms Zhang Xiuqin, Ambassador, Permanent Delegate, Permanent Delegation of the People’s Republic of China • Mr Raafat A. Radwan, Member of the International Jury of the UNESCO International Literacy Prizes and General Secretary, Arab Information and Communication Technology Federation, Egypt <p>Awarding the UNESCO International Literacy Prizes to the five laureates</p> <ul style="list-style-type: none"> • Ms Elisa Arão Mucavele, Chief Executive Officer, Associação Progresso, Mozambique • Mr Sarawanamuthu Dunaisingh, Senior Lecturer, Open School Unit, National Institute of Education, Sri Lanka • Ms Sonia Alvarez, Headteacher, Juan Luis Vives School of Valparaiso, Chile • Ms Voahangy Hanta Mialy Soa Ratiarison, President, Platform of Associations in charge of ASAMA and Post-ASAMA, Madagascar • Mr Štefan Straka, Statutory representative, Association Svatobor, Slovakia |
| 18:30 – 20:00 | Reception (7 th floor, Fontenoy building) |
| 9 September 2015: Morning – Room XII Expert Meeting : Creating a Sustainable and Literate Society (continued) | |
| 9:00 – 10:30 | <p>Session 2: Effective policies and lifelong learning systems for greater synergies between literacy and sustainable development</p> <p><i>The promotion of youth and adult literacy as part of lifelong learning requires efforts in different areas, such as policies, governance, programmes, monitoring and evaluation, and financing, as well as teaching and learning. This session will examine effective policies and lifelong learning systems for the promotion of youth and adult literacy and literate environments, considering the universality of the future education agenda for “inclusive and equitable quality education and promoting lifelong learning opportunities for all”. In so doing, a particular focus will be given to what kind of policies and lifelong learning systems can strengthen synergies between literacy and sustainable development.</i></p> <p>Moderator: Mr Sarawanamuthu Dunaisingh, Senior Lecturer, Open School Unit, National Institute of Education, Sri Lanka</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Policies to foster synergies between literacy and sustainable development, Mr Wang Li, Deputy Director, International Research and Training Centre for Rural Education, China • Shaping literacy policies in Europe: the European Literacy Policy Network, Ms Christine Garbe, Coordinator, European Commission’s European Literacy Network |

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| | <ul style="list-style-type: none"> • Making acquired literacy skills visible through recognition, validation and accreditation (RVA) frameworks, Mr Luis Antonio Perez Gonzalez, Director, Accreditation and Systems, National Institute for Adult Education, Mexico (tbc) <p>Discussion</p> |
| 10:30 – 10:50 | <p>Session 3: Innovative teaching and learning of youth and adult literacy embedded in efforts for sustainable development</p> <p><i>This session will focus on improving teaching and learning of youth and adult literacy embedded in efforts for promoting sustainable development. Examining main issues such as curriculum, teachers and facilitators, pedagogy, materials, and learning environments, the session intends to explore successful factors and innovative measures to enhance the interconnections between literacy and key areas of development. Following a presentation on an overview of critical issues in teaching and learning for youth and adult literacy in the Plenary, participants will be requested to break out into three groups.</i></p> <p>Moderator: Mr Heribert Hinzen, Senior Policy Advisor, DVV International</p> <p>Keynote presentation</p> <ul style="list-style-type: none"> • Ms Veronica McKay, Acting Dean of Education, University of South Africa <p>Introduction to the group work</p> |
| 10:50 – 11:05 | Coffee break - Moving to each group |
| 11:05 – 12:45 | <p>Session 3: Innovative teaching and learning of youth and adult literacy embedded in efforts for sustainable development (continued) - Group work</p> <p>Group 1 (Room IX): Curriculum, pedagogy, learning materials for literacy learning</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Ms Barbara Trudell, SIL International • Ms Voahangy Hanta Mialy Soa Ratiarison, President, Platform of Associations in charge of ASAMA and Post-ASAMA, Madagascar (tbc) • Mr Štefan Straka, Svatobor, Slovakia (tbc) <p>Group 2 (Room VI): Building the capacities of teachers, facilitators and other professionals</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Mr Edem Adubra, Head of the Secretariat of the International Task Force on Teachers for EFA • Ms Teresa Anne Welch, Senior Education Specialist, South African Institute for Distance Education, South Africa • Ms Isabelle Gasquet, Primary School Teacher, French Association for Reading, France • Mr Dennis Syniolo, Senior Coordinator for Education and Employment, Education International |

