



United Nations
Educational, Scientific and
Cultural Organization

Winners of the UNESCO
International Literacy Prizes

2016

**Innovation
in Literacy**

Winners of the UNESCO
International Literacy Prizes

2016

Research Institute for Languages and Cultures of Asia, Mahidol University (Thailand)

'Patani Malay-Thai Bi/Multilingual Education Project (PMT-MLE)'

Winner of the UNESCO King Sejong Literacy Prize

Center for Knowledge Assistance and Community Development (Viet Nam)

'Programme 'Books for rural areas of Viet Nam'

Winner of the UNESCO King Sejong Literacy Prize

Organization 'Jan Shikshan Sansthan Malappuram (India)

'Programme 'Vocational and Skill Development for Sustainable Development'

Winner of the UNESCO Confucius Prize for Literacy

Directorate of Literacy and National Languages (Senegal)

'National Education Programme for Illiterate Youth and Adults through ICTs'

Winner of the UNESCO Confucius Prize for Literacy

Department of Basic Education (South Africa)

'Kha Ri Gude Mass Literacy Campaign'

Winner of the UNESCO Confucius Prize for Literacy



Message from Irina Bokova, Director-General of UNESCO, on the occasion of International Literacy Day, 50th Anniversary

For fifty years, International Literacy Day has celebrated literacy as an empowering force for women and men and for society as a whole.

We have seen great progress since the proclamation of International Literacy Day by UNESCO in 1966. The world's population has increased substantially, but the number of young adults without literacy skills decreased by 25 per cent between 1990 and 2015. There has been movement in enhancing women's opportunities to acquire literacy – 43 countries have shown major improvements in gender parity. The global Education for All movement spearheaded much positive change.

But not enough. There remain today 758 million adults who cannot read or write a simple sentence. Two thirds of them are women. On the side-lines of the global village, they receive none of the benefits of globalization and suffer all its costs. These women and men are more vulnerable to ill health, exploitation and human rights abuse. They are more likely to be unemployed and paid less. Unable to read or write, they are held back from their full potential, and whole communities are locked into vicious cycles of poverty that lay the conditions for violence and strife.

Illiteracy remains synonymous with exclusion and poverty -- we must turn this around.

This is the promise of the 2030 Agenda for Sustainable Development, setting forth a new global vision of prosperity, sustainability and peace in 17 Sustainable Development Goals – including a specific goal to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Literacy is essential to success across the board. A foundation for human rights and dignity, literacy is vital for poverty eradication, for gender equality, for more inclusive and sustainable societies. This is why we launch today the Global Alliance for Literacy, to mobilize investment and promote innovative initiatives, with a focus on gender and new information and communication technologies. We must seize every opportunity - we must work across all sectoral boundaries.

The world has changed since 1966 – but our determination to provide every woman and man with the skills, capacities and opportunities to become everything they wish, in dignity and respect, remains as firm as ever. Literacy is a foundation to build a more sustainable future for all – this is UNESCO’s message.

A handwritten signature in black ink, reading "Irina Bokova". The signature is written in a cursive, flowing style.

Irina Bokova

UNESCO International Literacy Prizes 2016

Since 1967, UNESCO has awarded International Literacy Prizes to outstanding and innovative programmes that promote literacy. Throughout the years, the prestigious Prizes have rewarded over 475 initiatives undertaken by governments and NGOs across the world.

The Prizes are awarded annually at an official ceremony on International Literacy Day (8 September). This year marks the 50th anniversary of International Literacy Day which was established by the General Conference of UNESCO in 1966 following the recommendation of the World Congress of Ministers of Education on the Eradication of Illiteracy held in Tehran, Islamic Republic of Iran, in 1965.

Every year, the Prizes focus on a specific theme and this year's theme, 'Innovation in Literacy,' reflects the renewed importance of innovation in rapidly changing societies, economies and environments. Literacy involves a continuum of learning and proficiency levels. It is an integral part of lifelong learning and a wider set of competencies for life, work and sustainable development.

