



**United Nations Educational,
Scientific and Cultural Organization**

**Mohammad Reza Pahlavi Prize .
Nadezhda K. Krupskaya Prize
1978**

Meeting on 28, 29 and 30 August 1978 at Unesco's Headquarters in Paris under the chairmanship of H. I. H. Princess Ashraf Pahlavi, THE JURY appointed by the Director-General to award the Mohammad Reza Pahlavi and Nadezhda K. Krupskaya Prizes in recognition of the services of institutions, organizations or individuals having distinguished themselves by making a particularly meritorious and effective contribution to the struggle for literacy,

Recalling that the Mohammad Reza Pahlavi and Nadezhda K. Krupskaya Prizes were endowed in 1967 and 1969 respectively through the generosity of H. I. M. the Shahinshah of Iran and the Government of the Union of Soviet Socialist Republics,

Noting with satisfaction the amendments made by the Executive Board of Unesco at its 104th session to the General Rules governing the award of literacy prizes, thereby giving effect to the proposals submitted to the Director-General in 1977 by the Jury with the aim of strengthening the role of the Prizes as a mobilizing force,

Also noting with satisfaction the decision taken by the Director-General to increase the membership of the Jury to seven in order to ensure better representation of the different regions of the world,

Recalling its earlier decision to defer the award of the Prizes for 1977 and regretting that the limited number of nominations submitted this year has not enabled it to award the Prizes for 1977 in the form of supplementary prizes for 1978,

Emphasizing that some of the nominations this year relate to literacy programmes involving far-reaching social changes and that most of the others bear witness to the growing tendency, regarded by the Jury as very encouraging, to integrate literacy activities both into national development plans and into lifelong education and the curricula of fundamental education,

Having examined the sixteen nominations submitted by governments or international non-governmental organizations and in compliance with the stipulations and criteria of the General Rules,

Has unanimously decided, firstly, to award the Mohammad Reza Pahlavi Prize for 1978 to:

THE MWANZA FUNCTIONAL LITERACY PROJECT, SUBMITTED BY THE UNITED REPUBLIC OF TANZANIA, for having: (i) pursued, on the basis of exacting and realistic experimentation, a vast national literacy programme embracing 88 per cent of the country's illiterates, thereby enabling two million of them to become literate between 1971 and 1975; (ii) clearly demonstrated the role played in these outstanding results by a number of cultural, pedagogical, methodological and technological factors, such as the use of the national language, radio, the press, and the substantial increase in the number of libraries so as to maintain a climate conducive to the development of reading at the literacy and post-literacy stages; (iii) showed that the success achieved is founded on the political commitment of the people responsible at the very highest level, the mobilization of national resources, the integration of literacy into economic and social development, and the active participation of the population in the planning, preparation and execution of the campaigns; (iv) and lastly, for having made available to the international community, in the context of more egalitarian, and consequently more effective, co-operation between countries and people, a body of practical experience which will certainly constitute a source of valuable inspiration;

and, secondly, to award the Nadezhda K. Krupskaya Prize for 1978 to:

THE COMMUNE OF CAMBINH, PILOT LITERACY AND COMPLEMENTARY EDUCATION UNIT, SUBMITTED BY THE SOCIALIST REPUBLIC OF VIET NAM, for (i) the merit of a great success at village community level, proposed as an example of a literacy programme extended to the nation as a whole; (ii) the evidence offered to the international community of the courage and persistence of this small community working in particularly difficult historical circumstances; (iii) the similarly exemplary nature of the procedure followed, starting, as part of a national programme, with the voluntary efforts of a small number of literate individuals and leading gradually to mass action; (iv) having managed to progress from the initial phase of literacy to the acquisition of general and technical knowledge, which forms the basis of economic and social development; (v) having demonstrated in the most convincing way possible the potentialities of constant links between study and productive work; (vi) having adopted original methods for developing, in children as well as adults, the attitudes most conducive to the practice of life-long education; (vii) and having set such an example for the consideration of all those who, whatever responsibilities they hold, might decide to embark on literacy or other similar education projects.

