

INDEXÉ

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

REGIONAL MEETING OF EXPERTS ON THE PRODUCTION
OF READING MATERIALS FOR NEW LITERATES

(Murree, West Pakistan, 11-18 June 1956)

FINAL REPORT

Contents:

Introduction

I. Needs of the Area in the Production of Reading Material for New Literates.

II. Action Required to Meet these Needs:

1. Training
2. Research
3. Clearing House Services
4. Organization of National Agencies concerned with developing the habit of book buying and reading
5. Improvement and Extension of Promotion and Distribution and Distribution Methods and Channels
6. Closer Co-ordination and Co-operation between Governments, Voluntary Agencies and Publishers
7. Encouragement of Authors
8. Encouragement of Voluntary Agencies engaged in the Production of Reading Material

III. Final Recommendations

IV. Unesco's Programme

Votes of Thanks

Annex: A List of Research Problems which could be studied at Local, National and Regional Levels

INTRODUCTION

1. In executing resolution IV.1.4.331 adopted by the General Conference of Unesco at its eighth session, the Director-General decided to concentrate activities under the project "Reading Materials for New Literates" in the period 1955-1956 in four countries - Burma, Ceylon, India and Pakistan.

2. Training fellowships were offered to the Governments of these countries and contracts for the carrying out of studies and experimental activities were passed with agencies and individuals in the area. In order to develop the programme effectively and co-ordinate it with efforts already being made in the region by private and public agencies and to assist in the elaboration of future plans, the Director-General called a regional meeting of experts to advise him on the future of the Unesco project and on what submissions he might make on this subject to the authorities of the Member States concerned.

3. Four specialists from each participating country were invited as well as the fellows appointed under the project. The Director-General supplied the services of consultants and Secretariat members, as well as working papers, a reference library and an exhibition.

4. The United Nations and other intergovernmental agencies in the region were invited to send observers to the meeting.

5. Full details on participants, terms of reference and working methods of the meeting will be found below.

(a) FORMAL OPENING

6. The formal opening of the Meeting took place at 11.30 a.m. on 11 June 1956. Messages from the Governor of West Pakistan, the Secretary-General of the United Nations, and the Director-General of Unesco were read. The meeting was inaugurated by Mr. S.M. Sharif, on behalf of the Minister of Education of West Pakistan. Dr. Jahangir Khan, Director of Public Instruction of West Pakistan, read the Minister's message. The meeting was addressed by U Ba Wan (Burma), Mr. M.J. Perera (Ceylon), Mr. Mushtaq Ahmed (India) and Mr. Abdul Hakim (Pakistan).

(b) PARTICIPANTS IN THE MEETING

7. Experts:

BURMA

Bo Ba Ko, Head, Research Division, Burma Translation Society, Rangoon.

U Ba Wan, Chief Executive Officer, Mass Education Council, Rangoon.

U Hla Maung, Assistant to Managing Secretary, Burma Translation Society, Rangoon.

U Htin Gyi, Editor People's Handbook Series, and monthly Magazine, Burma Translation Society, Rangoon.

CEYLON

Mr. M.J. Perera, Commissioner, Swabhasha (National Languages) Department and Director-General, Radio Ceylon, Colombo.

Mr. D.C.G. Abeywickrema, Librarian, Colombo Public Library, Colombo.

Miss Padmini Jayawardene, Directress, Training Centre, Lanka Mahila Samiti, Colombo.

Mr. H. Don Sugathapala, former Unesco expert; author; teacher, Royal Primary School, Colombo.

INDIA

Mr. Mushtaq Ahmed, Director, Research, Training and Production Centre, Jamia Millia Islamia, Delhi.

Hamid Ali Khan, Managing Director, Maktaba Jamia, Ltd., Jamia Nagar, Delhi.

Shri N. Bhadriah, President, Mysore Adult Education Council, Mysore.

Shri B.M. Kapadia, Secretary, Bombay City Social Education Committee, Bombay

PAKISTAN

Mr. Abdul Hakim, Director of Public Instruction, East Pakistan, Dacca.

Dr. A. Waheed, representative of the Pakistan Publishers' Association, Lahore.

Mr. M. O. Ghani, Principal, Teachers' Training College, Dacca.

Qazi Nawab Ali, District Inspector of Schools, Gujranwala, West Pakistan.

8. Fellows:

Shri Kul Bhushan, Special Officer (Literature), Ministry of Education, Government of India, Delhi (India).

Shri R. V. Srsenivasa Murthy, Chief Editor, Mysore State Adult Education Council, Mysore (India).

Mr. Ehsanul Haq Sulemani, Headmaster, Government High School, Jhelum (Pakistan).

Mr. Muslim Chaudhuri, District Inspector of Schools, Dacca (Pakistan).