The two prizes awarded are the UNESCO King Sejong Literacy Prize and the UNESCO Confucius Prize for Literacy.

UNESCO King Sejong Literacy Prize

The UNESCO King Sejong Literacy Prize was established in 1989 with the support of the Government of the Republic of Korea. It honours the outstanding contribution made to literacy more than 500 years ago by King Sejong (1397-1450 A.C.), through the creation of the 'Hangul' alphabet. The UNESCO King Sejong Literacy Prize gives special consideration to the development and use of mother-tongue literacy education and training. Two prizes are awarded every year, and each winner receives US\$20,000, a medal and a diploma.



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UNESCO International Literacy Prizes 2016

UNESCO Confucius Prize for Literacy



© DR Confucius Cultural Week for Confucius

The **UNESCO Confucius Prize for Literacy** was established in 2005, with the support of the Government of the People's Republic of China, in honour of the great Chinese scholar, Confucius. The Confucius Prize for Literacy gives special consideration to literacy for people in rural areas and out-of-school youth, particularly girls and women. Three prizes are awarded every year, and each winner receives US\$20,000, a medal and a diploma.



THAILAND

Peace and reconciliation through bilingual literacy and education

The Research Institute for Languages and Cultures of Asia of the Mahidol University in Thailand has been awarded the 2016 UNESCO King Sejong Literacy Prize for its programme ‘Patani Malay-Thai Bi/Multilingual Education Project’



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ศูนย์ศึกษาและฟื้นฟูภาษา-วัฒนธรรมในภาวะวิกฤต
สถาบันวิจัยภาษาและวัฒนธรรมเอเซีย มหาวิทยาลัยมหิดล

Patani Malay is the mother-tongue of a minority group, consisting of approximately one million people, living in the south of Thailand. Over the years, tensions have occurred between the Patani Malay people and the Thai majority because of disagreements related to assimilation, language and culture. In 2013, the Thai government increased its efforts towards peace and reconciliation between the two groups.

Complementing these efforts is the Patani Malay-Thai Bi/Multilingual Education Programme (PMT-MLE), a research project created by Mahidol University, which helps to reduce the resentment of the Patani Malay people by teaching their mother-tongue alongside the national language in southern kindergartens and primary schools. In this way, Patani Malay children retain their Malay identity at the local level and their Thai identity at the national level, and this fosters a hopefully lasting national reconciliation.

Most Patani Malay children perform poorly in monolingual Thai government schools. The PMT-MLE programme helps leverage the power of their mother-tongue to counter this chronic underachievement. This approach fosters social equality alongside linguistic equality. “This bilingual programme has solved the problem of language incompetency. In addition to being proud of their native language, children have learnt to live with others who speak



© Mahidol PMT project

different languages. Communication with different languages or unequal levels of language understanding causes dissatisfaction with each other. Thai and Malay people should be able to effectively communicate since we live in the same country”, says Mrs Tuanyoh Nisani, a pre-school teacher and veteran in the southern part of Thailand.

The project was incorporated into two years of kindergarten and six years of primary school, with the first group of students completing their PMT-MLE grade in 2013. The programme was introduced into pilot schools in each of four Southern Border provinces in 2006 where 1200 students benefited and it has since expanded to 16 additional schools with 50 more asking to join. It is a hope of the Research Institute to serve as a model to more than 700 schools where students speak Patani Malay as their mother-tongue.

This programme to build peace through literacy has managed to deliver high quality innovative education in a conflict zone over nine years. Academics, parents, teachers and artists have all taken personal risks to continue supporting the Patani Malay people but the positive results are clear. A study by the Yala Rajababhat University shows that students who take part in the PMT-MLE project tend to achieve around 50% per cent higher scores in all subject areas and girls in PMT-MLE schools have a 156 per cent higher chance of passing their

mathematics test than those who attend monolingual schools.

