



United Nations
Educational, Scientific and
Cultural Organization

The Minister of National Education
Jakarta
(Indonesia)

- 3 JUN 2016

Ref.: CL/4158

Subject: **Call for nominations – UNESCO International Literacy Prizes 2016**

Sir/Madam,

I have the honour hereby to launch the call to nominate candidates for the 2016 edition of the UNESCO International Literacy Prizes, on the theme “**Innovation in Literacy**”. Initially established in 1967, these Prizes are currently composed of the two UNESCO King Sejong Literacy Prizes, sponsored by the Republic of Korea, and the three UNESCO Confucius Prizes for Literacy, sponsored by the People’s Republic of China. They are awarded each year to individuals, governments and non-governmental organizations in recognition of their distinguished contribution to the promotion of literacy, and their meritorious efforts in this regard.

The prizewinners shall be designated by UNESCO on the basis of the recommendations of an International Jury, which consists of five independent, eminent professionals. Each prizewinner will receive a monetary award, a silver medal and a diploma, all of which will be presented at an international ceremony that will take place on Thursday, 8 September 2016, in commemoration of International Literacy Day.

It is strongly recommended that nomination files take into consideration this year’s theme, as well as the specific thematic focus of each Prize, which is “Literacy in Multilingual Contexts” for the UNESCO King Sejong Literacy Prize, and “Adults in Rural Areas and Out-of-School Youth, especially Women and Girls” for the UNESCO Confucius Prize for Literacy. The *2016 UNESCO International Literacy Prizes Guide* sets forth the rules and procedures to be followed for the submission of entries. A copy of it is enclosed herewith for your perusal.

I am pleased to invite your Government to submit nominations for this year’s edition of the Prizes. In accordance with the Prizes Statutes, each Member State can propose up to three nominations for the UNESCO Confucius Prize for Literacy, and up to two nominations for the UNESCO King Sejong Literacy Prize. To prepare a nominated proposal, your Government may wish to consult your respective National Commission for UNESCO. The deadline for submission of all nomination files is Monday 4 July 2016.

We would appreciate if you could inform any individuals and organizations who may be interested in submitting applications, asking them to complete the enclosed submission form (online version: <http://en.unesco.org/themes/literacy/prizes>) in English or French. The applications that you would subsequently receive from them and nominate can then be transmitted, preferably electronically, to the UNESCO International Literacy Prizes Secretariat located in the Section of Youth, Literacy and Skills Development of the Division for Policies and Lifelong Learning Systems within the Education Sector. The contact details for the Secretariat can be found hereunder. Publications, videos or other supporting materials of major importance may be submitted by post, also to the Prize Secretariat.

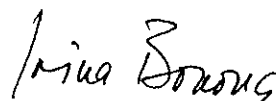
UNESCO
Section of Youth, Literacy and Skills Development
(Secretariat for the UNESCO International Literacy Prizes)
Division for Policies and Lifelong Learning Systems
Education Sector
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France

Tel: +33 1 45 68 08 59 or +33 1 45 68 11 40

Fax: +33 1 45 68 56 27

E-mail: literacyprizes@unesco.org

Accept, Sir/Madam, the assurances of my highest consideration.



Irina Bokova
Director-General

Enclosures:

- 2016 UNESCO International Literacy Prize Guide for applications
- UNESCO International Literacy Prizes submission form

cc: National Commissions for UNESCO
Permanent Delegations to UNESCO
Field Offices of UNESCO
UNESCO Institutes for Education



UNESCO International Literacy Prizes 2016

Thematic Focus: *Innovation in Literacy*

Submission Form

Background

Since 1967, UNESCO has awarded International Literacy Prizes to more than 470 outstanding and innovative projects and initiatives of governments, NGOs and individuals across the world to promote literacy and dynamic literate societies.

Currently, the UNESCO International Literacy Prizes are:

- The **UNESCO King Sejong Literacy Prize** (1989 – present) supported by the Government of the Republic of Korea to give special consideration to the development and the use of mother-tongue in learning, education and training.
- The **UNESCO Confucius Prize for Literacy** (2005 – present) supported by the government of the People's Republic of China to give special consideration to literacy for people in rural areas and out-of-school youth, particularly girls and women.

Thematic focus

In 2016, **Innovation in Literacy** is the overall thematic focus of the UNESCO International Literacy Prizes. This focus reflects the importance of innovation in literacy 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 Prizes awarded in 2016 will recognize programmes or projects that demonstrate innovation in literacy in the context of Sustainable Development Goal 4-Education 2030¹ and the Agenda 2030 for Sustainable Development as a whole².

