



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals



International conference

on 'Literacy and skills development'

UNESCO Headquarters, Paris, 7 September 2018

#LiteracyDay

# Message from Ms Audrey Azoulay, Director-General of UNESCO, on the occasion of International Literacy Day “Literacy and Skills Development”

**8 September 2018**

“Once you learn to read, you will be forever free”, wrote Frederick Douglass in the nineteenth century, an emancipated black American slave, champion of the abolitionist cause and author of several books. This call for emancipation through reading, and more generally by mastering basic skills – literacy and numeracy – has universal scope.

Literacy is the first step towards freedom, towards liberation from social and economic constraints. It is the prerequisite for development, both individual and collective. It reduces poverty and inequality, creates wealth, and helps to eradicate problems of nutrition and public health.

Since the times of Frederick Douglass, and particularly in recent decades, considerable progress has been made in all regions of the world, and millions of men and women have been lifted from ignorance and dependency through a broad-based movement of literacy and the democratization of access to education. However, the prospect of a world in which every individual has fundamental knowledge remains an ideal.

Today, worldwide, more than 260 million children and adolescents are not enrolled in school; six out of ten children and adolescents – around 617 million – do not acquire the minimum skills in literacy and numeracy; 750 million young people and adults still cannot read and write – and among them, two-thirds are women. These seriously debilitating shortcomings lead to a de facto exclusion from society and perpetuate a spiral of social inequalities and gender inequalities.

A new challenge is now being added to this: a world in flux, where the pace of technological innovation is continuously accelerating. In order to find a place in society, get a job, and respond to social, economic and environmental challenges, traditional literacy and numeracy skills are no longer enough; new skills, including in information and communication technology, are becoming increasingly necessary.

Preparing young people and adults for jobs, the majority of which have not yet been invented, is a challenge. Accessing lifelong learning, taking advantage of pathways between different forms of training, and benefiting from greater opportunities for mobility has thus become indispensable.

The theme of this year’s International Day, “Literacy and Skills Development”, focuses on this evolving approach to education. UNESCO is actively engaged in the redefinition of literacy policies and encourages innovative educational practices. It also supports various forms of public and private sector cooperation, since only a comprehensive understanding of the education cause can enable an appropriate response to the needs of a world that seems to be reinventing itself every day.

On this International Day, I call on all stakeholders in the world of education, and beyond, because it is a cause that concerns us all, to mobilize so that the ideal of a fully literate global society becomes more of a reality.



**Audrey Azoulay**  
Director-General of UNESCO

A handwritten signature of Audrey Azoulay in black ink, written over a horizontal line.

# Concept Note

## International Literacy Day

September 8th was proclaimed as International Literacy Day (ILD) at the 14th session of UNESCO's General Conference on 26 October 1966. Since 1967, ILD celebrations have taken place annually around the world to remind the public of the importance of literacy as a matter of dignity and human rights, and to advance the literacy agenda towards a more literate and sustainable society. ILD 2018 will be celebrated through: 1) a global event, including an award ceremony of the UNESCO International Literacy Prizes; 2) regional and country events; and 3) celebrations in a virtual space.

## Theme of ILD 2018: 'Literacy and skills development'

This year's theme is 'Literacy and skills development'. Focusing on youth and adults within the lifelong learning framework, the effective linkages between literacy and skills will be explored. For ILD 2018, 'skills' means knowledge, skills and competencies required for employment, careers, and livelihoods, particularly technical and vocational skills, along with transferable skills and digital skills.<sup>1</sup>

## Connecting literacy and skills: paths travelled

Integrated approaches that connect literacy learning and skills development have a long history. For these approaches, functional literacy has been an influential concept since the late 1950s<sup>2</sup>, viewed as a set of context-dependent skills that can engage a person in activities in which literacy is required for an effective functioning of his or her group and community. Beyond projects managed by the education sector, numerous integrated programmes have been managed by other sectors in field such as agriculture, labour and health. These programmes have played an important role in combining literacy, technical and vocational skills, and employability and entrepreneurial skills, as exemplified by extension services and 'farmers school' models. Parts of integrated programmes have targeted specific populations, such as out-of-school youth, women, rural people, low-skilled workers, and indigenous peoples.

There are multiple factors that contribute to enhancing the effectiveness of these programmes. A review of African experiences, for instance, highlighted two enabling factors. 1) competent, reliable and well-supported teachers or instructors; and 2) the consideration of participants' interest and conditions in programme design (Oxenham et al., 2002)<sup>3</sup>. Its findings also indicated, among others, the need to offer concrete and immediate benefits (e.g. income generation) to motivate learners.

## Current global context for integrated approaches: new perspectives and demands

The renewed focus on integrated approaches is grounded, on the one hand, in persistent literacy and skills challenges, and, on the other, in the new skills demands and impetus generated by the current context of globalization, digitization and the 2030 Agenda for Sustainable Development.

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1 UNESCO EFA Global Monitoring Report 2012. Paris: UNESCO.

2 Gray, W. (1956) The Teaching of Reading and Writing: An International Survey. Paris and Illinois: UNESCO, SCOTT, FORESMAN and Company. <http://unesdoc.unesco.org/images/0000/000029/002929eo.pdf>

3 Oxenham, J. et al., (2002) Skills and Literacy Training for Better Livelihoods: A Review of Approaches and Experiences. The World Bank.

The state of youth and adult literacy and skills, which were relatively neglected among the six Education for All (EFA) goals pursued between 2000 and 2015, is calling for stronger policy attention. Globally, steady progress has been made in literacy with the increase in the adult literacy rate (15+ years) from 81% in 2000 to 86% in 2016. Yet, the world is still home to at least 750 million adults, including 102 million young people (15-24 years old)<sup>4</sup>, who lack basic literacy skills. Moreover, six out of ten children and adolescents (617 million) are not achieving minimum proficiency levels in reading and mathematics<sup>5</sup>. If no action is taken, many of the estimated 267 million out-of-school children and young people will be part of the future illiterate adult populations. This lack of literacy skills is also affecting TVET learners. UNESCO notes that many young people entering apprenticeships lack the literacy skills needed to succeed<sup>6</sup>. Recent studies by the OECD highlight the lack of literacy skills as an impediment for fully benefiting from TVET and work-based learning programmes.<sup>7</sup>

Regarding technical and vocational skills, skills gaps and mismatch remain an issue, which, combined with other factors such as insufficient economic growth and rapid technological development, is resulting in massive unemployment and livelihood challenges that particularly affect young people, women and other disadvantaged groups. According to the ILO (2018)<sup>8</sup>, the global unemployment rate reached 5.6 % in 2017 while the rate for youth is 13 %. Further, women are less likely to participate in the labour market with less chances of finding jobs. In many countries, the lack of information regarding the labour market demand for skills and on actual skill levels of the population is exacerbating the situation and adds another layer of challenges in managing policies and programmes.