The PMT-MLE project has had an ongoing positive influence on communities and families and a nationwide influence. The programme addresses both the long-standing problem of language identity and educational development; involves community participation; provides good foundations for higher grades for children and lifelong learning, and presents a tangible component for national reconciliation.



VIET NAM

One man's library revolution lays the foundation for sustainable development

The Center for Knowledge Assistance and Community Development of Viet Nam has been awarded the 2016 UNESCO King Sejong Literacy Prize for its programme 'Books for rural areas of Viet Nam'



© CKACD

Viet Nam has made impressive progress in education in the last 30 years, but rural and mountainous areas of the country still suffer from a great shortage of books and an undeveloped library system. For that reason Nguyen Quang Thach, a young Vietnamese man passionate about books, decided to quit his jobs at the Ministry of Transport and several international NGOs to start his own library revolution.

The result was the 'Books for rural areas of Viet Nam' programme, first implemented in 2007. Thach, who spent 10 years studying library design (since 1997), went on to found in 2010 the Center for Knowledge Assistance and Community Development (CKACD) which uses an innovative civil library system in order to make books available and accessible for all. Based on the specific needs of the different groups of learners, Thach designed five main models: clan libraries, parish libraries, classrooms libraries, military officer libraries, and community libraries for marginalized groups.

The 'Books for rural areas of Viet Nam' programme aims to offer equal educational opportunities to all, especially people in rural areas and disadvantaged groups, creating a reader-friendly environment, increasing literacy rates and promoting lifelong learning for all. "My goal is to bring books to the countryside to improve people's general knowledge and lay a foundation for the nation's sustainable development," he said.



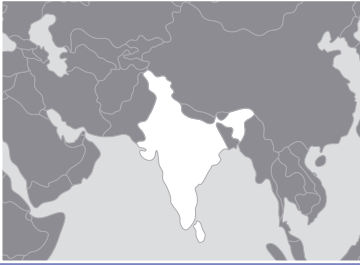
© CKAACD

The programme has changed the structure of the country's library system, offering models that are cheap and practical. Beyond building infrastructure for the models, the programme also provides capacity-building on effectively operating the libraries and creating activities to encourage reading.

The methodology used in the programme is very simple and includes hands-on training and collaborative teamwork. What is truly innovative is the way it mobilizes and engages civil society. Since its start, the programme has engaged more than 100,000 people, who help to finance the programme through crowdfunding. In order to raise public awareness, mass media and ICT are used as well as policy advocacy to inform people about fund-raising activities such as Thach's 2,700km walk across the country in 2015. Crowdfunding means that the programme doesn't depend on the government or international aid which thereby increases its flexibility and independence. Simultaneously it helps build a spirit of shared social responsibility among Vietnamese people.

Apart from being an important step towards achieving equal access to education and lifelong learning in Viet Nam, the civil library system has had many other positive impacts. To date, the initiative has made books accessible to more than 400,000 readers in rural areas and built more than 9,000 libraries in 26 provinces. Consequently, the number of books read by people has increased significantly in the areas where the programme

has been implemented. With the support of the Ministry of Education and Training (MOET) and the Ministry of Culture, Sports and Tourism (MOCST), the programme will be replicated nationwide to cover all 63 provinces reaching around 20,000,000 rural people by 2020. In addition to providing knowledge which helps people improve their income and living standards, books can also bring positive changes regarding people's attitudes towards the environment and society. As Thach says: "Books can help people live in a more humanistic way, leading to a more inclusive, tolerant, wealthy and sustainable society".



INDIA

Breaking literacy and skills barriers for traditionally disadvantaged groups

The Jan Shikshan Sansthan organization from Malappuram, India has been awarded the 2016 UNESCO Confucius Prize for Literacy for its programme Vocational Skill Development for Sustainable Development.

