

POVERTY → LITERACY → FUTURE



# WORLD LITERACY SUMMIT

1ST-4TH APRIL 2012  
OXFORD, UNITED KINGDOM

## Post-Summit Report



PEARSON



ABORIGINAL LITERACY FOUNDATION

## THE EVENT



The inaugural World Literacy Summit was held in Oxford, United Kingdom, from April 1-4 2012. The Summit saw 249 participants from 52 countries converge on Oxford for an inspiring and thought-provoking four days of discussion, debate and conversation. 69 speakers delivered presentations in 36 individual plenary and breakout sessions. Together they lead an exploration of the most pressing issues that affecting global literacy today.

The Summit officially commenced with the Opening Ceremony held in the magnificent surroundings of the historic Sheldonian Theatre on Monday April 2<sup>nd</sup>. Almost 40 country Ambassadors and Embassy representatives attended, along with local MPs, authors, and notable members of the UK and international academic community. Introduced by Master of Ceremonies **Keith Hutchence**, Summit Chairman **Anthony Cree** officially welcomed all delegates and guests to the World Literacy Summit.

### *The World Literacy Summit participation in a nutshell*

- 249 participants from 52 countries
- 73 speakers
- 71 organisations
- 26 Ambassadors and 12 other Embassy representatives

Dr. Cree was followed to the podium by the Lord Mayor of Oxford, Cllr. **Elise Benjamin**, who officially welcomed all guests to Oxford. **John Fallon**, CEO of Pearson International, conveyed Pearson's support of the Summit as the major partner of the event, and emphasised the huge economic, social and human cost of illiteracy. **Kelvin Mutugi** was then introduced to the audience as the Summit Ambassador, and spoke passionately about the impact literacy and education has had on his life in Kenya and South Africa. **Jonathan Douglas**, Director of the National Literacy Trust concluded the ceremony with a powerful address on the importance of literacy in the lives of all individuals.



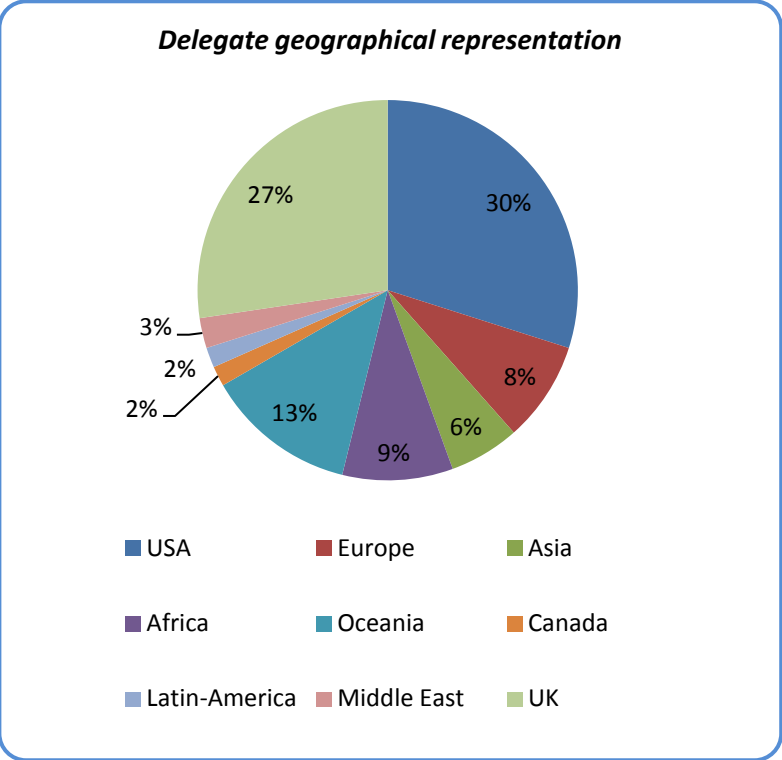


**Pauline Dixon**, Research Director of the E.G. West Centre at Newcastle University opened the first plenary session with a passionate presentation about raising literacy levels amongst the poor with low cost private education. At short notice Dr. Dixon kindly replaced her colleague **James Tooley**, who was unable to present his scheduled keynote address after falling ill with Typhoid and Malaria in Sierra Leone just days prior to the Summit.

**Luis Crouch** of the Global Partnership for Education (GPE) then took to the Sheldonian Theatre stage to explain the work of the GPE and literacy’s position as the entry point into elusive “quality” goals. He stated that fostering partnerships, technical focus and simplicity were all key to improving literacy acquisition, and outlined the importance of implementing accurate measurements to determine whether we are meeting goals in education. Dr. Crouch emphasised the positive impact establishing a self-aware and high-standard community of practice amongst the literacy and NGO sectors can have.