Innovation often results when ideas are applied to satisfy the needs and expectation of individuals, societies and economies, however it is difficult to measure innovation given its constantly changing nature and environment³. While there is no universal definition of innovation in education and literacy, several areas of innovation will be considered with reference to the strategic directions for translating the “2030 vision of literacy” into action adopted by UNESCO in 2015⁴: (i) equitable access to quality literacy learning opportunities; (ii) approaches to the teaching and learning of literacy; (iii) monitoring and assessment; (iv) partnership including coordination of joint programmes, and sustained inter-sectoral efforts of multiple stakeholders at global, regional, national and sub-national levels; (v) mobilization, diversification and sustainability of funding; and (vi) use of technology in design, delivery and scale-up of literacy programmes.

¹ <http://unesdoc.unesco.org/images/0024/002432/243278e.pdf>

² <https://sustainabledevelopment.un.org/post2015/transformingourworld>

³ See: <http://www.uis.unesco.org/ScienceTechnology/Pages/innovation-statistics.aspx>

⁴ <http://unesdoc.unesco.org/images/0023/002344/234483E.pdf>

Application process

Any interested and eligible individuals or organizations are invited to make applications. The process includes two specific stages. In the first stage, an applicant is encouraged to contact the Government of the Member State, via the National Commission for UNESCO, or an International Non-Governmental Organization (NGO) maintaining official relations with UNESCO to submit a completed submission form in English or French.

In the second stage, a Government, through its National Commission, and/or an International NGO which receives one or more submission forms, will send up to **three** nominations for the UNESCO Confucius Prize for Literacy, and up to **two** nominations for the UNESCO King Sejong Literacy Prize to the Director-General of UNESCO through the Secretariat of the UNESCO International Literacy Prizes.

Selection Criteria

The Prizewinners are selected by the Director-General of UNESCO on the basis of recommendations made by an International Jury, composed of distinguished experts appointed by UNESCO's Director-General, which meets in Paris once a year.

The Prizes are awarded, each year, at an official ceremony held for the purpose on the occasion of the International Literacy Day (8 September).

The programme or project will be assessed by the Jury on the basis of the following criteria:

- **Relevance and robustness**
- **Quality of teaching and learning**
- **Impact**
- **Innovative features**
- **Sustainability**

In addition to these criteria, the programme or project should contribute to the thematic focus of the Prize for which the candidate is applying.

Eligibility

Institutions, organizations and individuals promoting literacy through effective and innovative projects or programmes.

Eligible programmes or projects should have a proven record of innovative work in the field of literacy for at least three years.

As all applications require a formal nomination letter self-nomination is not accepted.

The programmes/projects which have been awarded the UNESCO International Literacy Prizes in the past five years are not eligible.

Note to applicants

Please complete the form as fully and accurately as possible while respecting the word limits indicated. Answers to all of the questions are not required as some questions may not be relevant for every programme or project. However, all applicants should complete sections marked 'essential'. The Secretariat of the International Literacy Prizes can be contacted by email: literacyprizes@unesco.org

Part 1. General information of the applicant (essential)	
1.1 Literacy Prize(s) applied for and the focus area(s) (please tick either one or two Prizes and the focus areas covered by the programme)	
<input type="checkbox"/> UNESCO King Sejong Literacy Prize <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Literacy in a multilingual context and promotion of the use of mother-tongue languages <input type="checkbox"/></div> <input type="checkbox"/> UNESCO Confucius Prize for Literacy <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Literacy and rural development <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;">Literacy for out-of-school children and youth <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;">Literacy for gender equality <input type="checkbox"/></div>	
1.2 Application submitted through (please tick one)	
<input type="checkbox"/> Member State <i>[type in the name of the Member State]</i> <input type="checkbox"/> Non-Governmental Organization (NGO) maintaining official relations with UNESCO <i>[type in the name of the NGO]</i>	
<p>*Please identify an appropriate Member State or NGO, consulting the lists available at: List of National Commissions for UNESCO: http://www.unesco.org/ncp/index.php??lc=E&module=national_commissions&showall=1 List of International Non-Governmental Organizations maintaining official relations with UNESCO: http://ngo-db.unesco.org/s/or/en</p>	
1.3 Information on the applicant	
Name of implementing Organization	
Type of organization/ individual	Please tick one: <input type="checkbox"/> Government <input type="checkbox"/> International Organization <input type="checkbox"/> Civil society organization <input type="checkbox"/> Business <input type="checkbox"/> Media <input type="checkbox"/> Academia/research institution <input type="checkbox"/> Education institution <input type="checkbox"/> Individual <input type="checkbox"/> Other <i>[Please specify]</i>
Postal Address	
Country	
Contact person	<i>[Name, Title, Department]</i>
Email address	
Telephone	
Website	
Description of the nominated organization/ individual	<i>[Please provide a summary description in maximum 150 words.]</i>

