



United Nations Educational,  
Scientific and Cultural Organization

**Nadezhda K. Krupskaya Prize,  
International Reading Association  
Literacy Award, Noma Prize  
and Iraq Literacy Prize  
1986**

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Meeting on 25, 26 and 27 August 1986 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,

Welcoming the appointment by the Director-General of Mr Ibrahim Al-Shibly, Director-General of the Curricula Department of the Ministry of Education of Iraq as a member of THE JURY,

Regretting the absence, for reasons of health, of the senior member of THE JURY, H.E. Mr Rodolfo Barón-Castro, who had participated in all nineteen previous meetings of THE JURY and wishing him a speedy and full recovery,

Recalling that 1986 has been designated International Peace Year by the United Nations General Assembly and recognizing in this connection the vital contribution which universal literacy could make to mutual understanding and dialogue among the peoples and nations of the world as well as the potential of education to foster the socio-economic progress upon which the maintenance of an enduring peace will ultimately depend,

Considering the number, variety and quality of nominations submitted this year as testimony to the resolve of Member States and non-governmental organizations to persevere and prevail in their efforts to achieve a literate world and as evidence of the many ways in which and different scales on which this historic mission is being pursued,

Recognizing that successful literacy work depends upon the services and sacrifices of devoted men and women, rendered in either their personal or official capacities, and noting in this respect that THE JURY had the privilege of reviewing the candidatures of ten individuals nominated for the 1986 prizes, to all of whom, as well as to countless other devoted literacy workers, it pays tribute for their exemplary dedication and worthy achievements,

Having examined thirty-four nominations submitted by governments and non-governmental organizations and in compliance with the stipulations and criteria of the General Rules Governing the Award of Prizes for Meritorious Work in Literacy, has unanimously decided:

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Firstly, to award the  
Nadezhda K. Krupskaya Prize

to the WU LIEN COUNTY in SHANDONG PROVINCE, CHINA, which responded to the finding of the 1982 census that one-third of its population in the 12-40 year age-group was still illiterate by launching an energetic three-year campaign which (1) conducted classes in 99 per cent of the 629 villages in the county and took measures to improve the circumstances and quality of primary education, including the provision of better conditions for rural teachers, in order to stem the growth of illiteracy at its source; (2) made special provision for the instruction of out-of-school children and youth, women and girls, those living in remote rural areas and other groups having special education problems, and (3) instituted an innovative and highly effective system of 'contracts' stipulating the respective responsibilities of townships, teachers and learners in the literacy campaign;

Secondly, to confer the  
*International Reading Association Literacy Award*

upon the NATIONAL LITERACY PLAN of COLOMBIA, 'CAMINA', which (1) guided the implementation of a highly effective national literacy campaign that in 1985, designated by the Colombian authorities as National Education Year, enrolled 970,000 adults in literacy classes—800,000 of whom acquired basic literacy skills—and 391,000 out-of-school youth and adults in non-formal continuing education at the primary and secondary levels; (2) made innovative arrangements to ensure public support for the campaign through the broadcasting of thousands of radio and television messages and the publication of hundreds of articles in national and local newspapers; and (3) provided forceful national leadership, a strong and decentralized organizational structure in which numerous governmental institutions and non-governmental organizations participated and made appropriate arrangements for the training of thousands of instructors, the production of millions of copies of literacy materials and the monitoring and evaluation of a nationwide activity;

Thirdly, to bestow the Noma Prize

upon the LITERACY REVIVAL CAMPAIGN of the CONGO for (1) the fresh impetus which it has given to literacy and post-literacy efforts throughout the country; (2) the attention given to relating the content of literacy materials to important health and development issues and, in particular, for the significant contribution the Campaign has made to combating malaria by emphasizing the importance of improved environmental hygiene; and (3) the establishment of permanent councils at the national, regional and local levels to ensure systematic and continuing action to promote literacy, especially in rural areas, by providing continuing education, producing follow-up reading materials and taking measures to ensure opportunities and incentives for applying literacy skills in community and development activities;

and fourthly, to grant the Iraq Literacy Prize

to the BENGAL SOCIAL SERVICE LEAGUE of INDIA which, building upon a long and illustrious record of pioneering in adult education—dating back to the League's foundation in 1915 and supported over the years by eminent personalities such as Rabindranath Tagore and Mahatma Gandhi—has played a leading role in the conduct of the National Adult Literacy Programme in the State of West Bengal by conducting a large-scale literacy programme as well as by serving as a State Resource Centre entrusted with responsibility for (1) the training of literacy instructors and organizers engaged in the programmes conducted by the Government and voluntary organizations; (2) the preparation and testing of instructional materials based upon development themes and issues in six languages used within the State; and (3) monitoring and evaluating the impact of literacy programmes and conducting research on literacy-related topics.