**Patrick Plonski**, Executive Director of Books for Africa concluded the opening plenary session with his keynote presentation on Educational Return on Investment for Literacy Initiatives. He argued that the most cost-effective method to achieve education goals comes from providing low-cost educational materials. Books, he argues, were amongst the lowest-costing resources. “Books promote literacy, which promotes education, which promotes rural and urban economic development.”

- Summit agenda in a nutshell**
- Opening and Closing Ceremonies
  - 2 Plenary sessions
  - 52 Presentations across 8 concurrent breakout sessions
  - 2 formal dinners
  - 1 pre-dinner drinks function



## SUMMIT TOPICS IN BRIEF



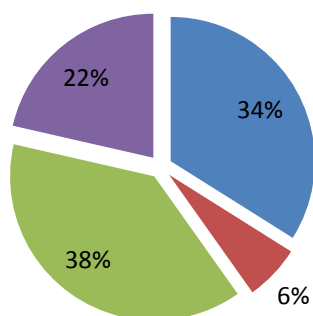
### *Transforming Illiteracy*

Speakers in this session considered whether literacy can in fact be transformed and the benchmarks in adult literacy. **Sylvia Linan-Thompson**, Associate Professor of University of Texas, used an iterative approach to present research in literacy in two developing countries. She highlighted that the education practice can differ based on the context, yet retained its integrity and effectiveness.



**David Archer**, Head of Programme Development at Action Aid International presented the 12 benchmarks that Action Aid and Global Campaign on Education proposed to facilitate, following the largest ever attempt to systemise experience of what works in adult literacy. The benchmarks are specifically designed as framework for governments, and he invited participants to contribute ideas to an intended revision of the benchmarks later in 2012. He stated that to go on and operationalise these we must understand the 'scale of literacy' and recognise adult literacy as the 'invisible glue' missing from plans to succeed.

### *Delegate sectoral representation*



- Academic (Education)
- Public Sector
- Civil Society (Association, NGOs)
- Corporate (Business)

### *Specialised programmes for unique cultures*

Speakers in this session looked at the different literacy approaches used in diverse cultural backgrounds. Aboriginal Literacy Foundation CEO **Anthony Cree** looked at the variety of different learning methods the ALF is using to match the complex aboriginal culture and lifestyles. **Jean-Jacques Schul**, Chairman and founder of IDAY- International discussed an innovative functional literacy training programme that is currently used in 6 East & Central African Countries to develop literacy training for African domestic workers. The programme provides domestic workers with literacy training in their local language, the option of learning another language, cooking, childcare, mechanics and livestock and basic health.

### *New technologies in learning*

Speakers in this session looked at the way in which different technological methods can assist in learning environments. **Guy Trainin** and **Kathleen Wilson** from The University of Nebraska-Lincoln described a programme that has been developed from a study aimed at creating an accessible web-based application to help track student comprehension-based silent reading fluency. Great emphasis was placed on the need to implement a system to improve critical literacy skills needed in the 21<sup>st</sup> Century.



**Kate Lloyd Morgan**, Director of Mediae, produces educative media for English speaking African Audiences. She particularly looked at *KnowZone*, a fantastic media initiative from Kenya aimed at improving numeracy and literacy skills of local, English speaking primary-aged children.

### *The long term cost of literacy difficulties & how to improve this*

Speakers in this session considered the long-term cost of literacy and different methods of improving education in the long-run. **Jean Gross**, an Independent UK Consultant, presented the findings of a report on the long-term cost of literacy difficulties to the UK from their 'Long-tail' of under achievement. Her findings illustrated the cost to the public of failure to master basic literacy skills by age 7. She estimated the cost to be £5,000 (very high certainty) and £64,000 (lower certainty) per individual over a lifetime.

**Sandra Hollingsworth**, Senior Associate at Creative Associates International presented a new approach to USAID's challenge to improving reading for 100,000,000 children by 2015. The 'Quick start plus' approach teaches children to read in just a couple of months and continues with reading-to-learn and transitioning from mother tongue to National Language.

### *Vulnerable children and their right to education and literacy in KwaZulu-Natal*

**Sandra Land** from the University of KwaZulu-Natal considered the results of literacy campaigns and NGO work done in the Drakensberg, South Africa. Her presentation highlighted the achievements of The Family Literacy Project (FLP), a project which combines women's basic education with coaching in home literacy practices that aim to support children's literacy development. She stated that it is because literacy was integrated in the existing conditions of society that the FLP project is such a success.

### *Teaching literacy in English and Aboriginal first languages & oral language and transition to literacy*

Presenters in this strand looked at the transition of literacy coming from different language backgrounds. **Mary-Ruth Mendel**, founder and Chair of The Australian Literacy and Numeracy Foundation gave an overview of the programmes the ALNF implements. The selected programme she shared with the audience addressed the importance and effectiveness of families in collaboration with the wider community; to effectively prepare and support children for successful literacy and learning in early schooling years.