These challenges in skill gaps and mismatch are faced by developing and developed countries alike. For example, the 2018 Global Education Monitoring Report notes that only 2% to 4% of adults surveyed in Egypt, Iran, Jamaica and Pakistan could use basic arithmetic formulas in a spreadsheet<sup>9</sup>. International surveys, such as the OECD's Programme for International Student Assessment (PISA) and Programme for the International Assessment of Adult Competencies (PIAAC), as well as the World Bank's Skills Towards Employability and Productivity (STEP) program, indicate alarming literacy and digital skill gaps among large adult populations even in developed countries. For instance, one out of ten adults in the OECD and partner countries had no prior computer experience, and a further 4.7% of adults lacked basic ICT skills, such as the ability to use a mouse or scroll through a web page<sup>10</sup>.

In addition to these literacy and skills challenges, globalization and fast-advancing digital technology are transforming ways in which people work, live and learn, and are generating new skill demands and lifelong learning needs. They are also influencing ways in which education and learning are organized and managed, involving multiple actors, including governments, NGOs, communities and the private sector. Many countries are adopting lifelong learning approaches with a focus on learning pathways that are facilitated by multiple actors, paying attention to learners' agency, motivations and career paths. Those lifelong learning approaches require action in multiple areas, notably: 1) policy and strategies (e.g. policy focus, target groups, sectoral priorities); 2) policy measures related to quality assurance and promotion of learning pathways in a coordinated manner (e.g. developing national qualification frameworks, recognition, validation and accreditation schemes, quality assurance mechanisms); 3) organization and delivery (e.g. needs assessment, type of programmes, organisation, learning settings, use of digital technology); 4) governance (e.g. institutions, legal frameworks, decentralization, intersectoral cooperation, public-private partnerships, community involvement); 5) teaching and learning (e.g. content, pedagogy, materials, language); and 6) monitoring and evaluation (e.g. information systems, measurement of skill levels, assessment of labour market, social outcomes).

Furthermore, the Sustainable Development Goals (SDGs) have generated new impetus for collective efforts to address skills challenges and skills mismatch as universal issues. The indivisible nature of the goals and targets urges

4 UNESCO Institute for Statistics (UIS). (2017) 'Literacy Rates Continue to Raise from One Generation to the Next', UIS Fact Sheet No.45. Montreal: UIS.2017

5 *ibid.* Fact

6 Marope, M> Chakroun and Holmes. (2015) *Unleashing the Potential: Transforming Technical and Vocational Education and Training*. Paris: UNESCO.

7 OECD (2017) *Learning for Jobs: Synthesis Report of the OECD Review of Vocational Education and Training*. Paris: OECD Publishing, and OECD (2015) *The G20 Skills Strategy for Developing and Using Skills for the 21st Century*. Prepared for the third G20 Employment Working Group Meeting (23-24 July 2015, Turkey).

8 ILO (2018) *World Employment Social Outlook: Trends 2018*. [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_615672.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_615672.pdf)

9 UNESCO (2018) *Global Education Monitoring Report 2017/2018*. Paris: UNESCO.

10 OECD (2016) *Skills Matter: Further Results from the Survey of Adult Skills*. OECD Skills Studies. Paris: OECD Publishing.

integrated approaches and intersectoral collaboration, which helps improve not only integrated programmes but also improve conditions and environments required for learners to acquire, use and advance literacy and other skills to lead to better cognitive, social and development outcomes. Moreover, the SDGs' strong equity and inclusion focus calls for increased investment in the learning for low-skilled people. In this respect, two SDGs are particularly pertinent, namely SDG4 to '*Ensure equitable and quality education and promote lifelong learning opportunities for all*' and SDG8 to '*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*'. The Targets and Indicative Strategies for SDG4 included in Education 2030, particularly Targets 4.3, 4.4, 4.5, and 4.6, resonate with the policy areas introduced above. Meanwhile, SDG8 emphasises the importance of labour market outcomes of literacy and skills development programmes, particularly for disadvantaged target groups, including youth Not in Education, Employment and Training (NEET).

Ultimately, for policy makers and the international community to invest in integrated approaches, it is important to provide evidence that these approaches have the capacity to respond to multiple demands and lead to better labour market and social outcomes for individuals and, more broadly, sustainable development outcomes for their communities.

## ILD 2018: key questions

ILD 2018 aims at providing renewed impetus for collective efforts for making meaningful connections between literacy and technical and vocational education and training through programmes, policies, systems and governance. It will do so by recalling lessons from the past decades and reflecting on the main features of effective integrated approaches emerging in the current context. Key questions are as follows.

- What knowledge and experiences can countries and partners share regarding successes and failures in promoting integrated approaches? What specific policies and strategies are the most effective? What are the success factors?
- What are the evidences of impact of integrated approaches on individuals and their communities? What is their potential to motivate learners to participate in learning?
- How can the international community better support integrated approaches with a view to achieve the SDGs?

## Expected outputs

- A review of international trends in combining literacy learning and skills development produced and disseminated as an outcome of the celebrations of ILD 2018.
- Knowledge and experiences of integrated approaches consolidated for further reflection and action in the future.
- A community of practice on literacy and skills development enhanced.

## **International Conference on ‘Literacy and Skills Development’** 7 September 2018, Salle IV, UNESCO Headquarters in Paris, France

The International Conference on ‘Literacy and Skills Development’ (Paris, 7 September 2018) will explore ways to make effective connections between literacy and technical and vocational skills in policies, practice, systems and governance. It will do so by bringing together representatives from governments, multilateral and regional organizations, bilateral donors, non-governmental and civil society organizations, private sector, experts, and teachers and learners. Their knowledge, experiences and multiple perspectives, together with a set of background papers to be made available by the Secretariat, will feed into the deliberations during the Conference.

The main objectives of the International Conference are as follows.

- Drawing lessons from the past experiences and charting new elements and territories for integrated approaches that link literacy acquisition and skills development.
- Learning from examples of effective integrated approaches that combine learning of literacy, job-specific, transferable and digital skills.
- Exploring implications of digital technology for integrated approaches: How digital technology can enhance the effectiveness and relevance of integrated approaches that link literacy acquisition and skills development?