THE JURY, conscious of the need to reward, make known and encourage the many projects and activities in the field of literacy which can serve as a source of inspiration and emulation, has further decided

to award honourable mentions of the Mohammad Reza Pahlavi and
Nadezhda K. Krupskaya Prizes

to the following institutions, projects and persons:

Mohammad Reza Pahlavi Prize

GENERAL DIRECTORATE OF LITERACY AND ADULT EDUCATION, HONDURAS, for its work for the promotion and organization of country-wide literacy teaching, and especially for the integration of functional literacy with the training of farmers in those regions concerned by agrarian reform.

THE LITERACY AND ADULT EDUCATION SECTION OF THE MINISTRY OF EDUCATION AND YOUTH OF THE UNITED ARAB EMIRATES for its systematic endeavours in the field of literacy as it relates to the country's social and economic development, the life of nomad populations and the training of workers, as well as for having ensured the active involvement of the population in the implementation of the programmes.

Doctor WELTHY HONSINGER FISHER, UNITED STATES OF AMERICA, for her untiring and lifelong work, covering nearly a hundred years, for literacy, particularly in Asia; her skill in eliciting contributions to her enterprises from potential sources of aid; her success in integrating literacy work and other activities, particularly as regards the development of rural communities and family life; her unswerving devotion to the causes that she has never ceased to defend and to the educational activities she has undertaken in pursuit of the humanitarian goal she set for herself.

Nadezhda K. Krupskaya Prize

THE MUTUAL AID AND DEVELOPMENT CENTRE, BURUNDI, for the contribution it is making to the national education system, using literacy training as its starting point and thereby fostering co-operation between formal and non-formal education, and also for its contribution to the culture of Burundi through its systematic use of the national language.

ANDHRA MAHILA SABHA, HYDERABAD, INDIA, for having succeeded in bringing all the literacy projects in ANDRA PRADESH together in a single centre, having brought about the integration of literacy and life-long education programmes, and accordingly having made it possible to implement post-literacy programmes for women in both urban and rural areas and, lastly, as its culminating achievement, for having created a multidisciplinary training institute for adult and social education.

THE SYRIAN FEDERATION OF WOMEN, for having organized the effective participation of women, even those in small communities, in literacy training; having made literacy training an integral part of women's vocational education; having

undertaken the training of teaching staff and the production of teaching materials; and having succeeded, notably through the use of the information media, in enlisting women in the struggle to stamp out illiteracy in Syria.

THE JURY noted that in some cases literacy activities make use of the mass media, particularly television. It considered that the introduction of advanced and costly technologies should be contemplated only as a technical reinforcement and in the context of the major aims of literacy work, which should be regarded as a process of increasing awareness and dialogue leading to the steady growth of participation by the people in all activities connected with their development and their education and, more particularly, in the planning, preparation and control of the educational facilities and curricula developed for the purpose. With that aim in mind, THE JURY turned its attention to the experimental educational television project for adult functional literacy in Pakistan, whose nomination THE JURY examined with considerable interest. In view of the recent nature of this venture and its educational and financial implications, THE JURY wishes it to be known that it stands ready to examine this project further on a subsequent occasion, in the light of the results achieved after a longer trial period.

A significant proportion of the nominations dealt with the participation of women in various ways in the struggle for literacy. THE JURY recalls that 60 per cent of the world's illiterates are girls and women, and that the absolute number of illiterate women is increasing much faster than that of men. It accordingly invites the governments and organizations concerned to give added support to the literacy programmes for women being carried out under their auspices.

Lastly, THE JURY hopes that consideration by the twentieth session of Unesco's General Conference of the Director-General's proposals for intensifying and stepping up the pace of the struggle against illiteracy, will give rise to a wide-ranging debate on this world-wide problem which is growing continually worse, and will lead to the approval of measures such as will strengthen international solidarity, with a view to the eradication of illiteracy once and for all.