**Pamela Snow**, a lecturer from Monash University, looked at the links between oral language competencies and the transition to literacy in the early school years. She discussed research on youth offenders, where she stated that Oral Language Competencies is a 'social issue' which affects literacy. She argued that this then affects academic achievement and marketable work skills, all of which are key to social engagement.



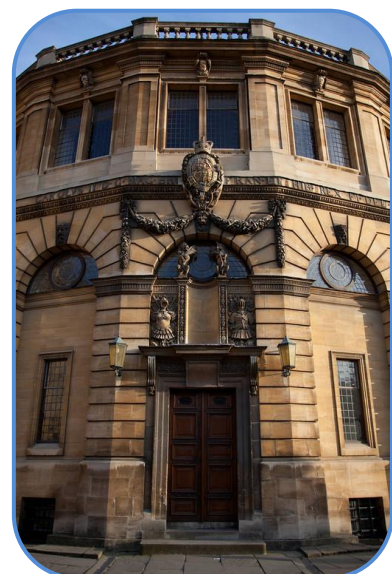
#### **Comments**

"Excellent! The venue, the organisation, the variety of interests, the welcoming and friendly attitudes of everyone. The key was the size"

"Good breakout sessions on effective literacy models"

"The concurrent sessions examined literacy issues respectfully of their stakeholders"

"There was a high level of customer service not seen at other conferences. The organisers, student helpers, and volunteers were all very welcoming!"





### Adult Literacy

Speakers in this session addressed the transformation of adult literacy and model for literacy and development. **David Archer**, Head of Programme Development at Action Aid looked at the use of the *Reflect Approach* as a means of transforming adult literacy. He shared with the audience different ‘codes’ of the Reflect Approach that could be used in teaching adult literacy and encourage participation.

**David Harvey**, CEO of Pro Literacy, addressed Literacy for a Social Change- a model for adult literacy and community development. He spoke about “embedding literacy in a social context” where participants design, implement and manage their own literacy programmes and projects around their everyday lives.

### Day-by-day participation

**Monday:** 152 participants  
**Tuesday:** 176 participants  
**Wednesday:** 101 participants

### Issues & techniques in African Education

The speakers in this session looked at the issues, techniques and interventions that could be used to bring change and equality in education through Africa. **Aicha Bah Diallo**, Chair of the Forum for African Women Educationalists (FAWE) discussed the work of FAWE, and particularly the gender responsive interventions they employ. The goal of FAWE is to advocate gender equity and equality in education in Africa and to ensure that all African children have access to quality education.



**Emmanuel Mgqwashu**, Senior lecturer from the University of Kwazulu-Natal, South Africa addressed a reflexive pedagogy for reading across the curriculum. His presentation looked at the interaction between students and lecturers in higher education, and the way his reflexive pedagogy enables students across racial and class lines to gain knowledge effectively.

**Jean-Jacques Schul**, Chairman and founder of IDAY International, highlighted the use of education in stopping the outbreak of malaria in African Schools. He stated that addressing malaria is paramount to achieving quality basic education for all in Africa and focused on *artemisia annua* tea leaves as a cost-effective method to combat the disease. He even provided samples of the tea leaves for the audience to sample!

### Early child-hood reading

Speakers in this session looked at early childhood reading and the development of literacy in different contexts. **Pam Allyn**, Executive Director of LitWorld spoke about helping children who struggle with reading to overcome fear and become courageous readers. She shared innovative strategies for helping all children become lifelong readers, especially those who see themselves as outside the "reading club".

**Radka Wildova**, associate professor at Charles Sturt University, shared a project for the development of reading literacy and competencies at Primary Schools in the Czech Republic. The aims of the project she shared are to raise the level of reading literacy of students according to current results of experts, and to enlarge qualification of pedagogical staff.



### *Effective literacy programmes in sub-Saharan Africa & Global policy panel discussion*

Speakers in this session addressed effective literacy programmes and global policy on adult education. **Dr Agatha Van Ginkel**, a consultant with SIL International discussed effective learning programmes and independent reading in Sub-Saharan Africa. She highlighted the social and pedagogical characteristics of successful literacy approaches, where she stated that the main goal should be to establish an effective use of text in ways that the community of learners find appropriate.

A panel discussion led by **David Harvey** (Pro Literacy) discussed global policy in adult education, and also featured experts **David Archer** (Action Aid International) and **Aicha Bah Diallo** (FAWE). The lively discussion looked at CONFINTEA 2010, The Belem Framework, the implications of the economic downturn on the global economy, and adult literacy in Africa.



### *Early Literacy interventions & home based literacy tutoring*

Speakers in this session discussed the benefits of early literacy intervention and home based tutoring programmes. **Libby Limbrick**, Principal Lecturer in Education from the University of Auckland addressed the practices associated with low literacy achievement following early literacy intervention. She discussed the research outcomes of a recent study that investigated the maintenance of gains made by students, assessed two to four years following successful completion of an early literacy intervention in their second year of schooling.