The main output of the International Conference will be a summary of discussions, highlighting key messages that emerge.

The working languages of the International Conference are Arabic, English, French and Spanish.

# Agenda of the International Conference on ‘Literacy and Skills Development’ and UNESCO International Literacy Prizes Awards Ceremony

UNESCO Headquarters, Room IV, Fontenoy Building, Paris, France

125 avenue de Suffren 75007 Paris

Friday 7 September 2018	
08:00 - 08:45	<b>Registration</b>
09:00 – 09:30	<p><b>Opening session</b></p> <p><b>Moderator:</b></p> <ul style="list-style-type: none"> <li>Mr David Atchoarena, Director, UNESCO Institute for Lifelong Learning (UIL)</li> </ul> <p><b>Opening remarks:</b></p> <ul style="list-style-type: none"> <li>Mr Xing Qu, Deputy Director-General, UNESCO</li> <li>Mr Joaquim Felizardo Alfredo Cabral, Secretary of State for Pre-School and General Education, Angola</li> </ul>
9:30 - 11:00	<p><b>Session 1: Revisiting integrated approaches that connect literacy and skills required for the world of work: new trends and issues</b></p> <p>For more than half a century, integrated approaches that connect literacy and skills in policies and interventions have brought about positive transformation to people’s lives, be it better literacy skills, income, well-being or self-confidence. The idea of functional literacy has particularly inspired integrated programmes, managed not only by the education sector but also by other sectors such as agriculture, labour, and health. Challenges to Literacy and skills, however, still persist. To meet these challenges, this session will look into new features and emerging issues related to integrated approaches at the system and policy levels to make such approaches more effective in the current context characterised by the 2030 Agenda for Sustainable Development, digitization and globalization.</p> <p><b>Moderator:</b></p> <ul style="list-style-type: none"> <li>Ms Yumiko Yokozeki, Director, UNESCO International Institute for Capacity Building in Africa (IICBA)</li> </ul> <p><b>Panel discussion:</b></p> <ul style="list-style-type: none"> <li>Mr Borhene Chakroun, Chief, Section of Youth, Literacy and Skills Development, Division for Policies and Lifelong Learning, Education Sector, UNESCO</li> <li>Mr Andreas Schleicher, Director, Directorate of Education and Skills, Organisation for Economic Co-operation and Development (OECD)</li> <li>Mr Srinivas B Reddy, Chief, Skills and Employability Branch, Employment Policy Department, International Labour Organisation (ILO)</li> <li>Ms Raphaëlle Martínez Lattanzio, Team Lead, Education Policy and Learning, Global Partnership for Education (GPE)</li> </ul> <p><b>Q &amp; A and discussions</b></p>
11:00 - 11:30	<b>Coffee break</b>
11:30 – 12:30	<p><b>Session 2: Evidence from effective integrated approaches</b></p> <p>Focusing on the programme level, this session will unpack integrated approaches that link literacy learning and skills development in the current context, drawing from examples of the five Laureates of the UNESCO International Literacy Prizes 2018. It will explore how they respond to skills demands, gaps and mismatch, as well as new features and success factors of these integrated approaches.</p> <p><b>Moderator:</b></p> <ul style="list-style-type: none"> <li>Ms Anna Robinson-Pant, Professor, University of East Anglia, United Kingdom; and UNESCO Chair holder on Adult Literacy and Learning for Social Transformation</li> </ul> <p><b>Panel discussion:</b></p> <p>Laureates of the UNESCO King Sejong Literacy Prize 2018</p> <ul style="list-style-type: none"> <li>Ms Hassina Sherjan, Founder, Aid Afghanistan for Education, Afghanistan</li> <li>Ms Andrea Gil, Coordinator of the Permanent Learning Programme, Ministry of Education and Culture, Uruguay</li> </ul> <p>Laureates of the UNESCO Confucius Prize for Literacy 2018</p> <ul style="list-style-type: none"> <li>Mr Mostafa Hassannejad, Consultant of International Affairs, Literacy Movement Organisation, Iran</li> <li>Mr Ja’Afaru Ahmed, Controller-General, Nigerian Prisons Service, Nigeria</li> <li>Ms Maria Ballester, Manager and Ms Angeles Lafuente, Instructor, Foundation Elche Acoge, Spain</li> </ul> <p><b>Q&amp;A</b></p>

