



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

**Nadezhda K. Krupskaya Prize,
International Reading Association
Literacy Award, Noma Prize
and Iraq Literacy Prize
1984**

Meeting on 22, 23 and 24 August 1984 at Unesco Headquarters in Paris, THE JURY appointed by the Director-General to award the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, the Noma Prize and the Iraq Literacy Prize in recognition of the services of institutions, organizations or individuals having distinguished themselves by making a particularly meritorious and effective contribution to the struggle against illiteracy,

Recalling that the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, the Noma Prize and the Iraq Literacy Prize were established in 1969, 1979, 1980 and 1981 respectively through the generosity of the Government of the Union of Soviet Socialist Republics, the International Reading Association, Mr Shoichi Noma and the Government of Iraq,

Recognizing the existence of millions of out-of-school youth who, unless urgent remedial actions are taken, are in danger of becoming the illiterate adults of tomorrow and noting in this connexion the eligibility for the International Literacy Prizes, effective as from this year, of candidates providing literacy instruction to school drop-outs and other school-deprived youth,

Having examined thirty-seven nominations submitted by governments and non-governmental organizations and in compliance with the stipulations and criteria of the General Rules has unanimously decided:

Firstly, to award the
Nadezhda K. Krupskaya Prize

to the CUBAN NATIONAL ASSOCIATION OF THE BLIND for (1) the striking demonstration and encouraging evidence it provides that with commitment and imagination 'education for all' can become a reality and not merely a slogan; (2) its energetic efforts to extend literacy to the blind adult thereby ameliorating through appropriate education the impairments of a physical handicap often tragically compounded by educational neglect; (3) the systematic planning of educational efforts on behalf of the blind which have included training of over 200 specialists, establishment of facilities for producing instructional materials and other reading matter in Braille and the opening of services for the blind in public libraries; and (4) the impressive success of the first five years of the Association's efforts during which 1,544 adults have been made literate and 2,246 have been trained and integrated into professional life;

Secondly, to confer the
International Reading Association Literacy Award

upon the NATIONAL INSTITUTE FOR ADULT EDUCATION OF MEXICO which in the first three years of its existence has (1) enrolled nearly three million adults and adolescents, over one million of whom have already made themselves literate through its

courses of instruction; (2) established a decentralized nationwide structure of educational provision strongly supported by the use of mass media and conceived in a framework of life-long education; (3) developed an effective and motivating method of literacy instruction based on 'generative words' related to health, nutrition, education and other vital concerns of the participants; and (4) demonstrated the commitment of Mexico to the achievement of the goals of the Major Project in the field of Education in Latin America and the Caribbean enunciated in the Mexico Declaration issued by the Conference of Ministers of Education and Those Responsible for Economic Planning in the Member States of Latin America and the Caribbean;

Thirdly, to bestow the Noma Prize

upon BAZHONG DISTRICT IN SICHUAN PROVINCE OF THE PEOPLE'S REPUBLIC OF China for (1) the noteworthy progress achieved through thirty-five years of persevering effort in this district of over 800 villages and a million inhabitants in reversing the situation from 90 per cent *illiteracy* in 1949 to more than 90 per cent *literacy* today; (2) the comprehensive strategy of action pursued in which provision of literacy instruction for adults and youth was combined with measures to achieve Universal Primary Education; (3) the rigorous definition of literacy as the mastery of 1,500 characters and the establishment and strict adherence to clearly defined objectives and goals; and (4) providing strong professional and organizational support for education while none the less retaining community participation and responsibility for programmes;

and fourthly, to grant the Iraq Literacy Prize

to the LITERACY CAMPAIGN OF TURKEY which has (1) mounted a massive and comprehensive effort to overcome illiteracy in which all agencies of government and many voluntary organizations and associations actively participate; (2) developed a wide variety of courses, including televised classes, in which more than 3,700,000 persons, 72 per cent of whom were women, have enrolled in the last three years; (3) offered an array of innovative incentives for literacy ranging from the awarding of badges and certificates to the provision to participants of free medical care in government hospitals and the publication of an abundance of easy-to-read materials to increase the opportunities for and rewards of reading; and (4) demonstrated an exemplary awareness of the need for studies and evaluation to guide action and measure its impact and of the value that can be gained through international exchanges of experience;

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 examples and sources of inspiration has further decided unanimously:

to award honourable mentions of the
Nadezhda K. Krupskaya Prize
International Reading Association Literacy Award
Noma Prize and Iraq Literacy Prize to
the following institutions and organizations:

Nadezhda K. Krupskaya Prize

DIRECTORATE OF ADULT EDUCATION OF THE STATE OF UTTAR PRADESH, INDIA for the scale and success of its programme directed to a population of

over 20 million illiterate adults which, since 1980, has reached over 1,600,000 persons, the majority of whom are women; for its manifold efforts to make functional literacy a means for promoting popular participation in development; and for its efforts to mobilize community resources and engage students and youth in literacy work;

DIRECTORATE OF POPULAR EDUCATION AND LITERACY OF MADAGASCAR for having, since 1978, motivated and mobilized 8,400 school graduates to serve as instructors of functional literacy and basic education courses which have reached nearly 200,000 adults; for the exemplary value of the success of its programme in the village of Andranovo, which has totally eradicated illiteracy; and for its skillful use of this example to motivate action by other communities;