© Jan Shiksha Sansthan Malappuram



India has undergone significant economic growth and increased political democratisation in recent decades. These developments, coupled with increased state investment in education, through comprehensive educational programmes such as the National Literacy Mission and the Sarva Shiksha Abhiyan elementary education initiative, have contributed to the expansion of educational opportunities.

Although the state of Kerala, which has one of the highest literacy rates in the country at 93.91 per cent (National Census, 2011), poor literacy remains a major issue among traditionally disadvantaged groups such as women, ethnic minorities, 'scheduled tribes' (the official designation given to groups of historically disadvantaged indigenous people in India) and migrants, who often live in financially under-developed and marginalized communities.

This is the case for the 4.5 million inhabitants of Kerala's Malappuram district, where deep-rooted challenges such as endemic poverty and acute shortages of learning opportunities and professional teachers persist despite national educational efforts and initiatives.

Jan Shikshan Sansthan (JSS)-Malappuram is a Non-Governmental Organization functioning under the sponsorship of the Ministry of Human Resource Development, Government of India. Since its inception in 2006, the organization has been engaged in bringing sustainable change in the quality of life of illiterate and neo-literate adults in the district.



© Jan Shiksha Sansthan Malappuram

JSS Malappuram provides non-formal education to the illiterate and provides/offers training in different vocational skills for neo-literate adults. The organization also helps beneficiaries to find work or to start an enterprise individually or as a group, and has trained around 53,000 people, 41,000 of them women.

The programme provides literacy training and the opportunity to attain standards equivalent to fourth, seventh and tenth grade (primary to lower secondary school) alongside vocational skills development. Its vocational training on offer is diverse and tailored to a variety of local industries, from food processing training to textile production. The training centre, in collaboration with the National Bank for Agricultural and Rural Development, offers financial and technical entrepreneurship support to participants upon completion of their training.

Instruction is offered in Hindi, English, Malayalam and other regional languages, including Paniya. Textbooks are written in the community's local language, depending on where the training centre is located and are also available in Braille. Classes on subjects including health, sanitation, national integrity, entrepreneurship, financial literacy, legal literacy are also part of the programme. Mother tongue, mathematics, English and environmental science are the subjects for equivalent studies.

The programme makes use of technology such as LCD projectors, computers and audio-visual equipment.

A 'talking pen' – an electronic pen that reproduces the sound of written text – is used in the programme's literacy teaching. A management information system (MIS) facilitates communication between the training centre, programme officers and the director. The MIS is also used to collect and share data about learners' performance.

The central government has recognized the programme's efforts by awarding it the prestigious Sakshar Bharat Award in 2014.



SENEGAL

Information and Communication Technologies as an accelerator for literacy

The Directorate of Literacy and National Languages has been awarded the 2016 UNESCO Confucius Prize for Literacy for its 'National Education Programme for Illiterate Youth and Adults through ICTs'



© DALN

The National Education Programme for Illiterate Youth and Adults through ICTs was launched in 2013 in 14 regions of Senegal with the objective to provide around 14,000 young people and illiterate adults (15 and over) with life-skills in the national language and/or in the official language to promote their integration into working life.

Of Senegal's 14 million inhabitants only 55.6 per cent of those aged 15 years and older are literate, of which 43.8 per cent are women (2015). It was in this context that the Directorate of Literacy and National Languages (DALN) was established to implement the Government of Senegal's general policy on literacy, basic education and the promotion of national languages.

The DALN programme also aims to facilitate the use of ICTs in order to enhance the professional environment of illiterate youth and adults. The programme also aims to empower local communities to develop and implement basic education programmes for youth and adults. Finally, the programme makes a real contribution to issues related to the fight against Ebola, AIDS, malaria and other diseases. It also helps to fight against poverty and environmental degradation and contributes to the empowerment of women.

One innovative feature of the programme is the signing of contracts with local communities and performance contracts with the facilitators. The programme adopts an inclusive approach with all the technical departments of the country.