12:30 – 14:00	<b>Lunch</b>
14:00 – 15:15	<p><b>Session 3: Effective governance and partnerships for integrated approaches</b></p> <p>Integrated approaches to literacy and vocational skills learning require a solid base in effective governance and partnerships. Such governance and partnerships can facilitate intersectoral collaboration which involve governments and a broad array of actors and stakeholders (e.g. civil society, private sector) who have diverse degrees of responsibilities, authority, power, and accountability at different levels. This session will explore major factors of effective governance and partnerships for integrated approaches, paying particular attention to institutional arrangements, coordination mechanisms, and regulations.</p> <p><b>Moderator:</b></p> <ul style="list-style-type: none"> <li>▪ Mr Dan Wagner, UNESCO Chair in Learning and Literacy, and Professor of Education at the University of Pennsylvania, United States of America</li> </ul> <p><b>Panel discussion:</b></p> <ul style="list-style-type: none"> <li>▪ Mr Martin Rodorigo Gill, Mayor of Villa Maria, Argentina</li> <li>▪ Ms Katerina Popovic, Secretary General, International Council for Adult Education (ICAE)</li> <li>▪ Mr Ahmed Bachir Diop, Director General, Development Society and Textile Fibers (SODEFITEX), Senegal</li> </ul> <p><b>Q&amp;A</b></p>
15:15 – 16:30	<p><b>Session 4: Exploring implications of digital technology for integrated approaches</b></p> <p>This session will reflect on how integrated approaches that connect literacy learning and skills development could achieve better education and development outcomes through effective adoption of digital technology. It will especially focus on ways in which digital technology supports the delivery of inclusive integrated programmes that are responsive to current skill demands and learners' needs.</p> <p><b>Moderator:</b></p> <ul style="list-style-type: none"> <li>▪ Mr Ronghuai Huang, Director, International Research and Training Centre for Rural Education</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>▪ Ms Luisa Gockel, Manager, Social Impact Programs and Partnerships, Pearson (jointly presents with) Mr Mark West, Associate Project Officer, Section of Youth, Literacy and Skills Development, UNESCO</li> <li>▪ Ms Jessica Rothenberg-Aalami, CEO &amp; Co-Founder, CELL-ED</li> <li>▪ Mr Colin Mcelwee, Co-founder and Senior Director of Strategic Partnerships, Worldreader</li> </ul> <p><b>Q&amp;A</b></p>
16:30-16:45	<p><b>Closing session</b></p> <ul style="list-style-type: none"> <li>▪ Mr Svein Ostveit, Director, a.i., Division for Policies and Lifelong Learning Systems, Education Sector, UNESCO</li> </ul>
16:45-17:00	<b>Coffee break</b>
17:00-18:00	<p><b>Awards Ceremony: UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for Literacy</b></p> <p><b>Master of Ceremony:</b></p> <ul style="list-style-type: none"> <li>▪ Ms Armelle Arrou, Chief, Special Events Section, Sector for External Relations and Public Information, UNESCO</li> </ul> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>▪ Ms Audrey Azoulay, Director-General, UNESCO</li> <li>▪ H. E. Mr Lee Byong Hyun, Ambassador, Republic of Korea to UNESCO</li> <li>▪ Mr Qingchao Fang, Chargé d'Affaires a.i., Deputy Permanent Delegate, People's Republic of China to UNESCO</li> <li>▪ Mr Willy Ngaka, Chair, International Jury of the UNESCO International Literacy Prizes</li> </ul> <p><b>Awarding the UNESCO International Literacy Prizes to five laureates</b></p> <ul style="list-style-type: none"> <li>▪ Ms Hassina Sherjan, Founder, Aid Afghanistan for Education, Afghanistan</li> <li>▪ Ms Andrea Gil, Coordinator of the Permanent Learning Programme, Ministry of Education and Culture, Uruguay</li> <li>▪ Mr Ali Bagherzadeh, Vice-Minister of Education and Head of Literacy Movement Organisation, Iran</li> <li>▪ Mr Ja'Afaru Ahmed, Controller-General, Nigerian Prisons Service, Nigeria</li> <li>▪ Ms Maria Ballester, Manager, Foundation Elche Acoge, Spain</li> </ul>
18:15	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>▪ Restaurant, Fontenoy building 7th floor</li> </ul>





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## Opening Session:

### Mr Xing Qu



Xing Qu is the Deputy Director-General of UNESCO. Born in 1956, Mr Qu holds a PhD in Political Science from the Paris Institute of Political Studies (IEP) (1992). From 1999 to 2006, he was Vice-President, Professor and Doctoral Supervisor at the China Foreign Affairs University (CFAU). He was in charge of administering the University's academic and budgetary affairs.

From 2006 to 2009, Mr Qu was Permanent Representative of China to the International Exhibitions Bureau (BIE) at the Ministry of Foreign Affairs of China, where he managed Chinese cooperation with BIE and coordinated preparations for the World Expo 2010 Shanghai China (Expo 2010). At the same time, as Deputy Chief of Mission, Mr Qu served as Minister at the Chinese Embassy in France.

From 2009 to 2014, he was President of the China Institute of International Studies (CIIS) at China's Ministry of Foreign Affairs, and in 2014, Mr Qu has served as Ambassador Extraordinary and Plenipotentiary of the People's Republic of China to the Kingdom of Belgium.

### Mr David Atchoarena



David Atchoarena is the Director of the UNESCO Institute for Lifelong Learning. He was appointed in April 2018. Before that, he was Director of the Division for Policies and Lifelong Learning Systems at UNESCO, with oversight of education policies, higher education, adult and vocational education and training, and ICT in education.

Before joining UNESCO Headquarters, Mr Atchoarena worked at the UNESCO International Institute for Educational Planning (IIEP). At the Institute, he conducted research and capacity-building programmes in the fields of educational planning, lifelong learning, technical and vocational education, and higher education. He also contributed to the development of the capacities of officials from ministries of education as the head of the Training and Education Programmes Unit of IIEP.

Prior to working for UNESCO, Mr Atchoarena served as Chargé de Mission at the National Agency for Lifelong Education of the French Ministry of Education and as a project coordinator in the Ministry of Finance and Planning in Saint Lucia.

Mr Atchoarena holds a Doctorate in Economics from the University of Paris I, Panthéon-Sorbonne.

### Mr Joaquim Felizardo Alfredo Cabral



Joaquim Felizardo Alfredo Cabral has been the Secretary of State for Preschool and General Education of the Republic of Angola since 2017. Prior to this position, he had implemented and coordinated education reforms as a consultant and as the Coordinator of the Commission for Monitoring and Evaluation of Education Reform. Between 2001 and 2009, he was the Head of Department of General Education at the National Institute for Research and Development of Education. Between 1983 and 2000, he worked as a teacher. Mr Cabral has many years of experience in the fields of programme coordination, monitoring and evaluation, education reforms, and curriculum development. In addition, he is very active in academia, having coauthored many papers related to education policies.

Mr Cabral holds a Graduate Diploma in Education (Chemistry) from the Pedagogical University in Cuba; a Diploma in Education Policy, Planning and Management from the Pedagogical University of Maputo in Mozambique; a Diploma in Diagnosis of Education Systems and Education Data Analysis from Associados and Corporação, Mozambique.

## Session 1:

### Ms Yumiko Yokozeki



Yumiko Yokozeki is a specialist in education. She started her career as science and mathematics teacher in rural Kenya and Zimbabwe. This led her to be Early Childhood Development Officer for UNICEF Zimbabwe, and then she joined JICA as Senior Education Adviser, where she played a leading role in Japan's educational cooperation. After her assignment as Regional Education Adviser at JICA Regional Support office for Africa, she moved back to UNICEF to be Regional Chief of Education for Eastern and Southern Africa Regional Office and then UNICEF Western and Central African Regional Office. Since 2015, she is the Director of UNESCO IICBA, based in Addis Ababa, Ethiopia where teacher development in Africa is promoted. She has travelled and worked in all African countries. While her specialization remains in Africa, she also has working experiences in Asia/Pacific, South Asia, Middle East, and Latin America. She has BA in Education from the International Christian University, Tokyo, MA in Education from Harvard Graduate School of Education, and Ph.D. in Education from the Institute of Education, University of London. Yumiko is a national of Japan and loves photography, cinema and animals.

