



United Nations Educational,
Scientific and Cultural Organization

Nadezhda K. Krupskaya Prize,
International Reading Association
Literacy Award, Noma Prize
and Iraq Literacy Prize
1988

Meeting on 24, 25 and 26 August 1988 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, the late Mr Shoichi Noma and the Government of Iraq,

Welcoming the decision by the United Nations General Assembly, at its forty-second session, proclaiming 1990 International Literacy Year and inviting Unesco to assume the role of lead agency for its preparation and observance,

Emphasizing that the proclamation of International Literacy Year is linked to the formulation of a Plan of Action to assist Member States in all regions of the world to eradicate illiteracy by the year 2000,

Recognizing that this demanding challenge cannot be met unless the necessary political will and commitment in Member States is aroused, the active participation of intergovernmental and non-governmental organizations, including those working at the grass-roots level, ensured and a broad movement of international solidarity created,

Having examined twenty-five 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, THE JURY unanimously has decided:

Firstly, to award the
Nadezhda K. Krupskaya Prize

to the NATIONAL LITERACY CENTRE OF ANGOLA for (1) having steadfastly pursued its literacy efforts, despite material difficulties and war, providing instruction to 6,500,000 participants in six national languages and Portuguese; (2) giving serious attention to the training of young volunteer literacy workers and other programme staff; and (3) mobilizing wide participation by youth organizations, trade unions and political and state bodies in the National Literacy campaign which is now in its fourteenth stage;

Secondly, to confer the
International Reading Association Literacy Award

upon the NATIONAL LITERACY PLAN OF ARGENTINA for (1) having mobilized the support of numerous public and private institutions to launch a literacy plan, based on a nationwide survey, aimed at consolidating national unity and enabling learners to understand their political, civil and social rights and responsibilities; (2) making effective use of radio broadcasts to provide instruction to those living in remote areas or unable for other reasons to attend classes; and (3) establishing workshops in disadvantaged areas to provide instruction in literacy and vocational skills to school drop-outs;

Thirdly, to bestow the Noma Prize

upon the ALLAMA IQBAL OPEN UNIVERSITY AT ISLAMABAD, PAKISTAN, for (1) the unique example of this pioneering university in addressing itself to the needs of the illiterate and semi-literate rural population; (2) the wide impact achieved by designing appropriate and effective instructional materials in the three most widely-used national languages and by developing a methodology for functional educational programmes adaptable to all regions of the country; and (3) the provision of training to women in areas of particular interest and use to them, including child care, health and hygiene and agriculture and animal husbandry; and

Fourthly, to grant the Iraq Literacy Prize

to the MINISTRY OF HANDICRAFTS AND SOCIAL AFFAIRS OF THE KINGDOM OF MOROCCO for (1) applying scientific evaluation methods in its annual literacy campaigns and using the findings to improve subsequent programmes; (2) providing for the education of 180,000 girls and women in a variety of settings including vocational training centres, mother and child centres and in programmes organized in carpet factories and handicraft co-operatives; and (3) establishing post-literacy programmes in 232 vocational training centres to enable the newly literate to apply and develop their reading skills.

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
International Reading Association Literacy Award
Noma Prize and Iraq Literacy Prize
to the following persons, institutions and organizations:

Nadezhda K. Krupskaya Prize

to the EDUCAR FOUNDATION BASIC EDUCATION PROJECT, BAIXADA FLUMINESE, BRAZIL, for having employed methods of community motivation and participation to achieve strong political and administration support for its educational programmes and for the application of modern methods, particularly to the in-service training of over 7,000 students as literacy instructors and to the conduct of follow-up studies and evaluation, which have permitted a success rate of over 60 per cent under difficult conditions;

PROFESSOR RAMLAL PARIKH OF INDIA, submitted by the ASSOCIATION FOR WORLD EDUCATION, for a lifetime of dedication to the cause of adult education and literacy and especially for having mobilized colleges, industry, trade union organizations and educational institutions in support of a mass literacy campaign which, using an integrated community-based approach aimed at building self-reliance, has reached over 500,000 illiterates in 1,000 villages in Gujarat State;