Furthermore, with 13,800 beneficiaries in 2015, including 12,800 women and girls, the final evaluation of the programme shows that 98 per cent completed the full course, with a 92 per cent success rate. The programme demonstrated that the use of ICTs spurs on greater attendance and participation of students with less absenteeism or dropouts and more beneficiaries completing their training.

The government's vision for education and training in Senegal is of a system in pace with the requirements of economic and social development, equitable, effective, efficient, reaching the vulnerable and based on inclusive governance with greater responsibility to local communities and grassroots actors.

Following the success of the programme in Senegal, it is now being replicated in Togo, Gambia, Niger and Nigeria. With a focus on the elimination of illiteracy by 2025 in Senegal, the programme is now planning to create libraries in regional centres and has recently established a fully-equipped centre of documentation and information.



SOUTH AFRICA

A second chance for South African adults to acquire basic education and literacy skills

The Department of Basic Education in South Africa has been awarded the 2016 UNESCO Confucius Prize for Literacy for its 'Kha Ri Gude Mass Literacy Campaign'



© Department of Basic Education

“I am so grateful to have this opportunity to learn now, even at my age. I never want to stop learning, I just want to get better and better”, says Steve Matija, a South African learner of 71 years. He is taking part in the Kha Ri Gude (Let Us Learn) adult literacy programme launched by the Department of Basic Education in South Africa in February 2008.

The campaign was originally launched to help achieve the UN Goal of Education for All, to which South Africa committed in Dakar in 2000, requiring countries to reduce their adult illiteracy rates by 50 per cent by 2015.

In 2008 it was estimated that approximately five million South African adults above the age of 15 years had not acquired proper writing and reading skills, a consequence of poor or no schooling in their early childhood years. Since then, these people, who have been sidelined by poverty, rural life responsibilities, Apartheid or/and gender inequality are getting a second chance to become literate through the Kha Ri Gude courses.

Since the inception of the programme, more than a million illiterate South Africans have benefited from the courses in all nine provinces in South Africa. The goal of reaching out to all groups of the population is clear: the classes are free of charge and adapted to the location as well as the availability of its learners. The programme also takes into account the mother-tongue of learners and is inclusive of adults with disabilities: approximately 15 per cent of the



© Department of Basic Education

participants have special needs or disabilities, the courses can be adapted for the deaf and can also be made available in Braille.

The programme follows an innovative and integrated approach to literacy that draws on neuro-cognitive research for the complex task of teaching adults using volunteers. The teaching approach and materials pay specific attention to the perceptual and visual literacy skills of the learner, as well as to directing and mapping progress in phonic knowledge and skills. Mature learners like Steve, can then go on to participate actively in the education of their grandchildren and local community.

The volunteers are monitored and assessed regularly as well. Because of this innovative approach which excludes no one, the intended target of reaching 4,7 million illiterate adults in South Africa has been largely exceeded. It has also motivated learners to form cooperatives for income generation and sustainability, and approximately 300,000 job opportunities have been created from 2008 to 2015 for unemployed youth as a result of the programme.

The biggest positive side-effect for all learners is growing self-confidence and self-reliance. A volunteer supervisor, Sister Makgoa, explains: “It makes a big difference in their lives. They are now able to fill in simple application forms and have a much better understanding of the forms they are filling in. But the biggest change in their lives is that they now have dignity and pride

that they did not have before.” Thus, apart from literacy, the programme helps with personal empowerment, employment creation and poverty alleviation, social cohesion and responsibility.

The South African Department of Basic Education has recruited and trained approximately 75,000 community-based volunteer coordinators, supervisors and educators of literacy for the Kha Ri Gude courses. They teach at 35,000 community-based learning centers across the country as well as in informal venues such as backyards, local churches and even bus-shelters if necessary. Volunteers are provided with basic and ongoing training, mentoring and support from experienced supervisors during the six-month course, and are equipped with teaching modules for 35 mother-tongue lessons, 35 numeracy lessons and 10 English lessons. The result is that 90 per cent of more than 4 million adult learners who enrolled in the programme between 2008 and 2015 completed the course and were honoured with a certificate and the opportunity to further pursue their education if they so desired. In a bid to encourage students to further their studies the Ministry of Basic and Higher Education ensures that volunteers partner with skills development institutions.