Part 2. Information on the programme or project (essential)
2.1 Name of the programme or project
2.2 Brief summary of the programme or project
Please explain the objective of the programme/project and its methodology. (maximum 150 words)
2.3 Main objectives of the programme or project
Please list the main objectives of the programme/project (maximum five)
i. ii. iii. iv. v.
2.4 Duration
<ul style="list-style-type: none">• The programme/project started in: [month/year]• The programme/project has a duration of: [years(months)]
2.5 Target groups / beneficiaries
What are the groups of population targeted by the programme or project? Please tick one (or more) and specify: <input type="checkbox"/> Youth (ages 15-24 but could be below and over) <input type="checkbox"/> Adults (15+) <input type="checkbox"/> Elder adults (65+) <input type="checkbox"/> Women/girls <input type="checkbox"/> Rural adults <input type="checkbox"/> Indigenous populations <input type="checkbox"/> Minority populations <input type="checkbox"/> Marginalized populations <input type="checkbox"/> Disabled <input type="checkbox"/> Other [Please specify]
Please indicate the number of beneficiaries since the start of the programme: Please indicate the number of beneficiaries in the last three years of the programme:
2.6 Geographical coverage of the programme or project
<input type="checkbox"/> International [Please indicate the number of countries] <input type="checkbox"/> Regional [Please indicate the region and the number of regions covered] <input type="checkbox"/> National [Please indicate the name of the country(is)] <input type="checkbox"/> Local [Please indicate the name of the local community(ies) and the number of local Region(s) covered]

2.7 Essential elements of sustainable development*

Please tick all of the relevant element(s) which are addressed by the programme or project

- Dignity** - To end poverty and fight inequalities
(e.g. poverty eradication, addressing inequalities, including gender inequality)
- People** - Ensuring healthy lives, knowledge and inclusion of women and children (e.g. health)
- Prosperity** - To grow a strong, inclusive and transforming economy
(e.g. vocational and livelihood skills development, income generation, agriculture)
- Planet** - To protect our ecosystems for all societies and our children
(e.g. environmental protection, sustainable management of natural resources, sustainable consumption)
- Justice** - To promote safe and peaceful societies and strong institutions
(e.g. citizenship, peace, human rights)
- Partnership** - To catalyze global solidarity for sustainable development
(e.g. inclusive partnership, public-private partnership).

**Synthesis Report of the UN Secretary-General on the Post-2015 Agenda: "The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet" <https://sustainabledevelopment.un.org/majorgroups/post2015/synthesisreport>*

2.8 Human resources

- Total number of the staff working on the programme

	Total number	Number of male staff	Number of female staff
Full time staff			
Part-time staff			

- If possible, please indicate a minimum level of remuneration (USD) for the types of staff working for the programme

Management: USD per day / week / month / year
 Technical staff: USD per day / week / month / year
 Administration: USD per day / week / month / year
 Communication: USD per day / week / month / year
 Others (Please specify) per day / week / month / year

2.9 Budget and funding source(s)

- Total budget of the programme/project: [USD]
- Annual cost of the programme/project (most recent available figure)
Year Cost (USD)
- Main funding sources:

Funder	Annual contribution (in USD)	A number of years of commitment

- Any other resources received by the programme/project by partners? (e.g. in-kind contributions, secondment of staff)

2.10 Partnerships and/or networks

Please list the partnerships and/or networks involved (50 words)? (i.e. profiles of partners, extent of adoption of participatory and inclusive approaches)

2.11 Equity, equality and inclusion

Does the programme/project address socio-economic disparities, inequalities and exclusion?

Yes No

If yes, please explain how. (maximum 50 words)

2.12 Gender equality

Does the programme/project address gender equality?

Yes No

If yes, please explain how. (maximum 50 words)

2.13 Relevance of the programme to the needs identified

Please explain if and how the programme/project responds to the needs identified.

- Needs at country level (e.g. national development strategy, national education policy, literacy policy, language policy)
- Needs at regional level
- Needs at local/community level

2.14 What definition of literacy is used by the programme/project?

Please explain (maximum 50 words)

2.15 Potential links of the programme/project with different learning pathways

- Does the programme correspond to a certain level of the national qualifications framework, if such framework exists?
 Yes (Please specify:)
 No
- Does the programme offer a certificate or a form of recognition, validation and accreditation to allow learners who successfully completed the programme to continue their learning in formal education systems or to enter the world of work?
 Yes (Please specify:)
 No

2.16 Any recognition given to the programme or project

Has the programme or any of its components (e.g. learning materials, pedagogy) been recognized by any external entity (e.g. prize, report, academic paper, article, speech).