**Esther Newlin-Haus**, the Project Director of Early Reading First, presented an effective, home-based tutoring programme for American pre-schoolers and their parents living in poverty. She discussed a range of different models used to effectively form the Early Reading First programme, emphasising the importance of starting literacy young where early exposure to ‘strong core curriculum and instruction’ would enable them to succeed.



### *Practical alternative literacy interventions*

**Á. Clotilde Houchon**, from the University of Utah lead a dynamic exploration of practical alternative literacy interventions, with several contributors both physically present, and connecting via Skype from the US and Australia. **Michael Bitz**, Executive Director for The Centre for Educational Pathways reported on the successful pilot of Comic Go Global (CGG). He spoke of how he used comics to engage with ‘dislocated’ youth in a creative process that could bridge the gap between formal and informal literacies.

**Á. Clotilde Houchon** visually explored becoming educated through the engagement and production of comic books. She was joined by **Luke Jackson** and **Antoine Toniolo** from the Distant Education Centre of Victoria, who showed that in the margin of the comic book panel; ‘dislocated’ youth take action and make decisions in a network or relations, which reach well beyond coloured pencil lines, dialogue bubbles and nation states.

#### **Comments**

“Wonderful event-awareness and changing mindsets take great commitment- the Summit organisers showed they have passion and commitment”

“Global representation, strong topics, wonderful location”

“I liked that we had the opportunity to network with new stakeholders, exchange practices and build partnerships”

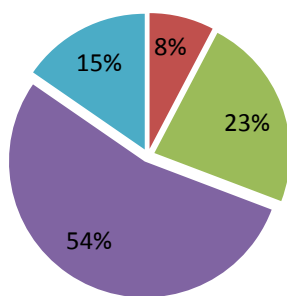


**Douglas Lonie**, Research and Evaluations Manger of Youth Music & **Luke Dickens**, Research Associate in Media and Communications at Goldsmiths College explored the use of music and lyric writing for youth to make sense of words. They looked into whether music enabled them to better engage in learning through a language that made more sense to them.

### *Teaching literacy*

Speakers in this session looked at different methods of teaching literacy. **Diane Prouty**, Senior Associate from Creative Associates International and **Corinne McComb**, CEO of Keys to Effective Learning, provided a brief overview of the development process for Early Grade Learning with a report on the analysis of Primary 1-3 Arabic textbooks in Egypt. The results illustrated that there were limited foundation reading skills in the majority of students being assessed. Based on results of this report, the Ministry of Education has introduced new textbook analysis criteria and all textbooks are now reviewed by a committee before being published.

### *Summit Effectiveness in addressing illiteracy as a whole*



- Neutral
- Poor
- Satisfactory
- Good

**Pam Allyn** inspired the audience in her second session for the Summit with an innovative approach to the teaching of reading and writing through the power of narrative storytelling. She illuminated the idea that the child’s own story is the best resource we have for teaching literacy and shared a range of strategies.

### *Illiteracy in urban areas of the developed world*

Speakers in this session addressed issues involving illiteracy in urban areas of the developed world. **Patricia Edwards**, 2010-2011 President of the International Reading Association highlighted the difficulties currently experienced in the United States relating directly to illiteracy and its challenges within the context of urban schools. Her presentation included a number of audio and visual elements to engage the audience, and she spoke of the successful strategies she has established through working with urban students.



**Vera Vojtova**, Associate Professor of Special Needs Education & **Jiri Nemec**, Head of Social Pedagogy Department at Masaryk University looked at how ones quality of life is affected by unequal education, exclusion from school and illiteracy. Their paper focused on at risk children in the Czech Republic where the results from research conducted aimed to construct the framework for at risk children in a bid to provide them greater access to literacy.



Unfortunately **James Jackson**, Associate Professor of Special Education at Howard University was a late withdrawal from the World Literacy Summit due to circumstances beyond his control. He was scheduled to present in this session and kindly made a digital version of his presentation, the impact of stress on literacy development in students in urban environments, available to all delegates.



**Literacy and inclusion & theatre as a tool for literacy**

Speakers in this session considered the challenges faced in various contexts and the use of theatre as a tool for helping students communicate more easily in English. **Julie Ruel**, Interdisciplinary Chair of Pavillion du Parc addressed the cross disciplinary challenges related to multiple contexts such as information, health, financial and visual literacy and digital learning. She described that the issue of these challenges has moved from an ‘individual to a shared responsibility’ where the goal going forward is to ease inclusion into different segments of the population with low literacy.