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THAILAND

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VIET NAM

UNESCO International Literacy Prizes 2016

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INDIA

© DEPARTMENT OF EDUCATION



SOUTH AFRICA

© DALIN



SENEGAL

LIST OF LAUREATES (2000-2015)

2000		
UNESCO IRA Literacy Prize	Zimbabwe	Adult Literacy Organization of Zimbabwe
	Nicaragua (HM)	Programme of Adult Literacy and Basic Education (Paebanic)
UNESCO King Sejong Literacy Prize	Iraq	Juvenile Education
	Senegal	National Literacy and Basic Education Directorate
	Brazil (HM)	Literacy through Solidarity Programme
	New Zealand (HM)	Literacy Aotearoa Inc.
UNESCO Malcolm Adiseshuah International Literacy Prize	Bolivia	Quechua-Castellano Bilingual Literacy Project on Reproductive Health
	China	Education Bureau of Shizong County
UNESCO Noma Literacy Prize	Philippines	Bureau of Non-Formal Education
	Iran (HM)	Education Project for Out-of-School Girl Workers in Rural Areas

2001		
UNESCO IRA Literacy Prize	New Zealand	National Centre for Workplace Literacy and Language
	Rwanda (HM)	Rwanda Association of Pentecostal Churches
UNESCO King Sejong Literacy Prize	China	Tianshui Education Commission
	Haiti	Project Alfatabonit/Alfa Desalin of the Gérin-Lajoie Foundation
	Germany (HM)	Federal Literacy Association
Recognitions	Israel (HM)	Adult Education Division, Ministry of Education
	Colombia	Hija de Maria Auxiliadora de Colombia
UNESCO Noma Literacy Prize	Kenya	The Bible Translation and Literacy
	Brazil	Brazilian Institute of Studies and Community Support
	India (HM)	Mahila Samakhya Programme
UNESCO Malcolm Adiseshuah International Literacy Prize	Morocco (HM)	Ministere des peches maritimes
	Senegal	Directorate of Literacy and Basic Education (DAEB)

2002		
UNESCO IRA* Literacy Prize	Eritrea	Adult Education Division of the Eritrean Ministry of Education
	Canada (HM)**	National Adult Literacy Database Inc.
UNESCO King Sejong Literacy Prize	Pakistan	Bunyad Literacy Community Council (BLCC)
	Egypt	Regional Centre for Adult Education (ASFEC)
	Spain (HM)	Cartagena Adult Education Association "Carmen Conde"
	Japan (HM)	Asia/Pacific Cultural Centre for UNESCO (ACCU)
	Cuba (HM)	"Literacy and Mass Communication Media: An Alternative for Developing countries"
UNESCO Noma Literacy Prize	Uganda	Literacy and Adult Basic Education Project (LABE)
	Thailand (HM)	Non-formal Education Elephant Delivery Project

2003	Literacy and Gender	
UNESCO IRA Literacy Prize	Bangladesh	Dhaka Ahsania Mission (NGO)
	Colombia (HM)	Literacy LAUBACH Foundation
UNESCO King Sejong Literacy Prize	South Africa	Tembaletu Community Education Centre
	Action Aid	International Reflect Circle (CIRAC)
	Saudi Arabia (HM)	National Guard, Directorate of Educational and Cultural Affairs
	Cuba (HM)	Youth and Adult Literacy and Education Chair, Caribbean and Latin American Pedagogical Institute
	Uganda	Nsamizi Training Institute of Social Development
Recognitions	Spain	Pioneers for the Prevention and Care of Psychosocial Difficulties
UNESCO Noma Literacy Prize	Zambia	Panuka Trust
	Morocco (HM)	Ribat Al Fath Association