International Reading Association Literacy Award

ADULT AND CONTINUING EDUCATION DIVISION OF THE CROSS RIVER STATE, NIGERIA for the success of its efforts carried out within the framework of the national literacy programme; for its innovative efforts in linking literacy training to production-oriented vocational education for women; and for its creative use of a series of radio dramas titled 'Never too late to learn' in motivating enrolment in literacy classes,

ADULT BASIC EDUCATION SOCIETY, GUJRANWALA, PAKISTAN for more than twenty years of meritorious and dedicated effort in the field of literacy; for the adoption of television to the economic realities of a developing country and the requirements of literacy instruction through the establishment of Community Viewing Centres and the use of video-cassettes; and for the example it provides of fruitful co-operation between government agencies and a voluntary organization;

Noma Literacy Prize

ADULT LITERACY AND BASIC SKILLS UNIT (ALBSU) of the National Institute of Adult Continuing Education of the United Kingdom for the outstanding professional support it has provided to literacy programmes in England and Wales; its development of innovative approaches to improving adult literacy skills through 75 development projects; and its successful efforts to focus attention upon the situation of illiterates in a developed country by organizing a National Literacy Week, centred around International Literacy Day.

PERMANENT EDUCATION PROGRAMME OF THE FAMILY COMPENSATION FUND (CAFAM) OF COLOMBIA for the integrated programme of education which it offers to workers and their families making it possible to proceed from literacy instruction through primary and secondary education; its development of an original and effective instructional methodology which takes into account the socio-psychological and linguistic aspects of learning; and the spirit of partnership between sponsors and participants in which the latter contribute to defraying the operating expenses of the programme;

Iraq Literacy Prize

LITERACY PROGRAMME FOR TOGOLESE WOMEN AND GIRLS for its contribution to the advancement of women through functional literacy work enabling them to improve living conditions and carry out economically profitable activities; for the development of innovative learning materials and the establishment of libraries and reading circles to strengthen the literacy skills acquired by some 5,468 women since 1976; and for the example of international co-operation which this project, which has been generously supported by NORAD, sets for the international community;

BRAZILIAN NATIONAL FOUNDATION ON BOOKS FOR CHILDREN AND YOUTH, submitted by the International Board on Books for Young People, for its 'Books Ring-around-a Rosy' project which, since 1982, has furnished books to more than three million children; for establishing 30,000 school libraries; and for the Foundation's comprehensive approach to the promotion of literacy based on early inculcation of the reading habit, strengthening the holding power of the school and provision of reading materials to out-of-school youth;

Considering the number, variety and quality of candidatures examined this year as encouraging evidence of the resolve and resourcefulness with which the struggle against illiteracy is being waged and of the many and different forms and scales of action required: some nominations representing efforts to create the prerequisites for successful literacy work through linguistic research and development of primers, other submissions being examples of the manner in which literacy and post-literacy activities can be merged with occupational training and continuing education; several nominations constituting efforts on a massive scale directed to the entire population, other programmes being carefully suited to the needs of relatively small groups, such as the physically handicapped, or the special circumstances of minority populations, such as hill tribes; many candidatures presenting important elements of innovation designed to make literacy instruction more effective or appealing to programme participants through, for example, the development of instructional materials on a modular plan enabling adults to select subjects and themes of immediate interest, other nominations testifying to the imaginative ways in which long-established institutions and resources such as public libraries can be adapted to meet the needs of the newly literate;

Noting that the common denominator of success in all these many and varied efforts is the dedicated service of individuals rendered singly, or as members of teams or corps;

Having examined eight individual candidatures, all of them meritorious and exemplary, the JURY wishes to pay tribute to the following: Professor GUY JOSE BRETONES OF FRANCE for his long and distinguished work in the promotion of education in rural areas and, in particular, for his research in developing the *Picture dictionary of basic French for rural people* which has facilitated the teaching of the French language in the areas of West Africa in which it serves as a *lingua franca*; Mr SANGRONIO ANTOINE METODJO OF BENIN who, having become convinced of a critical role which education can play in rural development through his services as an agricultural technician, embarked upon a second career in literacy work in the course of which he has opened experimental teaching centres, fostered the transcription of national languages, and has been placed in charge of the literacy committee of his province; Mr ARCHIBALD JOHN ALEXANDER NELSON OF AUSTRALIA for more than thirty years of dedicated service to the cause of literacy rendered as Director of a university department of adult education, as a founder and first Chairman of the Australian Council for Adult Literacy, as co-editor of the *Journal of the Asian-South Pacific Bureau of Adult Education* and for his determined and effective advocacy of national and international initiatives to stimulate and support literacy work;

Lastly, learning with profound sorrow of the death of Mr Shoichi Noma, on 10 August 1984, the JURY paused in its deliberations to pay tribute to the memory of this great and generous man, the donor of the Noma Prize, who devoted his life as publisher and philanthropist, to the advancement of reading, the encouragement of authorship, especially in the developing countries, and the promotion of the book as a vehicle of knowledge and culture.

Members of the Jury:
Mr Malcolm S. Adiseshiah, Chairman
H.E. Mr Rodolfo Baron Castro
Mr G.N. Filonov
Mr Thomas G. Sticht