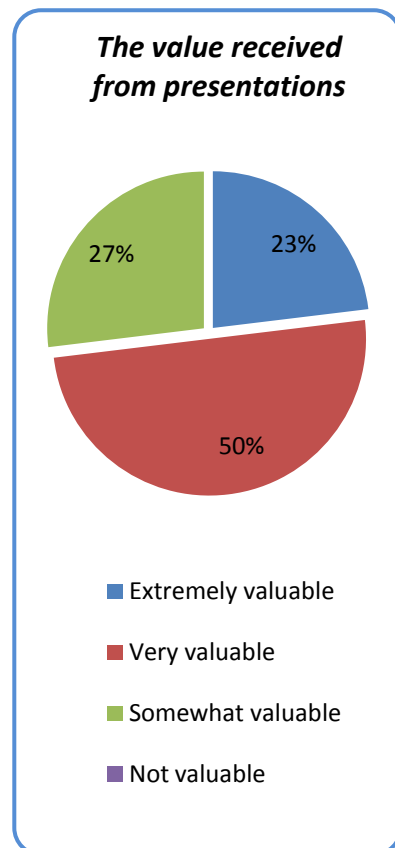


**Marianna Houston**, Founder and Executive Director of the International Theatre and Literacy project (ITLP) introduced the concept of a theatre workshop as a model for helping students communicate easily and give them more ownership of their language. Her presentation was highly visual and interactive with on-your-feet theatre exercises, a video and a discussion on the value of theatre.

**Reading to Boost literacy**

Speakers in this session looked at different developmental methods that can be used to boost literacy levels. **Helen Pinnock** from Save the Children UK introduced *Literacy Boost*, a three-pronged approach of assessments, teacher training and community action that significantly improves children’s reading. She showed the positive results that have been achieved from Literacy Boost in wide range of developing nations.

**Steve Willshaw**, Senior School Consultant from CfBT Education Trust introduced the *Rooted in Reading* programme and also launched a report on the impact of the programme. *Rooted in Reading* is a proven passport-based programme that increases enjoyment in reading. He stated that “the underlying benefits from using these passports are the involvement of teachers, children using the library to find new material to log, and the extrinsic reward of receiving a stamp in their passports.”



**Transforming literacy with digital technology & Education for All: Or just those easier to reach**

Speakers in this session looked at the benefits technology has had on transforming education and learning techniques. **Warren Smith**, Director of Splitting Image, discussed the use of digital technology in improving literacy outcomes. He addressed the role technology is playing in today’s technological educational space where he stated that “we can now reach more remote illiteracy people than ever before with low cost high effective digital literacy learning tools”.

**Zev Lowe**, Director of Research and Operations at World Reader talked about the goals and key achievements of World Reader. As the first social enterprise bringing books to kids in developing countries using e-readers, World Reader has provided 75,000 e-books to kids and their families in Africa. He stated that using e-books is providing “what inspires, not what is left behind”.

### *Methods to Improve Standards in Africa*

**Jesper Wohler**, Director of Humana People to People looked at improving educational achievements through the training of qualified teachers. He spoke about development models created to fight poverty, promote healthy communities, and improve quality of education through training. His presentation focused on a teacher training model where teacher training is meant to adjust according to social context and tradition. The model allows “students to become the ‘driver’ of their own education”

**Rebecca Sweetman**, Executive Director for TutuDesk UK discussed the Tutu Desk Campaign 2015. Through supplying students in Africa with a portable desk, the Tutu Desk Campaign is seeking to transform the learning experience for millions of children. By providing children with this basic learning tool that so many schools lack, they hope to create a platform for meaningful global partnership development and collectively working toward the challenge of Education.



### *Innovative Literacy programmes*

**Jenny Raymond, Juan Camilo Ortegón Sanchez, Nafiz Khan and Ety Hoesin** from the Pearson Foundation introduced two of their innovative literacy programmes. We Give Books Colombia and the Global Literacy Professional Development Network Bangladesh and Indonesia both strive to build communities in literacy, through the use of technology.

### *Literacies in and for a Changing World*

**Margaret Clark**, a visiting Professor from Newman University, looked at the evidence on the changing view of literacy and its relevance to the learning environment. Her research into literacy development indicated the importance of a partnership between professionals and parents, including those parents with limited literacy where ‘enabling them to help their children will allow breaking the cycle of intergenerational illiteracy’.

### *The standards and challenges for ‘all’ in the education for all & The invisible exodus in Pakistan*

**Helen Abadzi** from Global Partnership for Education was unable to attend the World Literacy Summit in person, but was still able to contribute via a video link from the USA. She discussed what reading methods give the best value for money, with the use of “all” as a criterion.

**Masrur Khan**, Head of mass communication at The National University of Sciences and Technology in Pakistan looked at the sensitive issue of human trafficking and its link to education. He stated that illiteracy and poverty are the dominant causes for human trafficking, where people are ‘forced’ to work illegally in mafias as a means to live.

### **Comments**

“It was small enough to talk on an extended base to many delegates”

“Excellent networking, range of organisations and topics”

“There was a range of technical information on literacy approaches”

“The opportunity to network with colleagues from other backgrounds was highly rewarding”

### *Regional focused roundtable discussions*

Four roundtable discussions were held, which each focused on work being implemented in different regions of the world; Africa, the Americas, Asia/Pacific, and the UK and Europe. The discussions enabled organisations and individuals to share the work they are employing in the specific regions, and to take part in thoughtful debate, the sharing of ideas and to discuss potential collaboration opportunities.