* : International Reading Association

** : Honourable Mention

2004	Literacy and Gender	
UNESCO IRA Literacy Prize	Mauritius	Edikasyon pu travayer (NGO)
UNESCO King Sejong Literacy Prize	Brazil	Alfabetizacao Solidaria (Alfa Sol)
	China	The Steering Group of Literacy Education in Qinghai Province

2005	Literacy and Sustainable Development	
UNESCO IRA Literacy Prize	Mozambique	Associação Progresso
UNESCO King Sejong Literacy Prize	Spain	AULA Cultural Association
	Sudan	GOAL Sudan

2006	Literacy and Sustainable Development	
UNESCO IRA Literacy Prize	Pakistan	National Commission for Human Development (NCHD)
	China (HM)	Literacy Co-ordination Office of Yunnan Province
UNESCO King Sejong Literacy Prize	Turkey	Mother Child Education Foundation
	Cuba	Youth and Adult Literacy and Education Chair of the Latin American and Caribbean Pedagogical University of the Republic of Cuba
UNESCO Confucius Prize for Literacy	Morocco	Ministry of National Education
	India	Directorate of Literacy and Continuing Education

2007	Literacy and Health	
UNESCO King Sejong Literacy Prize	Senegal	TOSTAN
	Tanzania	The Children's Book Project
UNESCO IRA Literacy Prize	China	The Community Education Administration Centre
UNESCO Confucius Prize for Literacy	United States of America	Reach Out and Read National Center
	Nigeria	FREE - Family Reorientation Education and Empowerment
Recognitions	Spain	CODEF Adult Education Centre

2008	Literacy and Health	
UNESCO IRA Literacy Prize	Brazil	Curitiba City Council
	Morocco (HM)	The Association Integration
UNESCO King Sejong Literacy Prize	Zambia	People's Action Forum
	United Kingdom (HM)	"BBC-RAW"
UNESCO Confucius Prize for Literacy	South Africa	Operation Upgrade's Kwanibela Project
	Ethiopia	Adult and Non-Formal Education Association

2009	Literacy and Empowerment	
UNESCO King Sejong Literacy Prize	Burkina Faso	Tin Tua
	India	Nirantar
UNESCO Confucius Prize for Literacy	Afghanistan	SERVE Afghanistan
	Philippines	Municipal Literacy Coordinating Council
	Bhutan (HM)	Ministry of Education

2010	Literacy and Empowerment	
UNESCO King Sejong Literacy Prize	Cape Verde	General Directorate of Adult Training (DGEFA)
	Germany	State Institute for Teacher Training and School Development
	Colombia (HM)	North Catholic University Foundation
UNESCO Confucius Prize for Literacy	Egypt	Governorate of Ismailia
	Nepal	Non-Formal Education Centre (NFEC)
	Malawi (HM)	Coalition of Women Farmers (COWFA)

2011	Literacy and Peace	
UNESCO King Sejong Literacy Prize	Burundi	National Literacy Service
	Mexico	National Institute for Adult Education
	The Philippines (HM)	Local Government of Tagum City Literacy Coordinating Council
UNESCO Confucius Prize for Literacy	The United States of America	Room to Read
	The Democratic Republic of Congo	Collectif Alpha Ujuvi
	Pakistan (HM)	Literacy and Non Formal Basic Education Department

2012	Literacy and Peace	
UNESCO King Sejong Literacy Prize	Bhutan	Non-Formal and continuing Education Division, Department of Adult and Higher Education
	Rwanda	Pentecostal Church, ADEPR
	Niger (HM)	Ministry of National Education Literacy and Promotion of National Languages
UNESCO Confucius Prize for Literacy	Colombia	Fundación Transformemos
	Indonesia	Directorate of Community Education Development
	Morocco (HM)	Illiteracy Eradication Directorate Ministry of Education

