



United Nations Educational,
Scientific and Cultural Organization

Nadezhda K. Krupskaya Prize,
International Reading Association
Literacy Award, Noma Prize
and Iraq Literacy Prize
1985

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Meeting on 21, 22 and 23 August 1985 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,

Recording with deep sorrow the recent death of Dr Sulaiman Yousef Al-Mizban, Vice-Minister of Education of Iraq and a distinguished member of the International Literacy Prize Jury since 1982,

Welcoming the appointment by the Director-General of Mrs Martha V. Mlagala Mvungi of the United Republic of Tanzania as a member of the Jury,

Recognizing that progress towards the establishment of a world in which education for all is a reality, not an aspiration, depends upon a mobilization of resources and wills and that trade unions, mass organizations and voluntary associations can play a crucial role in this respect,

Emphasizing, at the same time, that successful literacy work depends upon the services and sacrifices of devoted individuals rendered in either a personal or official capacity and paying tribute to the countless men and women around the world who, day after day, working in anonymity and often under difficult conditions, are constantly advancing the cause of literacy,

Noting with warm appreciation in this year dedicated by the United Nations General Assembly to youth the essential role which youth organizations and young people are playing in the battle against illiteracy in countries throughout the world,

Having examined twenty-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 XIENGGHO DISTRICT OF THE LAO PEOPLE'S DEMOCRATIC REPUBLIC where illiteracy, which 25 years ago was the fate of 95 per cent of the population, has been virtually eliminated through a vigorous educational campaign for (1) the success of its persevering efforts to overcome illiteracy and create a literacy-sustaining environment in the 214 villages which constitute this rural district; (2) effective adaptation of the materials, methods and organization of the literacy campaign to the needs of minority ethnic groups and the pursuit of literacy work in the remote areas in which these groups reside; and (3) the systematic follow-up of literacy instruction with courses intended to raise the educational level of the population and to ensure the application of the knowledge gained in the improvement of living conditions;

Secondly, to confer the
International Reading Association Literacy Award

upon the LITERACY AND ADULT EDUCATION DIVISION OF THE KINGDOM OF MOROCCO for (1) its sound scientific and experimental approach to the elimination of illiteracy which is based upon critical evaluation of past experience and rigorous testing of materials and methods in pilot projects prior to their dissemination for general use; (2) the emphasis which has been placed upon literacy work among women and girls and, in particular, the attention given to the design of functional programmes for women which are often conducted in factories and combine vocational training with literacy instruction; and (3) the development of a two-stage literacy programme in which the basic literacy skills, introduced in the first stage, are reinforced and applied to everyday problems in a second stage in order to ensure the attainment of fluent reading skills, thereby reducing the danger of relapse into illiteracy;

Thirdly, to bestow the Noma Prize

upon the NUFU INSTITUTION OF THE REPUBLIC OF CAMEROON which has been engaged in literacy work for more than half a century for (1) the stimulus it has given to the use of national languages in literacy instruction and the value it has placed upon the preservation and development of indigenous cultures; (2) offering literacy instruction within the framework of a broadly based educational programme and in close relationship to rural development activities, which has fostered the continuation of learning and the application of knowledge to the improvement of agriculture, health and village life; and (3) the creative and effective use of radio broadcasts, which reach more than half a million people, to support educational and community development activities;

and fourthly, to grant the Iraq Literacy Prize

to the NATIONAL LITERACY COMMISSION OF VENEZUELA for (1) its exemplary success in organizing a nation-wide attack upon illiteracy in which the Ministries of Agriculture, Education, Health, Justice, Youth and Defence are actively engaged together with the National Council for Culture, the National Library, the Community Development Fund, the National Commission for Unesco, trade unions and a wide range of other public and private entities; (2) the excellent results achieved through this comprehensive approach both in extending literacy to over 275,000 persons from 1982 to 1984 and in encouraging the development of an environment conducive to the promotion and maintenance of literacy; and (3) the mobilization of public opinion in support of initiatives to promote literacy at the local, national, regional and world levels.