9. Observers:

Mr. Abdullah Faryar, Director, United Nations Information Centre, Karachi (Pakistan).

Mr. C. Burns, International Co-operation Administration, Karachi (Pakistan).

Col. Shahbaz Khan, Director, Military Lands and Cantonment, Ministry of Defence (Pakistan).

10. Consultants:

Mr. Donald Burns, Unesco Expert in Fundamental Education, Lahore (Pakistan).

Mr. Peter Neumann, Unesco Expert on Production Methods, Burma Translation Society, Rangoon (Burma).

Dr. Seth Spaulding, Ford Foundation Consultant, Burma Translation Society, Rangoon (Burma).

11. Secretariat:

Dr. M. Jahangir Khan, Director of Public Instruction, West Pakistan (Secretary-General)

Mr. J. F. McDougall, Education Department, Unesco (Unesco Secretariat)

Dr. Akhtar Husain, Cultural Activities Department, Unesco (Unesco Secretariat)

Capt. N. S. Khan, Inspector of Schools, Rawalpindi Division (Pakistan) (Local Administrator)

12. Advisers to Pakistan Experts:

Miss K. Quraishi, Deputy Directress, Directorate of Education, Lahore.

Mr. M. Sulaiman, Planning Officer, Directorate of Education, Peshawar.

Mr. Samuel Iftikhar, Village Aid Centre, Lalamusa (Pakistan).

(c) OFFICERS OF THE MEETING

13. At its first plenary session the meeting elected the following officers:

Chairman	Mr. Abdul Hakim (Pakistan)
Vice-Chairman	Mr. N. Bhadriah (India)
Rapporteur	Bo Ba Ko (Burma)
Assistant Rapporteur	Mr. H. Don Sugathapala (Ceylon)

(d) WORKING METHODS OF MEETING

14. After adoption of the provisional agenda submitted by the Unesco Secretariat and discussion of the terms of reference, the meeting examined the four national reports from Burma, Ceylon, India and Pakistan submitted under item 4 of the agenda.

15. These reports were discussed in general terms in plenary session on the basis of which an ad hoc working group made up of the following: Bo Ba Ko, Mr. M.J. Perera, Mr. Mushtaq Ahmed, Mr. S. Iftikhar, Mr. P. Neumann, Mr. D. Burns; drew up a list of problems and needs (see I below) which appeared to be common to the region. These were accepted in the plenary session as a basis for further detailed discussion and the meeting then divided into working groups to examine these problems and needs from particular points of view.

16. The working groups were made up as follows:

Group No. 1 (Preparation of Materials)

Qazi Nawab Ali	Chairman
Mr. Kapadia	Secretary
Miss P. Jayardena	
U Htin Gyi	
Mr. Donald Burns	Consultant

Group No. 2 (Production and Distribution)

U Ba Wan	Chairman
Mr. M. J. Perera	Secretary
Hamid Ali Khan	
Dr. A. Waheed	
Mr. N. Bhadrish	
Mr. D.C.G. Abeywickrema	
U Hla Maung	
Mr. P. Neumann	Consultant

Group No. 3 (Research)

Bo Ba Ko	Chairman
Mr. H. Don Sugathapala	Secretary
Mr. Mushtaq Ahmed	
Mr. M.O. Ghani	
Dr. S. Spaulding	Consultant

17. The reports from these groups were received in plenary session and discussed at length.

18. After examining item 5 of the agenda 'Study and Discussion of Unesco programme' and a supporting paper the meeting appointed a drafting committee to prepare its report to the Director-General. The drafting committee was made up of the following:

Mr. Mushtaq Ahmed (India)
U Ba Wan (Burma)
Mr. M. J. Perera (Ceylon)
Dr. A. Waheed (Pakistan)
Dr. A. Husain (Unesco Secretariat)
Mr. J. F. McDougall (Unesco Secretariat)
Mr. P. Neumann (Unesco Consultant)

19. The report contained in I, II and III below was adopted at the final plenary session of the meeting.

(e) TERMS OF REFERENCE OF THE MEETING

20. The meeting took for the scope of its discussion the terms of reference and the four national reports as well as details of the Unesco programme submitted to it by the Unesco Secretariat. In the light of these, the meeting endeavoured to define the needs of the area and to submit to the Director-General proposals for action which could be taken at the national level, co-operatively between countries represented, and proposals concerning the rôle which Unesco could play in these programmes.

(f) REPORT OF THE MEETING

I. NEEDS OF THE AREA IN THE PRODUCTION OF
READING MATERIAL FOR NEW LITERATES

21. There is need throughout the region for simplified reading material in which careful attention is given to the contents and presentation. These must be related to the various reading ability levels and to the interests of the audiences to be served. The meeting considered that this reading material should aim at enriching the economic, cultural and spiritual life of the people. The countries in the region have launched national plans for the all round progress of their people, large proportions of whom are illiterate or new literate.