### Mr Borhene Chakroun



Borhene Chakroun is the Chief of the Section of Youth, Literacy and Skills Development at UNESCO. He is an engineer and has a PhD in Education Sciences from Bourgogne University in France. His academic work focuses on the recognition and validation of prior learning and qualifications. Borhene worked, during the 1990s, as trainer, chief trainer, TVET project manager. He has also worked as short-term consultant for the EU, World Bank and other international organizations before joining the European Training Foundation (ETF) in 2001. At the ETF, Borhene worked as Senior Human Capital Development specialist. During his time at ETF, he coordinated the ETF's community of practice on National Qualifications Frameworks and Recognition of Qualifications. In addition, he coordinated the organization of the Third International Congress on TVET in Shanghai in 2012. Borhene has conducted a range of policy reviews and TVET systems diagnosis in different contexts. He has authored and co-authored various articles and books in the fields of literacy, TVET, and skills development. Much of his most recent work focuses on literacy, global trends in reforming TVET systems, and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

### Mr Andreas Schleicher



Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD). He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments which create a global platform for policy-makers, researchers and educators to innovate and transform educational policies and practices. He has worked for over 20 years with Ministers and educational leaders around the world to improve quality and equity in education. U.S. Education Secretary Arne Duncan said about Andreas in *The Atlantic* (7/2011) that "He understands the global issues and challenges as well as or better than anyone I've met, and he tells me the truth". Secretary of State Michael Gove in the United Kingdom called Andreas "the most important man in English education", never mind that he is German and lives in France. Andreas is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded for "exemplary democratic engagement" in the name of the first president of the Federal Republic of Germany. He holds an honorary professorship at the University of Heidelberg.

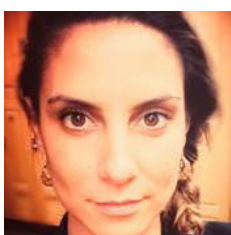
### Mr Srinivas B Reddy



Srinivas B Reddy is Chief of Skills and Employability Branch at ILO Geneva since January 2018. Prior to taking up this position at ILO Headquarters, he was Country Director of the ILO Country Office in Bangladesh during 2013 to 2017. He has previously been a senior advisor on Technical and Vocational Education and Training and Skills Development Specialist and has worked in ILO offices in India, Indonesia and Bangladesh. Mr. Reddy's professional career in industrial relations, skills development and general management has spanned over 30 years. He has had extensive experience as skills development specialist and industrial relations expert working with wide range of partners including employers and workers organisations

having previously been employed by the Government of Andhra Pradesh in India, before joining the ILO. Mr. Reddy has gained a wide range of skills and experience in skills development, social dialogue, human resource and general management.

### Ms Raphaëlle Martínez



Raphaëlle Martínez joined the GPE secretariat in 2013. She currently leads the Team on Policy and Learning whose mandate is to mobilize and disseminate evidence and practices in the field of System Strengthening, Teaching and Learning, as well as Equity and Inclusion. Previously, Raphaëlle was a Senior Education Specialist in charge of Planning, Finance and Systems in GPE; and worked for two years as a Country Lead for eastern and southern African countries. She has been working in the field of education for 15 years, of which 10 were acquired as an education planning specialist at UNESCO HQ and in the field. Raphaëlle is a national of Argentina and holds a Masters of Political Science and Public Policies, as well as a

Masters of Education Policies and Planning from the Sorbonne University in Paris.

## Session 2:

### Ms Anna Robinson-Pant



Anna Robinson-Pant is Professor of Education at the School of Education and Lifelong Learning, University of East Anglia, UK, and holds the UNESCO Chair in Adult Literacy and Learning for Social Transformation. Previously she was based in Nepal, working in adult literacy with a range of NGO and Government programmes. Her ethnographic research in Nepal - *Why eat green cucumber at the time of dying?* Exploring the link between women's literacy and development - received the UNESCO International Award for Literacy Research in 2001. More recently, she coordinated the UNESCO-IFAD study in Cambodia, Egypt and Ethiopia, 'Learning knowledge and skills for agriculture to improve rural livelihoods' (2016) <http://unesdoc.unesco.org/images/0024/002457/245765E.pdf>. She has been active in developing methodological

approaches to researching across languages and cultures, and received the BMW Group Award for Intercultural Learning (Theory Category) 2007 for her contribution in this field.

## Laureates of UNESCO King Sejong Literacy Prize

### Ms Hassina Sherjan



Hassina Sherjan, a consummated professional with over thirty years of thorough knowledge and experience in education, business, communication and journalism, is the Founder and Chief Executive Officer of Aid Afghanistan for Education.

Co-author of "Toughing It Out in Afghanistan" published in February 2011, she has also published various op-eds in the NYTimes, the Washington Post, the Guardian, USA Today and more.

She is a recipient of The International Alliance for Women World of Difference Award 2012.

She received her Master in Public Administration degree from Harvard Kennedy School and an Honorary Doctorate of Law degree from Queen's University, Canada.

### Ms Andrea Gil de Mello



Andrea Gil de Mello es licenciada en psicología, titulada por la Universidad de la República. Se integra el equipo de gestión del Programa Aprender Siempre como Coordinadora Asistente en el año 2010, teniendo a su cargo la asistencia, gestión y colaboración con la Coordinación General del programa y con los docentes del mismo, en orden a la organización, desarrollo y difusión de sus actividades.

Entre las tareas asignadas mantuvo una interlocución sostenida y articulada con los referentes locales, supervisando las actividades educativas en distintos puntos del territorio nacional, organizando y coordinando distintas instancias con educadores/as definidas en cada caso en acuerdo con la Coordinación General del Programa, participando en los procesos de selección de educadores y la conformación de duplas para las diferentes actividades del PAS, y sistematizando y elaborando informes de las actividades realizadas en los territorios de referencia.

Ha participado de instancias de intercambio y formación vinculadas a la Educación de personas jóvenes y adultas, y de articulación intra e interinstitucional relacionadas con su tarea.

En el año 2016, se la designa como Coordinadora Nacional del PAS teniendo a su cargo la conducción general del programa.

### Laureates of UNESCO Confucius Prize

#### Mr Ali Bagherzadeh Farouji



Ali Bagherzadeh Farouji is the Deputy Minister of Education of Iran and Director of Literacy Movement Organisation of Iran. In addition, he is a Member of ICT Strategic Council and Member of UNESCO National Education and Sustainable Development Committee. He holds an MA in Educational Management, a PhD in Education Management and a DBA from the University of Tehran.

Previously, he was the Deputy Minister of Education for Public Education of Iran and Director of Private Schools Organisation of Iran.