2013	Literacy for the 21 st century	
UNESCO King Sejong Literacy Prize	Chad	Federation of Associations for the Promotion of the Guera Languages
	India	National Literacy Mission Authority
UNESCO Confucius Prize for Literacy	Bangladesh	Dhaka Ahsania Mission (DAM)
	Cote d'Ivoire	NGO Savoir Pour Mieux Vivre (SA. PO.MI.VIE)
	Namibia	Ministry of Education, Directorate of Adult Education

2014	Literacy and Sustainable Development	
UNESCO King Sejong Literacy Prize	Burkina Faso	Association for Promoting Non-Formal Education in Burkina Faso (APENF-BF)
	Ecuador	Ministry of Education
UNESCO Confucius Prize for Literacy	Algeria	Algerian Association for Literacy IQRAA
	Spain	Lifelong Learning School for Community Development Poligono Sur (CEPer)
	South Africa & USA	Molteno Institute for Language and Literacy & International Literacy Institute

2015	Literacy and Sustainable Societies	
UNESCO King Sejong Literacy Prize	Mozambique	Associação Progresso
	Sri Lanka	National Institute of Education
UNESCO Confucius Prize for Literacy	Chile	Juan Luis Vives School
	Madagascar	Platform of Associations in Charge of ASAMA and Post-ASAMA
	Slovakia	Association Svatobor

The Jury

An International Jury, appointed by UNESCO's Director-General, meets in Paris once a year to recommend potential prizewinning programmes for the Director-General's decision. The jury is made up of high profile practitioners and academics in the field of education, who are appointed for a period of two years. Candidatures for the prizes are submitted by Member States or by international non-governmental organizations in official partnership with UNESCO. The jury is presently composed of six experts representing UNESCO's geographical distribution.



HELEN ABADZI (Greece)

Dr Abadzi spent 27 years as an education specialist at the World Bank, appraising, supervising, and evaluating investments and conducting policy dialogue. Having held various positions involving expertise in education and evaluation design, she is now retired. During her career she incorporated neurocognitive research into her work to make learning more efficient, particularly for basic skills in low-income countries and proposed actionable interventions for interested governments and donors. She is also experienced in financing and procurement issues and has given numerous presentations for government and donor staff. In her distinctive academic career, she holds a Ph.D degree in Psychology from the University of Texas, Arlington and a Ph.D in Educational Administration from the University of Alabama. She has received several research and fellowship awards on educational and cross-cultural research, and has extensive

publications in the fields of education and psychology, as well as literacy, adult literacy, non-formal education for women and disadvantaged populations.



MARIA AURORA **CARRILLO GULLO** (Colombia)

A specialist in Literacy, Ms Carrillo Gullo has a B.A. in Psychology and Pedagogy from the Universidad Pedagógica

Nacional (UPN) and a Master's degree in Education from Universidad Javeriana. Having designed the educational model "A Crecer" for vulnerable people in Arauca, which is still used by the Colombian Education Ministry for the illiterate population, she created the educational model "Transformemos Educando", aimed at young people and adults in vulnerable communities. In 2010, she designed the "Transformemos Interactive System", which incorporates new technologies into youth and adult education. In 2011, during her post as CEO and Educational Director of the Transformemos Foundation, the city of Cartagena substantially reduced illiteracy by incorporating 28.000 youth and adults into formal education through her system. In 2012, the system was nominated by the International Council for Adult Education (ICAE) for the UNESCO Confucius Prize for Literacy and became one of the two laureates. Ms Carrillo Gullo was honoured by the Women's Success Foundation in 2013 and was awarded an honorary degree from the Universidad Javeriana in 2014.



**AMADOU WADE
DIAGNE (Senegal)**

Mr Diagne is an education specialist who started his career as a teacher and inspector in the Ministry of National Education in Senegal. He coordinated the Technical Support

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**HYANG KEUN SONG
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Dr Song has a B.A. and Ph.D in Korean Language and Literature from Korea University. He has been serving as Professor in the Division of Korean Language and Literature in

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