Please explain (maximum 50 words)

Part 3. Programme delivery – Teaching and learning (essential)

3.1 Teaching (essential)

- What is the profile of the facilitators/teachers?
 Volunteer Paid
 Full-time Part-time
 without any specific qualification with qualification (Please specify:)
 Other, please specify:
- Does the programme provide training for facilitators/teachers?
 Yes No
If yes, please explain (e.g. how many facilitators/teachers trained? Number of days and hours, type of training) (Maximum 50 words)
- What kind of teaching methodology is applied? (Maximum 50 words)

3.2 Programme or project content, materials and language

- What are curriculum/content components of the programme/project? (Maximum 50 words)
- What kind of teaching/learning/reading materials are used? (Maximum 50 words)
- What are the number of hours, frequency of lessons or events per week
hours per lesson/event
times per week
Total number of hours per week
- What is the frequency of coaching and supervision (e.g. class visit)?
times per week or month
- Language used: Official language Mother tongue Other:
- Please describe [in 50 words] the locations (accessibility) of the programme/project provided to the learners

3.3 Learners

- How many learners enrolled in the programme/project?
Total Number of girls/women Age group
- How many learners completed the programme/project?
Total Number of girls/women Age group
- How many learners who met criteria for successful completion?
Total Number of girls/women Age group

Part 4. Impact

4.1 Outcomes of learning

- Does the programme/project recognize prior learning? If yes, how?
 Yes No
- Does the programme/project measure learners' literacy skills levels?
 Yes No
- If yes, when are skills levels measured?
 Before starting the programme/project
 During the programme/project
 At the end of the programme/project
 After the programme/project
- What are the assessment tool and methodologies used?
 Developed by the programme/project
 Adapted existing tools (Please specify:)
- What are the major learning outcomes achieved by learners? (maximum 50 words)
- What is the major impact of the programme/project on the learners and their environment (e.g. families, communities) (maximum 50 words)

4.2 Monitoring and evaluation of the programme/project

- What kind of monitoring and evaluation tools is the programme/project using?
[Please describe in 50 words]
- What are the assessment tools and methodologies used in the programme/project?
[Please describe in 50 words]
- Has the programme/project already been evaluated? Yes No
[Please describe in 50 words]
- Is the programme/project having an impact at:
 local level national level international level?
- Is the programme/project visible at:
 local level national level international level?

Part 5. Innovative features

5.1 Responsiveness to emerging issues

Is the programme/project responsive to emerging needs and issues? Yes No

If yes, please explain (maximum 50 words)

5.2 Innovative features of the programme or project (essential)

Does the programme/project have any innovative features, for instance, for better outreach, pedagogy, materials, management and financing modality? Yes No

If yes, please explain (maximum 50 words)

5.3 Use of ICT (Information and Communication Technologies)

Does the programme/project use ICTs in an innovative manner? Yes No

If yes, please explain (maximum 50 words)

Part 6. Sustainability

6.1 Vision and sustainability

Is the programme/project based on a long-term vision? Yes No

If yes, please explain (maximum 50 words)

Does the programme/project include components to ensure sustainability of its results and impacts? Yes No

If yes, please explain (maximum 50 words)

Is a follow-up with learners after completion integrated into the programme/project design?

Yes No

If yes, please describe in 50 words

6.2 Programme or project expansion

Has the programme/project already been replicated in a different places/country/region?

Yes No

If yes, please explain (maximum 50 words)

6.3 Future plans

Please describe the future plans of the programme/project, if any? (e.g. vision, scaling up, targets, resources, partners, timeframe) (maximum 50 words)

6.4 Literate environments

Does this programme have any component to contribute to building a literate environment in which people can acquire, use, maintain and advance literacy skills? (e.g. library, free journals, space for learning in a community) Yes No

If yes, please explain (maximum 50 words)

Part 7. Summary statement (essential)

Considering the overall theme of **Innovation in Literacy** and the focus areas of the Prizes, why does this programme or project merit a UNESCO Literacy Prize? (maximum 150 words)

Part 8. Other information

8.1 List of supporting documents and materials attached to the application

Please indicate supporting documents and materials attached to the application

- Programme/project report(s)
- Evaluation report(s)
- Assessment tool
- Evidence of recognition of the programme/project
- Guides for teachers/facilitators
- Materials for teaching and learning
- Videos / photos
- Innovative features
- Use of ICTs
- Sustainability
- Any other information