#### Mr Mostafa Hassannejad



Mostafa Hassannejad is the International Affairs Advisor to the Director of Literacy Movement Organisation in the Islamic Republic of Iran. He holds a BA in English Translation and an MA in Business Administration. He was a senior expert in adult education at the Education for All Plan Coordination Office for three years at the Ministry of Education.

He was a Coordinator of the national literacy campaign for illiterate parents of schoolchildren for registration at UIL website and National coordinator for GRALE3 and GRALE4 reports.

### Mr Ja'afaru Ahmed



Ja'afaru Ahmed began his working career with the Sokoto state Government in October, 1985 when he was appointed Master II with the Sokoto Ministry of Education. Prior to transferring his service to the Nigerian Prisons Service in 1989, he held such offices as the Principal Education Officer (Student) in charge of Secondary School in Sokoto, Assistant Lecturer at State College of Arts and Science, Sokoto, and Lecturer II at the same school.

He joined the Nigerian Prisons Service in November, 1989 as a Superintendent of Prisons and subsequently rose through the ranks in this order: Chief Superintendent of Prisons (CSP) in 1993; Assistant Controller of Prisons (ACP) in 1996; Deputy Controller of Prisons (DCP) in 1999; Controller of Prisons (CP) in 2003 and Assistant Controller General of Prisons in 2008.

### Ms Maria Ballester Cerezo



Maria Ballester Cerezo es Licenciada en Psicología por la Universidad de Murcia. Cuenta con más de veinticinco años de experiencia en la práctica clínica y desde 2005 presta sus servicios como psicóloga en Fundación Elche Acoge, donde ha dirigido el Área de Igualdad y Género de la Fundación, combinando la atención psicosocial con población inmigrante en situación de vulnerabilidad, con la coordinación de los programas de intervención psicosocial con mujeres inmigrantes desde la perspectiva de género.

Formada en Mediación Intercultural, posee un Master en Psicología Clínica, así como un Master en Igualdad y Género.

Ha participado en numerosos seminarios y congresos y colaborado en la realización del "Manual práctico orientativo de extranjería". Ha publicado el monográfico "La salud mental y las personas inmigrantes" y es asimismo autora de varios artículos sobre las migraciones, la salud y las mujeres.

Desde 2015 es la responsable del Área de Gestión de Proyectos de la entidad y del Área de Recursos Humanos.

### Ms Rodes Lafuente Angeles



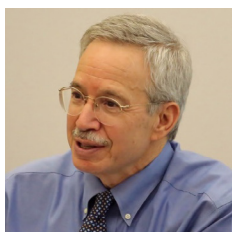
Angeles Rodes Lafuente es Licenciada en Psicología por la Universidad Miguel Hernández de Elche (Alicante). Reconocida como "Estudiante 5 Estrellas" por su expediente académico, así como por su implicación social y proyección curricular a nivel europeo, finalizó sus estudios en el año 2009, contando en el momento de su graduación, con un título de Experto Universitario en Psicogeriatría y un Máster en Práctica Clínica en Salud Mental.

En el año 2011, combinó sus labores como psicóloga clínica y formadora en pequeñas entidades sin ánimo de lucro orientadas a la atención de personas afectadas por enfermedades neurodegenerativas (Esclerosis Múltiple, Esclerosis Lateral Amiotrófica, Demencia – Alzheimer, Parkinson, Cuerpos de Levy), con la formación para la obtención del Máster de Formación del Profesorado de Educación Secundaria Obligatoria y Bachillerato.

Tras su incorporación al equipo técnico de la Fundación Elche Acoge de la Comunidad Valenciana, se encuentra implementando acciones de atención psicosocial con población inmigrante en situación de especial vulnerabilidad (mujeres en su mayoría), al tiempo que coordina la ejecución del proyecto de Aprendizaje de la Lengua y la Cultura del País de Origen, participando, además, como formadora de español, abordando la enseñanza de la lengua desde niveles básicos (alfabetización) a niveles avanzados.

## Session 3:

### Mr Dan Wagner



Dan Wagner is the UNESCO Chair in Learning and Literacy, and Professor of Education at the University of Pennsylvania. He is Director of the International Literacy Institute, co-founded by UNESCO and the University of Pennsylvania, and Director of Penn's International Educational Development Program in graduate study. After an undergraduate degree in Engineering at Cornell University, and voluntary service in the Peace Corps (Morocco), he received his Ph.D. in Psychology at the University of Michigan, was a two-year postdoctoral fellow at Harvard University, a Visiting Fellow (twice) at the International Institute of Education Planning in Paris, a Visiting Professor at the University of Geneva (Switzerland), and a Fulbright Scholar at the University of Paris. Dr. Wagner has extensive experience in national and international educational issues, and has served as an advisor to UNESCO, UNICEF, World Bank, USAID, DFID, and others on international development issues. He was elected Fellow of the American Educational Research Association, American Psychological Association, and American Anthropological Association. Among other honors, Dr. Wagner was a recipient of the UNESCO Confucius International Literacy Prize; was appointed Special Advisor on Literacy to the UNESCO Director-General; served as Chair of the Brookings Global Research Task Force on Learning; and was made a Literacy Award Honoree by the U.S. Library of Congress. His most recent multi-year projects have been in India, South Africa, and Morocco. In addition to over 175 professional publications, Dr. Wagner has written/edited 25 books. His latest book is *Learning as Development: Rethinking International Education in a Changing World* (Routledge, 2018).

### Mr Martin Rodrigo Gill



Martín Rodrigo Gill, actual Intendente de la Ciudad de Villa María, es abogado, docente universitario, fue rector de la Universidad Nacional de Villa María en 2007 y reelecto en 2011. Durante ese tiempo ejerció en dos períodos la presidencia del Consejo Interuniversitario Nacional de Argentina. Fue designado Secretario de Políticas Universitarias de la Nación entre el 2011 y 2012 hasta asumir como Diputado Nacional, en donde presidió la Comisión Parlamentaria de Ciencia y Tecnología.

Martín Rodrigo Gill, current Mayor of the City of Villa María, is a lawyer, university professor. He was rector of the National University of Villa María in 2007 and re-elected in 2011. During that time, he served in two periods the presidency of the National Interuniversity Council of Argentina. He was appointed Secretary of University Policies of the Nation between 2011 and 2012 to serve as a National Deputy, where he chaired the Parliamentary Committee on Science and Technology.