THE EXECUTIVE COMMITTEE FOR THE ERADICATION OF ILLITERACY AND COMPLEMENTARY EDUCATION OF THE DISTRICT OF BINH MINH IN CUU LONG PROVINCE IN THE SOCIALIST REPUBLIC OF VIETNAM for the excellent results achieved by this Committee, composed of representatives of various community services and popular organizations, which during the last three years has organized instruction for 30,000 persons through special literacy classes for children, part-time and full-time literacy classes for adults and complementary education for young workers and, in particular, for having enabled 80 per cent of those who became literate, through its programmes, to pursue their studies to a level equivalent to the completion of primary education;

International Reading Association Literacy Award

SOUTHAM INCORPORATED OF CANADA, a major newspaper publisher, for its outstanding contributions to literacy work and, in particular, for having conducted, in 1987, a national literacy survey which revealed the existence of five million functionally illiterate Canadians. Thereby alerting public opinion to the unrecognized dimensions of this problem, and mobilizing new resources, both public and private, to launch and expand programmes for the functionally illiterate;

MANICA PROVINCIAL LITERACY SERVICE OF THE PEOPLE'S REPUBLIC OF MOZAMBIQUE, nominated by the Government of SWEDEN, for its effective and well organized literacy campaign which, despite extremely difficult material conditions and war, has served over 50,000 illiterates and for the vigorous mobilization of public institutions, private enterprises and the population-at-large which has made this success possible;

SONGTAO MIAO COUNTY OF GUIZHOU PROVINCE OF THE PEOPLE'S REPUBLIC OF CHINA for its exemplary initiative in devising a strategy for eradicating illiteracy based upon the universalization of primary education and the intensification of literacy work among out-of-school youth and adults and for the spirit of creativity and innovation with which it has implemented this strategy, devising, for example, a system of 'Learning contracts' whereby each township and village sets its own goals within the provincial strategy;

Noma Literacy Prize

LITERACY AND COMPLEMENTARY EDUCATION MOVEMENT of NHOT NGUM CANTON of XIENG KHOUANG PROVINCE OF THE LAO PEOPLE'S DEMOCRATIC REPUBLIC for having been the first canton in the country to eradicate illiteracy, and for having pursued its educational efforts, despite war conditions and the problems posed by linguistic diversity, by the establishment of a successful continuing education programme and the setting up of primary schools in each of the fifteen villages of the canton;

MR MICHAEL MARQUET OF NEW ZEALAND for the publication of a book recounting his experience of overcoming illiteracy as an adult and going on to earn a trade certificate in horticulture and gardening thereby according the reading public, especially those in New Zealand and Australia to whom his account is addressed, with insights into the problems of illiteracy and the efforts needed to combat it;

Iraq Literacy Prize

LITERACY HOUSE, LUCKNOW, INDIA for having developed a comprehensive approach to education, including, in addition to adult education and literacy, programmes of early childhood education, non-formal education for out-of-school children and vocational training for unemployed youth and, more especially, for making education a powerful force for community development by applying it is seeking solutions to the practical problems of village life, such as, for example, the development of a smokeless cooking stove which has improved the health conditions under which women work;

REGENCY OF SUMENEP IN EAST JAVA, INDONESIA for having launched a functional literacy programme linking instruction in reading, writing and numeracy with training in vocational skills, especially those skills which can be used to generate income or find employment and for providing needed assistance to carry through community development projects such as the provision of safe drinking water;

THE JURY wishes, lastly, to pay tribute to the innumerable men and women, throughout the world, who day after day, often anonymously and under difficult conditions, serve the cause of literacy with perseverance and devotion and through their efforts and sacrifices bringing closer the day when education will illuminate the lives of all humankind.

Members of THE JURY:
Mr Malcolm S. Adiseshiah
Mr I. Al Shibly
Mr G.N. Filonov
Mr Paulo Freire
Mrs Martha V. Mlagala Mvungi
Mr Thomas G. Sticht