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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 persons, institutions and organizations:

**Nadezhda K. Krupskaya Prize**

the DEMOCRATIC WOMEN'S ORGANIZATION OF AFGHANISTAN for its energetic efforts to promote the education of Afghan women, over 90 per cent of whom are illiterate, through encouragement of schooling for girls and organization of out-of-school programmes for women; in view of the potential of these activities to contribute to the reduction of illiteracy in a country with one of the highest illiteracy rates in the world, THE JURY invites the Women's International Democratic Federation or the Government of Afghanistan to resubmit this application in 1987 when additional information on the results of on-going literacy work among women is available;

the CARLOS FONSECA TASK FORCE of NICARAGUA for the effective follow-up it has provided to the National Literacy Crusade, conducted in 1980, by mobilizing all elements of the community to eliminate remaining pockets of illiteracy in the Rio San Juan region and for the perseverance of these efforts under difficult conditions;

MISS GHADA RAGHIB AL-JABI of SYRIA for her devoted efforts, made in her personal as well as her official capacity, to promote the education of Arab women and, in particular, for her contributions to the planning and design of literacy programmes for women incorporating training in civics and functional skills;

**International Reading Association Literacy Award**

the BOTSWANA GIRL GUIDES ASSOCIATION for its initiative in establishing the Bakaedi Literacy School as a means for allowing children above the primary entry-age to gain access to the formal education system and for its efforts to promote supportive attitudes towards education among parents;

the PRE-VOCATIONAL TRAINING PROGRAMME of the Ministry of Handicrafts and Social Affairs of Morocco for its innovative approach in combining basic education with pre-vocational training for boys and girls aged eleven to fourteen years in order to motivate them to learn and prepare them for productive employment;

the NON-GRADED MOBILE TENT SCHOOL of the Cagayan Valley Region for the PHILIPPINES for devising an original and effective means for serving a nomadic population and for the care taken to begin initial literacy instruction in tribal languages and to respect traditional values and ways of life;

**Noma Literacy Prize**

the INTERNATIONAL LINGUISTICS SOCIETY for its pioneering work in preparing lexicons, dictionaries, grammars and literacy materials in 33 of the 200 languages used in the CAMEROON as well as for the valuable professional training it provides in applied linguistics and in numerous other aspects of literacy work;

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the GENERAL FEDERATION OF PEASANT ASSOCIATIONS of IRAQ for its persevering and effective efforts to eliminate illiteracy in remote rural areas as well as for the special attention given to developing well-adapted literacy and post-literacy materials and to facilitating the transfer of learners from non-formal to formal programmes of education; as the current phase of this activity will terminate at the end of 1986, THE JURY would warmly welcome the submission of this candidature with up-dated information next year;

the late MR ADAMOU K. KANKPE-KOMBATH, former Director of the National Programme of Literacy and Adult Education of TOGO and for many years Permanent Secretary of the Regional Council for Adult Education and Literacy in Africa (CREAA), for his devoted and dynamic leadership of actions to advance literacy in Togo and throughout Africa;

#### **Iraq Literacy Prize**

the DEPARTMENT OF SOCIAL WELFARE of the Ministry of Social Affairs of BURUNDI for its activities to encourage the provision of primary education to all children and basic education, including literacy, to all adults through the mobilization of public opinion in favour of literacy work and, more particularly, for its successful functional literacy programme serving young adults and out-of-school youth in rural areas;

the CUBAN FISHING FLEET which, in co-operation with the adult education unit of the Ministry of Education, provides literacy and post-literacy instruction to fishermen, both on shore and on the high seas, thereby serving in an innovative and exemplary manner a difficult-to-reach and easily overlooked occupational group;

the CENTRAL JAVA PROVINCE of INDONESIA for the impressive success of the campaign aimed at an illiterate population of 2.8 million in the 10-45 year age-group and for the effective manner in which literacy instruction was related to income-generating activities, measures to improve the quality of life and the establishment of rural libraries and village newsletters.

Among the 1986 submissions were four from industrialized countries, reflecting a growing concern with the issue of functional illiteracy in technically advanced societies. One such submission, that of 'LIRE ET ECRIRE' of BELGIUM, presented an interesting methodology designed to assist learners to cope with the literacy requirements posed by a technological environment. Another submission, that of the SOLOMON MAHLANGU FREEDOM COLLEGE, established by the African National Congress to serve in the liberation struggle in South Africa, demonstrates the power of literacy and education to contribute to the fight against apartheid and for justice and equality among peoples.

Lastly, mindful of the offence to human dignity and the impediment to the progress of individuals and nations which illiteracy constitutes, THE JURY, on this twentieth anniversary of International Literacy Day, launches an urgent appeal to the international community to strengthen co-operation among States and peoples, and to take every measure necessary to mobilize resources and energies in order that the final years of this century may prove a decisive turning point in the historic struggle to guarantee that the right to education is enjoyed by all.

**Members of THE JURY:**  
Mr Malcolm S. Adiseshiah, Chairman  
Mr I. Al-Shibly  
Mr G. N. Filonov  
Mrs Martha V. Mlagala Mvungi  
Mr Thomas G. Sticht

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