### Ms Katarina Popović

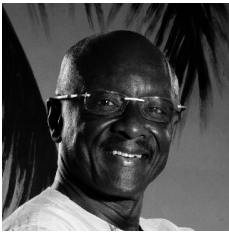


Katarina Popović, PhD, is Secretary General of ICAE (International Council for Adult Education) and Professor at the Department for Andragogy, Faculty of Philosophy in Belgrade. She is visiting professor for adult education and lifelong learning a few European universities, and president of the Serbian Adult Education Society. She is the member of International Adult and Continuing Education Hall of Fame, several relevant European and international organizations, editor in chief of the journal "Andragogical studies" and author of numerous publications, articles and books in the field of adult education and lifelong learning.

She is a certified trainer in adult education, with rich experience in both trainings and an consultancy worldwide; for many years she was the vice president of EAEA, and coordinator of German DVV international for South East Europe, participating and coordinating numerous projects in the field of adult education, lifelong learning and vocational training, several projects focused on adult literacy. As Secretary General of ICAE she works mainly on the policy level, monitoring and implementation of the agenda 2030 within the UN system of Major Groups and Other Stakeholders, linking global goals and commitments with the regional and local practices and implementation, especially in the field of adult learning and education.



### Mr Ahmed Bachir Diop

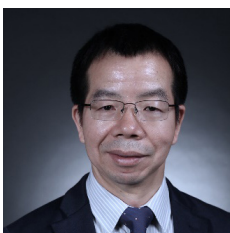


Ahmed Bachir Diop est Directeur Général de la SODEFITEX. Il a impulsé de notables innovations socio-économiques et commerciales : certifications ISO 9001, OHSAS 18001, ISO 14001, filière coton équitable et bio équitable, diversification vers l'agroalimentaire, formation professionnelle en langues nationales pour la modernisation de dizaines de milliers d'exploitations agricoles familiales en contrat avec la SODEFITEX, processus de certification des formations professionnelles en langues nationales par le Ministère en charge de la formation professionnelle entamé avec le soutien de l'UNESCO. Il figure parmi les principaux initiateurs et animateurs de l'Association Cotonnière Africaine (A.C.A) dont il est vice-président de 2002 à 2007 et président de 2009 à 2012. Il a été président du conseil d'administration du Think Tank « Initiative Prospective Agricole et Rurale » (IPAR) [www.ipar.sn](http://www.ipar.sn) de 2008 à 2015.

Ahmed Bachir Diop is the Director General of SODEFITEX. He has led to significant socio-economic and commercial innovations: ISO 9001, OHSAS 18001, ISO 14001, fair trade and fair trade organic cotton, diversification towards agro-food, professional training in national languages for the modernization of tens of thousands of farms family farms under contract with SODEFITEX, process of certification of vocational training in national languages by the Ministry in charge of vocational training started with the support of UNESCO. He is one of the main initiators and animators of the African Cotton Association (ACA) of which he is vice-president from 2002 to 2007 and president from 2009 to 2012. He was chairman of the board of directors of the Think Tank "Initiative Prospective Agricole and Rural" (IPAR) [www.ipar.sn](http://www.ipar.sn) from 2008 to 2015.

## Session 4:

### Mr Ronghuai Huang



Ronghuai Huang is a Professor in Faculty of Education of Beijing Normal University (BNU). He has been engaged in the research on smart learning environment, educational technology as well as knowledge engineering. He received 'Chang Jiang Scholar' award in 2016, which is the highest academic award presented to an individual in higher education by the Ministry of Education of China. He serves as Co-Dean of Smart Learning Institute, Director of UNESCO International Rural Educational and Training Centre, and Director of China National Engineering Lab for Cyberlearning & Intelligent Technology. He is very active in academic organisations both at home and abroad. He is also Committeeman of the Science Subject

Expert Committee of the National Textbook Committee, Vice-chairman of China Education Technology Association, and Deputy Director of Teaching Guidance Committee of Educational Technology at Institutions of Higher Education (MOE). Since 2013, he serves as the Chairman for many times of the International Conference on Advanced Learning Technology (ICALT). He is also the President of International Association of Smart Learning Environments (IASLE), and Editor-in-Chief of Springer's Journal of Smart Learning Environment and Journal of Computers in Education. Till now, he has accomplished and is working on over 100 projects, and his ideas have been widely spread, with about 400 academic papers and over 40 books published at home and aboard

### Ms Luisa Gockel



Luisa is a partnerships and social impact specialist with 15 years of combined experience in several areas, including journalism, technology, business development and social innovation. She was part of the founding team at Apps for Good, one of the fastest growing edtech charities in the UK, and helped them grow their footprint by 10,000% in 5 years.

Luisa spent the past decade working in the charity sector in the UK and South America, designing and managing complex social innovation partnerships with some of the world's most innovative companies such as Google, Barclays, Samsung, and Facebook. Luisa joined Pearson in 2017 to lead the company's technology and social impact partnerships as part of Project Literacy, Pearson's flagship social impact campaign.

### Mr Mark West



Mark West works in UNESCO's Education Sector, where he examines how technology can improve the quality, equity, and accessibility of learning, especially in developing countries.

His work encompasses fieldwork, research, knowledge production, and partnership building.

Mr. West has written and edited numerous UNESCO publications on a wide range of subjects, including on efforts to use technology to expand learning opportunities for refugees, to build the capacities of teachers, to strengthen literacy, and to bridge gender divides in education.

He has also planned and implemented UNESCO field projects that seek to help teachers and learners leverage inexpensive mobile devices to improve educational outcomes in low resource communities. His work has included projects in Nigeria and Myanmar.

Mr. West is currently articulating strategies to make digital solutions more inclusive for people with low literacy skills, helping governments enact policies and practices to ensure that women and girls develop strong digital skills, and supporting the review of ICT in education policies in Sudan.

Prior to joining UNESCO, Mark researched education in Azerbaijan as a Fulbright Fellow and worked as a teacher and teacher trainer at the secondary and post-secondary levels in the United States. He is a graduate of Stanford University.

### Ms Jessica Rothenberg-Aalami



**Jessica Rothenberg-Aalami, Ph.D.**, is the Chief Executive Officer and founder of Cell-Ed, a complete mobile solution to reach, teach, and upskill today's workforce. A Silicon Valley native and entrepreneur for over 20 years, Rothenberg-Aalami has co-designed and delivered technology solutions that bridge education, digital and opportunity divides in over 40 countries. Her experience spans work with major technology companies (e.g., Microsoft, Hewlett Packard), international organisations, governments, umbrella NGOs and on-the-ground partners. An active collaborator and speaker, Rothenberg-Aalami is the co-author of *Technology at the Margins: How IT Meets the Needs of Emerging Markets* and holds advanced

degrees in International Development, Business and ICT Design from the University of California, Berkeley, University of Oregon, and Harvard University.

