



International Literacy Day 2019

Literacy and Multilingualism

International Conference on 'Literacy and Multilingualism' and UNESCO International Literacy Prizes Awards Ceremony

9 September 2019

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

Draft agenda

Main objectives

- To have a better grasp of global landscapes of 'literacy and multilingualism' in today's world and generate ideas to build on previous efforts to promote literacy in multilingual contexts;
- To examine main characteristics of 'literacy and multilingualism' in today's globalized, digitalized world for improved policies and practice;
- To identify main factors that make policies and programmes to promote literacy and multilingualism more inclusive and effective.
- To explore elements of conducive environments, conditions, and partnerships that can help expanding mother language-based, multilingual approaches to literacy.

Agenda

Monday, 9 September 2019	
8:00 - 8:45	Registration
9:00 - 9:30	<p>Opening session</p> <p>Remarks</p> <ul style="list-style-type: none"> • Opening remarks, Ms Stefania Giannini, Assistant Director-General for Education, UNESCO • Remarks, Ms Koumbou Boly Barry, UN Special Rapporteur on the Right to Education, Office of the United Nations High Commissioner for Human Rights (OHCHR) <p>Testimony</p>
9:30 - 10 :45	<p>Session 1: Global landscape of literacy and multilingualism: trends and issues</p> <p>Despite progress made, literacy challenges still persist, distributed unevenly</p>

	<p>across countries and populations. Embracing linguistic diversity in education and literacy development is central to addressing these challenges in today's world, in which multilingualism has become increasingly common with the higher human mobility. Multilingualism contributes to the development of inclusive societies that allow multiple cultures, worldviews and knowledge systems to coexist and cross fertilize. It is also characteristic of many marginalized and at risk populations, including migrants, refugees and other people on the move. This session aims to provide an overview of literacy in a multilingual contexts by exploring current trends and issues from holistic and interdisciplinary perspectives.</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr. Lang Fafa Dampha, Executive Secretary, African Academy of Languages • Ms Ana Deumert, Associate Professor of Education, University of Cape Town, South Africa • Mr Ásdís R. Magnúsdóttir, Chair of Governing Board of Vigdis International Centre for Multilingualism and Intercultural Understanding and Professor of French Literature
10 :45 - 11:15	Coffee break
11:15 – 12:30	<p><i>Panel Session 2: 'Literacy and multilingualism' in today's globalized, digital world</i></p> <p>The shape and patterns of multilingualism have evolved, influenced significantly by globalization and digitalization. Today, people and societies are more interconnected and interdependent than they have been at any time in the past. Multilingualism extends beyond geographical boundaries due to rapidly increasing human mobility and the growing ubiquity of multimodal and instantaneous communication. These changes have educational repercussions that are influenced by their socio-economic, cultural and political dimensions. This session will examine policies and practices related to language, literacy development and lifelong learning within changing multilingual contexts.</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Andreas Schleicher, Director for Education and Skills, and Special Advisor on Education Policy, Organisation for Economic Co-operation and Development • A representative of a UNESCO International Literacy Prizewinning Programme • Ms Melody Isnard, Education Team, Microsoft
12:30 – 13 :45	Lunch (Lunch boxes are offered)

<p>13:45 – 15:30</p>	<p>Panel Session 3: <i>‘Literacy and multilingualism’ and inclusion</i></p> <p>The objective of Sustainable Development Goal 4 to ensure ‘inclusive and equitable quality education and promote lifelong learning opportunities for all’ will only be fully achieved if the learning needs of young people and adults with limited literacy skills are met with inclusive education. Mother language-based multilingual approaches to literacy are a pillar of this education. These approaches recognize linguistic and cultural diversity, support literacy and learning and preserve human dignity by respecting the needs of different groups and individuals. This session will reflect on how to make literacy provision more inclusive in today’s multilingual societies, especially for speakers of non-dominant languages, as well as marginalized and vulnerable people, including ethnic minorities, indigenous people, women, rural dwellers, migrants, refugees, and internally displaced people, people in situation of fragility and conflict, and people with disabilities.</p> <p>Key note speech, Princess Laurentien of the Netherlands, UNESCO Special Envoy on Literacy for Development</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Joseph Lo Bianco, Professor of Language and Literacy Education, Melbourne Graduate School of Education, University of Melbourne • Mr Gregorio Hernandez Zamora, Professor, Universidad Autonoma Metropolitana, Mexico • Ms Barbara Trudell, Director of Research and Advocacy, SIL • A representative of a UNESCO International Literacy Prizewinning Programme • A representative of a UNESCO International Literacy Prizewinning Programme
<p>15 :30 – 16 :30</p>	<p>Panel Session 4: <i>Building more conducive environments and effective partnerships</i></p> <p>Over the past several decades, literacy programmes have demonstrated the cognitive, psychological, pedagogical, socio-cultural and economic benefits of mother language-based, multilingual approaches to literacy. For more people to benefit from such approaches and to promote youth and adult literacy more broadly, national efforts to improve relevant policies, systems, and practice need to be accompanied by conducive environments and effective partnerships. This session will explore some aspects of such environments and modes of collaboration, including monitoring, external and domestic financing, multi-stakeholder partnerships, and literate environments.</p>

	<p>Panelists:</p> <ul style="list-style-type: none">• Mr Samuel Kolawole, Chairman African Publishers Network• A representative of a UNESCO International Literacy Prizewinning Programme• A representative of a UNESCO International Literacy Prizewinning Programme
16:30 – 16:45	<p>Closing session</p> <p>Wrap-up and Closing remarks, Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, Education Sector, UNESCO</p>
16:45 - 17:00	Coffee break
17:00 - 18:00	<i>Awards Ceremony: UNESCO King Sejong Literacy Prize and UNESCO Confucius Prize for Literacy</i>
18:15	<i>Reception</i>

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