## Final Plenary Session & Closing Ceremony

The final plenary session of the Summit invited all guests back to the Sheldonian Theatre where they heard **Sir Michael Barber**, Chief Education Adviser to Pearson; lead a panel discussion on tackling literacy: the direction forward. Sir Michael was joined by Chief of Literacy and Non-formal Education with UNESCO, **Venkata Subbarao Illapavuluri**, **Luis Crouch** from the Global Partnership for Education, and **Justin van Fleet** from the Center for Universal Education at Brookings.

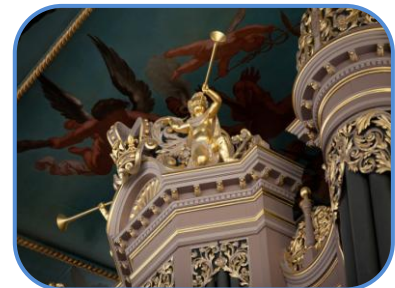


The discussion largely focused on the Millennium Development Goals and work in education post-2015, the Global Compact on Learning and the Oxford Declaration. Each member of the panel delivered a short address to the audience detailing the work that their particular organisation is doing in these areas, before opening the panel up to questions and comments from the audience.



Sir Michael Barber concluded the session with a keynote address on realising the possibility of global literacy. One of his closing comments, “literacy is absolutely fundamental to human survival”, served to sum up the views of all delegates of the World Literacy Summit perfectly.

The Closing Ceremony followed immediately after. Delegates and guests were thanked by Summit Chairman **Anthony Cree** and World Literacy Foundation CEO **Andrew Kay**, before the Oxford Declaration was announced and delegates were invited to sign.



With a steady line of delegates waiting to sign the document, the inaugural World Literacy Summit was concluded. The 249 individuals who had participated in the event over the previous four days undoubtedly left Oxford filled with newly acquired inspiration, knowledge, determination, opportunities and friendship!

### **Summit partners and supporters**

The World Literacy Summit received valuable support and contribution from Summit partner Pearson. The financial contribution provided by Pearson enabled the World Literacy Foundation to sponsor or subsidise the registration costs of over 40 delegates from NGOs and developing countries.

Pearson also contributed much needed in-kind support to the event organisers in the form of contributing to event planning, communications input, and PR and marketing support along with respected PR firm Blue Rubicon. The strong-level of in-kind support was an extremely valuable aspect of the Summit’s success.

**PEARSON**



## Pearson UK Educators' Strand

### **Pearson UK Educators' Strand in a nutshell**

- 73 participants
- 57 UK Primary Schools
- 4 sessions



Tuesday saw 70 teachers, educators and publishers from the UK and beyond visit Wadham College for a special programme aimed at exploring the critical themes impacting children's literacy in the UK. The enthusiastic participants were given the chance to hear presentations from four of the UK's foremost literacy experts, as well as network with their fellow educators over lunch and refreshment breaks.

Head teacher and education consultant **Brenda Bigland** began the day with a discussion on raising standards in literacy. She covered the techniques that teachers are using regarding assessment, tracking and reporting to parents, and how parents are being involved with target setting. She also discussed ways to provoke excitement in the curriculum across a range of learning platforms. "You may do assessment fabulously well, but the key is what to do with it".

Renowned children's psychologist **Tanya Byron** then discussed how technology can engage children and raise their standards in reading. When discussing the role of technology in learning, she noted that "children are the natives and adults are the emigrants". She particularly focused on the impact technology can have on struggling learners which lead to an engaging question and answer session with the audience, where she was able to comment on specific case studies from teachers present.

Following a sociable lunch, well-known author and current Children's Laureate **Julia Donaldson** was introduced to the audience. She spoke about her experiences of visiting schools, writing for children and her current role as the Children's Laureate. She told the engaged audience that she believes that "the best way to teach children to read is to use play scripts", before inviting several volunteers to assist her with a hilarious acting out of one of her soon-to-be-released playlets, "The Sockosaurus"!

Notable educationalist and author **Pie Corbett** concluded the day with his session on storytelling for literacy and life. He explained how the systematic learning of stories can be used to develop children's language and raise standards in writing through imitation, innovation and invention. The 70 participants left the Pearson UK Educators' Strand full of newly acquired ideas, knowledge and inspiration, ready to take back to their respective schools and children.

### **Pearson UK Educators' Strand Comments**

"The day was empowering and I got to act with Julia Donaldson!"

"It was an interesting and very enjoyable day"

"The organisation of the event was superb- I was delighted to have the opportunity to attend"

"My colleague and I highly enjoyed the day at Oxford, It was fabulous! All the speakers were first class and we took so much away with us - we're still buzzing!"