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, including the extension and further development of activities previously honoured by the award of a prize, 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 persons, institutions and organizations:

Nadezhda K. Krupskaya Prize

BROTHER JEAN-BAPTISTE BUNKUNGU OF BURKINA FASO who, growing up in a remote rural community without access to education, burned with the desire to learn to read and who, upon becoming literate at 17 years of age, has devoted his life to bringing the gift of literacy to others and, in particular, to the speakers of the Mooré language for whom he has produced syllabaries, primers and other literacy materials;

LITERACY PROGRAMME FOR ADULTS IN THE MAHARASHTRA STATE OF INDIA for its effective approach, based upon earlier experience in the State and supported by academic and professional institutions, to the achievement of three key aims—literacy, functionality and social awareness—as well as the impressive magnitude of the effort which since 1978 has reached 2,419,000 learners;

International Reading Association Literacy Award

MODERN LANGUAGE TEACHING METHODS SECTION OF THE INSTITUTE OF APPLIED LINGUISTICS OF THE UNIVERSITY OF ABIDJAN, IVORY COAST, for its contribution to the development of national languages as literacy media and, in particular, for the exemplary manner in which the Section prepared and introduced materials and methods for training illiterate and semi-literate farmers in elementary accountancy to enable them to participate more effectively in the management of co-operative and agricultural activities;

DEPARTMENT OF NON-FORMAL EDUCATION OF THAILAND for the success of its efforts, achieved in difficult circumstances, in the North-East Region of Thailand in which over 300,000 adults have taken part, and 80,000 have become literate, and where the apparent keys to success have been an emphasis upon local responsibility in organizing and running courses and the availability of appealing reading materials from among which learners can choose those which are of greatest relevance or interest;

Noma Literacy Prize

BANGLADESH RURAL ADVANCEMENT COMMITTEE for its innovative Functional Education Course which, following the method developed by Paulo Freire, introduces literacy instruction in relation to the discussion of selected socio-economic concepts and has succeeded in kindling the interest of learners, many of whom live in extremely impoverished conditions, and cutting the drop-out rate to half that experienced in previous programmes;

JILIN PROVINCE OF CHINA for its large-scale and persevering efforts which have raised the literacy rate in the Province to 96 per cent—literacy being defined and measured as the mastery of a minimum of 1,500 characters—by effectively mobilizing all available resources and personnel, including upper-primary and middle-school students, referred to as 'little teachers', who have volunteered to tutor adults;

DEPARTMENT OF COMPLEMENTARY TEACHING OF THE MINISTRY OF EDUCATION OF THE SOCIALIST REPUBLIC OF VIETNAM for the success of 40 years of sustained efforts and, in particular, for the careful attention given to the development of effective and efficient methods and materials which have permitted the initial literacy course to be reduced from a year's duration to only three to four months, thereby decreasing the time spent learning to read and increasing that devoted to reading to learn;

Iraq Literacy Prize

Conscious of the urgent need to encourage intensified co-operation between the industrialized and developing countries in the struggle to overcome illiteracy, one of the major world problems of our time, the JURY confers honourable mentions of the Iraq Literacy Prize upon:

CANADIAN ORGANIZATION FOR DEVELOPMENT THROUGH EDUCATION (CODE) for its unique and significant ability to provide books and paper to educational programmes in developing countries, the spirit of co-operation with and respect for partner countries and organizations and the initiative and imagination with which CODE converts the gifts and voluntary services of donors into effective support for educational efforts in developing nations;

GERMAN ADULT EDUCATION ASSOCIATION (DVV) for its efforts to combat illiteracy and functional illiteracy among natives and migrants in the **FEDERAL REPUBLIC OF GERMANY** as well as for its generous support to literacy efforts in developing countries rendered through the provision of technical and material assistance to pilot projects and the training of specialists in various aspects of literacy work and adult education.

THE JURY, considering the wide variety and exceptional quality of the candidatures examined this year as encouraging evidence of the many ways and different scales on which the battle against illiteracy is being waged, several submissions bearing testimony to the commitment of organizations to provide literacy instruction and other appropriate forms of education to migrants and their families; others, including that of the **DIRECTORATE OF LITERACY AND ADULT EDUCATION OF GUATEMALA** being persevering efforts to provide literacy in the mother-tongues of the learners; and still others expressing the need to promote a literate and literacy-sustaining environment by introducing young people to books and inculcating the reading habit:

Aware that literacy is gained, not given, renders homage to the millions of newly literate adults throughout the world who, through their efforts and exertions, have become living proof of the possibility and promise of literacy.

Members of the Jury:
Mr Malcolm S. Adiseshiah, Chairman
H.E. Mr Rodolfo Barón Castro
Mr G.N. Filonov
Mr Thomas G. Sticht
Mrs Martha V. Mlagala Mvungi
