SESSION 2 TAKEAWAYS:

To create inclusive learning spaces, it is important to:
- Adapt and integrate
- Redesign old framework
- Avoid stereotypes
- Celebrate diversity

SESSION 1 TAKEAWAYS:

We should have schools, but also other learning spaces, in order to promote autonomy in literacy learning and skills development.
- It matters to build free and open education resources which can be customized according to local needs.

In 2020, there were 771 MILLION illiterate people around the world, most of whom women, who still lack basic reading and writing skills.

An estimated 53% of ten-year-old children in low and middle income countries are not able to read and understand a simple story.

In Africa, it is estimated that nearly 4.3 MILLION learners from pre-primary to tertiary education may never come back to school.

The family space provides a real and comprehensive learning context with an environment that is safe and linked to higher cognitive development and, for this reason, provides many learning opportunities.

Digital tools can play a part in transforming literacy learning spaces, since they may be associated with open resources, where anyone can participate on equal terms.

To be able to achieve gender responsive learning spaces, we need to consider reality on the ground, accommodate the needs of this group, and build partnership and collaboration to address their challenges.

The need of migrants, IDPs and refugees to learn the language of the host country and integrate within society is to be addressed in order to unleash their potential.

Schools do not allow the learning of indigenous languages, therefore, spaces in communities or on digital platforms need to be developed for creating a non-discriminatory and safe environment.

It’s important to create inclusive learning spaces by addressing specific individual needs in learning through a universal design.

“Literacy allows women to become independent and to improve their standard way of living.”

“Literacy is a fundamental human right and a crucial gateway to access other fundamental human rights. It truly empowers people, giving them the instruments to be free and act in our society.”

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Established in 2005, with the support of the Government of the People’s Republic of China. It gives special consideration to functional literacy, leveraging technological environments, in support of adults in rural areas and out-of-school youth.

Established in 1989, with the support of the Government of the Republic of Korea. It gives special consideration to language-based literacy development.

KALINGA INSTITUTE OF SOCIAL SCIENCES from India is awarded the UNESCO King Sejong Literacy Prize 2022 for its ‘MOTHER TONGUE-BASED MULTILINGUAL EDUCATION PROGRAMME.’ It establishes an approach where language acquisition and language learning merge into a structured curriculum.

‘INSTITUTE INCLUDE’ from Brazil is awarded the UNESCO Confucius Prize for Literacy for its ‘ACCESSIBLE LITERATURE’ (Literatura Acessível) programme in producing accessible books, especially for people with disabilities.

MARRASA from the United Arab Emirates is awarded the UNESCO King Sejong Literacy Prize 2022 for its programme ‘MARRASA ARABIC LESSONS’, as a student-centred e-learning platform focusing on Arabic language educational content.

SARAWAK STATE LIBRARY from Malaysia is awarded the UNESCO Confucius Prize for Literacy in their ‘PEOPLE ACCESSIBLE NETWORK FOR DIGITAL EMPOWERMENT AND INCLUSIVITY (PANDEI)’ programme, which provides rural communities to take up a specific course to improve their digital literacy.

NATIVE SCIENTIST from the United Kingdom is awarded the UNESCO King Sejong Literacy Prize 2022 for its ‘NATIVE SCIENTIST’ programme, aimed at promoting scientific and language literacy among migrant students through innovative workshops in schools.

THE MOLTENO INSTITUTE FOR LANGUAGE AND LITERACY from South Africa is awarded the UNESCO Confucius Prize for Literacy for its ‘SCHOOL READINESS THROUGH COMMUNITY PARTICIPATION’ programme, focusing on transforming the school environment by bringing together parents and local communities in a meaningful and practical manner for the children’s interest.

To set the stage for lifelong learning, we must:

• Establish public-private partnerships for literacy;
• Finance literacy as it is key for transforming the entire education system;
• Set policy and action in global literacy agenda to be data-driven.

H.E. Ms Mariatou Koné
Minister of National Education and Literacy of Côte d’Ivoire

“‘Literacy contributes to the social professional integration of marginalized people and enables them to take part in the job market’”

Borhene Chakroun
Director, Division of Policies and Lifelong Learning Systems, Education Sector, UNESCO

“We have been celebrating International Literacy Day since 1967! The aim is to advocate for education and literacy, yet today, there is still a high number of illiterate people around the world”