## Mr Colin Mcelwee



Colin co-founded Worldreader in 2010 at the intersection of the emergence of digital books, widespread adoption of mobile technology and the enormous and critical need for relevant and engaging reading material in many parts of the world.

He started his career as an economist for several Brussels-based lobbies to the European Commission, and later worked in global marketing in the consumer goods sector (beer) for Scottish & Newcastle PLC. Later he was the first director of marketing at ESADE Business School in Barcelona, where he helped establish the school's reputation as a world-class

business education provider.

He has two young daughters and has a degree in economics from the University of Manchester and an MBA from ESADE Business School. He has previously acted as an invited member of the Global Agenda Council on Africa of the World Economic Forum (WEF) and in 2016 Colin was recognised as one of the Social Entrepreneurs of the Year by the Schwab Foundation of the WEF.

## Closing session

### Mr Svein Osttveit



Mr. Svein Østtveit joined UNESCO (Paris Headquarters) as an Associate Expert in 1989. From 1993 to 1995 he served as Chief Technical Adviser for a UNESCO project on distance education for Nomadic Women in Mongolia, and continued to provide technical advice in connection with the project as a Free-Lance Consultant from 1995-1996.

In 1996, Mr. Osttveit returned to UNESCO HQs as Senior Programme specialist within the Education for All (EFA) Division, section for "Special Project for Youth", and served as Executive Secretary for the EFA Forum Secretariat, from 1998 to 2000.

Since 2000, Mr. Osttveit has worked respectively as Senior programme specialist in the UNESCO HQs Division for Educational Policies and Strategies; Chief co-ordinator, programme, in the Executive Office of the Education Sector; and Chief Strategic Planning and Monitoring, of the Executive Office, Education Sector. Since April 2011, he is the

Director of the Executive Office of the Education Sector at UNESCO Headquarters.

## Awarding Ceremony

### Ms Audrey Azoulay



Audrey Azoulay est la Directrice générale de l'UNESCO. Ancienne élève de l'Ecole Nationale d'Administration, elle est diplômée de l'Institut d'Etudes Politiques de Paris et titulaire d'un Diploma of Business Administration de l'Université de Lancaster (Royaume-Uni).

Evoluant dans le secteur de la culture depuis le début de sa carrière professionnelle, elle a, entre autres, travaillé au financement du secteur audiovisuel public français puis à la réforme et à la modernisation des systèmes français d'aide au cinéma. Elle a également effectué des missions comme experte auprès de la Commission européenne sur les questions de culture et de communication.

En tant que conseillère culture auprès du Président de la République française, elle a notamment initié, en 2014, la conception d'un plan pour la protection du patrimoine en danger. Plan qu'elle a mis en oeuvre en 2016 en tant que ministre de la Culture et de la Communication. Elle s'est attachée également à favoriser l'accès à la culture auprès des enfants avec le lancement de programmes d'éducation artistique et culturelle au sein de l'école « Création en cours » mais aussi auprès des populations en région ou en zone de sécurité prioritaire avec la création d'infrastructures culturelles innovantes « Microfolies ».

Activement engagée depuis des années en faveur du dialogue interculturel et intergénérationnel afin de faire progresser l'éducation pour tous et la diffusion des savoirs scientifiques et culturels, Audrey Azoulay compte poursuivre cet engagement à la direction de l'UNESCO.

### S.E.M. LEE Byong Hyun



S.E.M. LEE Byong Hyun est sorti de l'Université nationale de Séoul en 1979. Depuis son entrée au Ministère des Affaires étrangères de la République de Corée en 1979, il a servi en qualité de diplomate au Portugal, au Rwanda, en Malaisie, en France ainsi qu'au sein de l'ONU à New York jusqu'en 2010. Parallèlement, en Corée, il a assumé le poste de Directeur Général au Ministère des Affaires étrangères et du Ministère de l'éducation et du Développement des ressources humaines. En 2010, il devient Ambassadeur de Corée en Norvège avant d'être Président de l'Institut national pour l'éducation internationale en 2013. S.E.M. LEE Byong Hyun est nommé Ambassadeur extraordinaire et plénipotentiaire, Délégué permanent de la Corée

auprès de l'UNESCO en avril 2015.

### H.E Mr Yang Shen



H.E. Mr Yang Shen, Ambassador and Permanent Delegate of the People's Republic of China to UNESCO, was born in November 1959 in Zhejiang, China. He is married with one child.

Mr Shen has rich experience in promoting international education cooperation and exchanges, having been posted at Chinese Embassy in the UK as Minister Counsellor for Education, and at Chinese Consulate General in San Francisco, US, as Education Counsellor. He has also been involved in policy-making and management work of international education cooperation and exchanges as Deputy Director-General of the Department of International Cooperation and Exchanges, Ministry of Education of China, as well as Deputy Secretary-General of China Scholarship Council.

Mr. SHEN holds an M.A. in Higher Education Administration and Management from University of Manchester and B.A. in English language and literature from Shanghai Foreign Languages Institute.

## Mr Willy Ngaka



Willy Ngaka holds a PhD & M.Ed. from University of KwaZulu-Natal, PGD & MPM&E from Uganda Technology and Management University; and MPA & BA from Makerere University. He is a Senior Lecturer and National Coordinator at Makerere University Centre for Lifelong Learning in Uganda. He is passionate about literacy and has a plethora of publications in the field. He founded the Uganda Rural Literacy and Community Development Association for promoting intergenerational, cross-cultural and multilingual literacy skills learning and development in Uganda. His most recent article Generational, cultural, and linguistic integration for literacy learning and teaching in Uganda was published in the Journal of

Language and Literacy Education published in 2016. He is now finishing a book on Modernizing Agriculture or Reproducing Poverty in Uganda: An ethnographic study of subsistence farmers' literacy practices for publication by Fountain Publishers. He was a recipient of UIL's CONFINTEA research scholarship in 2016, a UNESCO scholarship for sharing best practices in literacy UNESCO's Kominkan-CLCs International Conference on Education for Sustainable Development in Japan in 2013; and International Literacy Association's 2006 Elva Knight Research Award for best PhD research proposal. Dr. Ngaka is now a member of the International Jury for UNESCO International Literacy Prizes.