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| | <p>Group 3 (Room VII): Harnessing the potential of ICTs for teaching and learning of youth and adult literacy</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Ms Emma Ojanen, Project Researcher, Agora Center, University of Jyväskylä, Finland • Mr Steven Duggan, Director of Worldwide Education Strategy, Microsoft, USA • Mr Mamadou Mara, Technical Advisor, State Secretariat for Literacy and National Languages Promotion, Senegal |
| 12:45 – 14:00 | Lunch |
| 9 September 2015: Afternoon – Room XII Expert Meeting : Creating a Sustainable and Literate Society (continued) | |
| 14:00 – 14:30 | <p>Session 3: Innovative teaching and learning of youth and adult literacy embedded in efforts for sustainable development (continued)</p> <p>Moderator: Mr Heribert Hinzen, Senior Policy Advisor, DVV International</p> <p>Reporting on the Group work (5 minutes each)</p> <p>Discussion</p> |
| 14:30 – 15:45 | <p>Session 4: Monitoring and assessment of literacy progress in the post-2015 era <i>Since 2000, monitoring and assessment of literacy progress have improved. In many countries, Education Management Information Systems (EMIS) have been strengthened, with several countries moving towards integration of a non-formal education component into their EMIS. While literacy progress has continued to be monitored through official statistics which relies on surveys and census data based on declaration by respondents or third-party, or completed years of schooling, there has been an increased interest in understanding competences and skill levels. A number of international large-scale assessments (e.g. OECD's International Assessment of Adult Competencies, World Bank's Skills Towards Employment and Productivity and UNESCO's Literacy Assessment and Monitoring Programme) as well as regional, national and small-scale assessments have grown. This session is intended to explore ways to improve monitoring and assessment of progress in youth and adult literacy in light of the proposed 2030 Education Framework for Action. It also aims to improve monitoring mechanisms required in the post-2015 era.</i></p> <p>Moderator: Mr Borhene Chakroun, Chief, Section for Youth, Literacy and Skills Development, Division for Policies and Lifelong Learning, UNESCO</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Monitoring of literacy progress in the post-2015 era: what needs to be monitored and the need for improved data, Ms Silvia Montoya, Director, UNESCO Institute for Statistics • Adult literacy survey: a country experience from Tanzania, Mr Salum Mnjagila, Director of Adult Education, Ministry of Education and Vocational Training, Tanzania |

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| | <ul style="list-style-type: none"> • Measuring adult literacy skills: Programme for the International Assessment of Adult Competencies, Mr William Thorn, Analyst and PIAAC Project Leader, Education Directorate, OECD • Post-2015 monitoring mechanisms, Mr Aaron Benavot, Director, Education for All Global Monitoring Report <p>Discussion</p> |
| 15:45 – 16:00 | Coffee break |
| 16:00 – 17:30 | <p>Session 5: Towards adequate and sustained funding and effective partnerships for youth and adult literacy</p> <p><i>Developing a more literate society requires translating policies into practice, to which adequate and sustained financing as well as effective partnerships for youth and adult literacy are central. In many countries, however, less than 1 % of national education budget is allocated to adult literacy. The 2030 global agenda for sustainable development also urges us to reconsider merits and limitations of existing partnerships for youth and adult literacy. This session will explore ways of increasing investment in youth and adult literacy and enhancing the effectiveness of coordination among governments and partners to ensure more harmonised and sustained global efforts for youth and adult literacy.</i></p> <p>Moderator: Mr Khantulga Togoontumur, Senior Specialist, National Center for Lifelong education under the Ministry of Education, Culture and Science, Mongolia</p> <p>Presentations:</p> <ul style="list-style-type: none"> • Support Fund for Literacy and Non-Formal Education: cost-sharing between the government, donors and the private sector, Mr Abdellah Khaloub, Head, Department of International Cooperation and Partnership Promotion , National Agency for Fight Against Illiteracy, Morocco • Multi-sectoral national investment in adult literacy: Mr Abraham Ahidjo, Director General, Literacy and Non-Formal Education, Ministry of National Education, Chad (tbc) • Towards increased and sustained funding for literacy, Mr Patrick Donaldson, Senior Programme Officer, Australian Aid Programme-AusAID (tbc) • A global alliance for literacy, Mr Arne Carlsen, Director, UIL <p>Discussion</p> |
| 17:30 – 17:50 | <p>Session 6 : The way forward: discussion and adoption of the Communique</p> <p>Chair: Mr Qian Tang, Assistant Director-General for Education, UNESCO</p> <p>Discussion and adoption of the Communique</p> |
| 17:50 – 18:00 | <p>Closing session</p> <p>Closing remarks, Mr Qian Tang, Assistant Director-General for Education, UNESCO</p> |

On the occasion of International Literacy Day, the following exhibitions will be organised around the venue of the Global Meeting (Room II):

- **UNESCO Exhibition: “2015 Edition of the UNESCO International Literacy Prizes”** (Foyer Room I and on the fences outside the main entrance of UNESCO)
- **Exhibition: “Hangul': the Korean alphabet created by King Sejong”**, organised by the Government of the Republic of Korea (Salle MIRÓ 3, 7-11 September 2015)
- **Exhibition: “Education Transforms Booklet”**, and the **“Education for Sustainable Development Booklet”** prepared by the EFA Global Monitoring Report team (Foyer Room I)
- **UNESCO publication stand** (Foyer Room I)