"Many thanks for your team's smooth organisation of the event"

## Social events

All meals and refreshments during the World Literacy Summit were provided for all delegates in a range of College venues. The ability to bring all delegates together and seat them at communal tables provided an invaluable opportunity for delegates to meet one another and network with their like-minded peers. During the course of the four days many friendships were established, and many fantastic and inspired ideas were formed.

Balliol College Grand dining hall played host to two formal multi-course dinners that were held on Monday and Tuesday Night. Keith Hutchence entertained guests during the Monday night dinner with an informative and light-hearted speech on the history of Balliol College and Oxford University, inspired by the many historic portraits that surrounded guests around the Dining Hall perimeter. Following on from his speech Heart-Strings, a classical violin duo, performed for the delegates. At the conclusion of dinner many guests chose to join the duo for a lengthier performance in the equally atmospheric surroundings of the Trinity College Chapel.

Prior to Tuesday evening's dinner, Pearson and the Center for Universal Education at Brookings jointly hosted a drinks function in the Master's Lodgings of Balliol College. The event was used to inform delegates of the Global Compact on Learning and its association with literacy.

Guests then moved to the Dining Hall for dinner, where they were addressed by three of the youngest delegates at the Summit. Summit Ambassador, Kelvin Mutugi spoke of the African Leadership Academy, and two students from the WISE Learners' Voice Program, Al Jawhara Al-Thani and Noor Doukmak each spoke about WISE, the importance of literacy to them, and what they have gained from being at the conference.

Walking tours of Oxford were also held on Sunday and Tuesday evenings. The tours provided a fascinating insight into Oxford and its history, and were thoroughly enjoyed by all those who braved the cold temperatures!



### Comments

"Delegates eating and staying together was a real strength"

"The opportunities for discussion over meals enabled great interaction"

"The summit was well planned. The tours, music, interaction at meals all added to the quality of the summit experience"



## Youth Involvement

**Kelvin Mutugi** was selected as the Ambassador for the inaugural World Literacy Summit. Kelvin is a 19 year-old student at the African Leadership Academy in Johannesburg, South Africa. He was selected as the Ambassador due to the impact literacy has had on his life, and the proactive attitude he has displayed in improving the standards of education in his home town in rural Kenya.

Kelvin spent his childhood living in urban Kenya where information was readily available. He moved to rural Kenya after the death of his mother and witnessed the devastating effects of illiteracy. He found the comparison of his intellectual abilities to those of his rural counterparts as “disturbing and deeply saddening”, so decided to take action and convinced his local government to introduce a community library project. Kelvin is now studying at the African Leadership Academy and is showing every sign that he will be in the next generation of Africa’s leaders.



Two students from the WISE Learners’ Voice Program, **Al Jawhara Al-Thani** and **Noor Doukmak** also attended the Summit, accompanied by WISE team member **Lana Asfour**. The programme encourages students aged 18-25 to make their voices heard on the international education and literacy stage. The two learners’ actively took part in debates as speakers and discussants, moderated sessions, interviewed participants, and reported live on the Summit on a dedicated blog and on social media.

## Oxford Declaration

A significant outcome of the World Literacy Summit 2012 was the Oxford Declaration. The intent of the Oxford Declaration was to provide a joint document from all delegates outlining the key points that must be acted upon in order to improve global literacy standards. Delegates contributed to the Declaration prior to and during the conference through a range of face-to-face sessions and online through an interactive web forum. They were given the opportunity to provide their thoughts, knowledge and overall insight on addressing the global literacy crisis to create a sustainable and foreseeable plan for the future.

### ***A brief summary of the Oxford Declaration***

To address the state of literacy worldwide quality of education must be a global development priority. In order to raise the profile of literacy and learning on the international agenda the delegates of the World Literacy Summit 2012 call for:

1. Leadership and collaboration across all national and global levels.
2. Increased and more effective financing for quality education programmes through partnership
3. Targeted advocacy to ensure literacy is part of broader education policy discussions
4. Improved measurement of learning outcomes
5. Strong evidence base for why universal literacy is fundamental to an individuals and country’s success

The four priority areas to which the Oxford Declaration pledges a collective investment in:

1. Improve teaching, curriculum and instructional materials
2. Support monitoring, effective assessment systems for literacy programme improvement
3. Increase gender and socio-economic equity in literacy levels
4. Respect cultural differences

In the declarations call to action the delegates pledge to work in partnership be active, innovative, forward thinking and focused on commitments to world literacy as a global priority and ultimately improve the lives of millions of children and adults.



The full Oxford Declaration was announced at the Closing Ceremony of the Summit on April 4 by Summit Chairman **Anthony Cree**, and Summit Ambassador **Kelvin Mutugi**. Following the reading all delegates were given the opportunity to sign the Declaration and endorse their support of the document.



The intent of this document is to be an instrument in breaking down the barriers between government, business, non-governmental organisations, educational institutions and the world’s citizens in an effort to promote greater literacy worldwide. The Declaration will provide leverage to fund, plan, operate and measure work in literacy.

## Media Reach

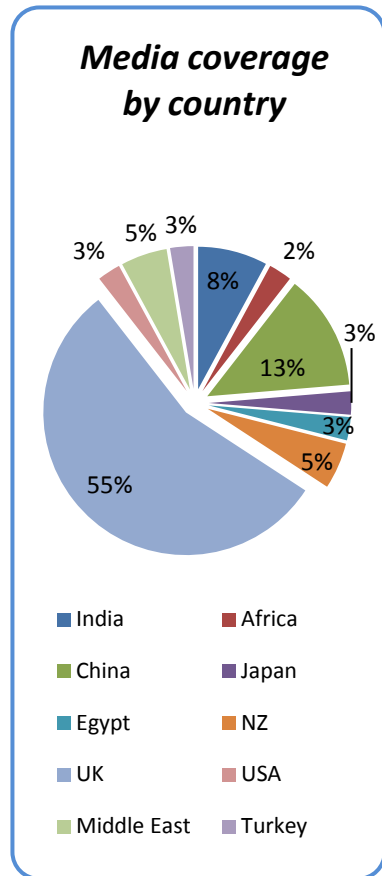
The World Literacy Foundation was able to achieve significant media exposure in both the UK and global media before during and after the event. In total the World Literacy Summit and World Literacy Foundation was mentioned in 54 individual articles, in a mixture of print, online, radio, television and newswire pieces.

Based on the daily audience of each of these outlets, the total media reach of the World Literacy Summit in the global media is estimated to be in excess of 100 million people.

The first significant media event in the lead-up to the World Literacy Summit was the release of the interim report *The Economic and Social Cost of Illiteracy: A snapshot of illiteracy and its causes in a UK and global context* on January 25 2012. The interim report estimated the cost of illiteracy to the UK economy to be £81 billion annually. Several UK media outlets featured the report in articles, including the *Evening Standard* and the *Huffington Post UK*.

The week prior to the Summit saw the release of the full report by the World Literacy Foundation *The Economic and Social Cost of Illiteracy: A snapshot of illiteracy in a global context*. The report included estimates of the cost of illiteracy in individual countries in \$US, and estimated that the total cost of illiteracy to the global economy is USD \$1.19 trillion. The statistics released in the report gained significant media attention across the globe, including the UK, USA, South Africa, India, New Zealand, UAE and Japan. Coverage included a significant article on page 2 of *The Sun* newspaper, and WLF CEO **Andrew Kay** taking part in over 20 individual interviews.

The release of the Oxford Declaration at the Closing Ceremony was the final significant media event surrounding the World Literacy Summit. Coverage of this was based on the WLF urging countries and governments to support the document, and significant coverage was gained in the UK, Turkey and South Africa.



## Moving forward



### Comments moving forward

“Regular events to maintain focus”

“Regional meetings; formation of working groups, financing and knowledge sharing, development of joint action plans”

“Information on the dissemination of the declaration”

“Greater focus of new research on literacy issues and innovative projects”

The World Literacy Summit was extremely effective in exploring the most pressing issues relating to literacy all around the world. It also provided a unique platform for individuals and organisations across a range of sectors to come together and begin valuable discussions with one another. However, the global literacy crisis was not solved in four days.

The foundations have now been laid and important steps outlined, which will enable significant progress to be made. Following on from this event it is important that we keep the momentum going.

The most frequent comment that was received following the conclusion of the Summit was for the need to keep the positive work going, and not to waste any of the constructive work that began at the event. The World Literacy Foundation is now exploring a variety of options that will enable the community that was formed at the Summit to remain in contact, and to also expand in size and scope.

The World Literacy Summit will become a regular event staged every two years. Hosting the event every two years will give the literacy and education community a regular event to work towards, plan for and come together to discuss up-to-date developments and progress. It will also serve to strengthen the Summit community.

Many suggestions were also put forward about the need to stage regional literacy Summit events in other areas of the world. These events would focus more specifically on the issues and themes that are impacting that particular region. Already work has begun to explore this idea, and it is extremely likely that the World Literacy Foundation will look to stage a regional literacy summit in 2013. This will allow not only for more specialised focus of literacy issues, but will also allow for the participation of individuals and organisations that would not otherwise be able to travel to the United Kingdom.

**The World Literacy Summit was organised by the World Literacy Foundation in partnership with the following organisations:**

**PEARSON**

**ABORIGINAL**  
LITERACY FOUNDATION

**The World Literacy Foundation believes that education is the key to fighting poverty.**

[www.worldliteracyfoundation.org](http://www.worldliteracyfoundation.org)

[info@worldliteracyfoundation.org](mailto:info@worldliteracyfoundation.org)

World Literacy Foundation

247 Flinders Lane

Melbourne 3000

Victoria, Australia

Phone: +61 3 9650 1006