22. The care with which the reading material for the new literate is produced will influence greatly a country's culture, the development of good citizenship, the improvement of crafts, and the proper use of leisure.

23. The meeting was of the unanimous opinion that there is a great and urgent need for extending and improving the production of reading material ranging from elementary readers to general popular literature. A relatively new type of literature must be produced. Most of the problems involved in the production of such material have not been previously adequately dealt with in the region. In many cases, basic research and experimentation are needed to decide on the most effective approach. Most of the material will have to be specially adapted to a country, a region, or language group.

24. The meeting stressed that the audience for this type of material is fast expanding and an ever growing demand will have to be met. The meeting strongly believes that the time has come when a major and concentrated effort by both Unesco and national governments is needed to assist in the production of this reading material. The meeting feels that existing agencies are by themselves unequal to this task. Special programmes and methods must be created and employed to meet what is a serious situation.

25. The meeting considers that the following are the outstanding needs for promoting the production of this reading material:

- (a) Training of specialists in the fields of research, preparation and distribution of reading material;
- (b) Research into the many problems involved in preparation, production and distribution of reading materials;
- (c) Exchange of experience and information through the establishment of clearing house services;
- (d) The establishment of agencies for the development of the habit of book buying and reading;
- (e) Improvement and extension of promotion and distribution methods and channels;
- (f) Closer co-ordination and co-operation between government, voluntary agencies and publishers;

- (g) Encouragement of authors;
- (h) Encouragement of agencies engaged in the production of reading material;
- (i) Removal of restrictions and tariff barriers affecting the importation of paper, printing supplies and equipment needed for the production of reading materials for the new literate;
- (j) Reduction of postal and freight rates with a view to making a wider distribution of reading material possible and economic.

II. ACTION REQUIRED TO MEET THESE NEEDS

26. Training

The meeting feels that a basic need is adequate training of the following:

(a) Authors

It will be necessary not only to locate but also to train authors in the special skills needed for the preparation of simple reading material.

(b) Editors

Editing in specialized fields, e. g. special problems of the new literate, and of periodicals.

General editing

Competent editors are very badly needed in the region. Authors are generally inexperienced and need guidance from editors who will discuss with them the preparation of their manuscripts, outline the organization of the contents, assist in the selection of illustrations, and finally properly edit the manuscripts for publication.

(c) Book designers

One way of encouraging the habit of book reading and buying is through good design. In printing production, book designing means layout and typography. It is the job of the book designer to present effectively and attractively the contents prepared by the author and at the same time to plan the book so that it can be produced within the price range of the intended readership.

(d) Book illustrators

The type of reading material intended for the new literate demands in many cases that it should be illustrated. But to be effective, these illustrations must be carefully planned and executed. Book illustrators must be aware of the intentions of the author, the teaching method used in the book, the intended audience and the printing process to be used, and prepare their illustrations accordingly.

(e) Production Specialists

Production planning;

Administration and planned management;

Costing and estimating.

The production manager is the key figure in the printing of the reading material. He must be able to organize his administration and plan his production on the

basis of minimum cost and maximum efficiency. It is the common experience that while modern and efficient printing equipment is available in printing plants of the region, printing management, costing procedures and sound estimating are inadequate. This situation largely accounts for the poor quality and high prices of much of the reading material at present produced in the region.

(f) Publishers

Administration, policies, and pricing;

Market research;

Promotion;

Distribution;

Sale.

Few attempts have been made so far to train publishers. However, the problem here is similar to other special training problems of the region. An attempt must be made to devise a training course which would provide executives for the publishing industry with the basic skills and knowledge needed for successfully organizing and running a publishing enterprise.

(g) Booksellers

In the last analysis, much of the effectiveness of a commercial distribution system depends on the bookseller. Bookselling is a recognized profession and it is necessary that training facilities for booksellers, taking into consideration the special conditions in the region, should be made available.

(h) Librarians

The rural librarian is also a distributor, who should encourage the habit of book reading and buying. It is considered that short-term training courses should be provided in these aspects of librarianship.

(i) Research workers

In order to carry out the research programme described below it is necessary to provide training to personnel who will carry out the special types of social research required.

27. Research

The meeting feels that there is a definite need for basic and applied research to determine and clarify the problems connected with the production of reading material. Some of the major areas in which considerable continuing research is needed are:

- (a) Preparation of reading materials (both literacy training and simple educational materials).
- (b) Production.
- (c) Field use of literacy teaching, follow-up, and simple educational materials for adults of limited reading ability.
- (d) Distribution and sales.
- (e) Promotion of reading habits.

A list of the problems affecting the preparation and the production of reading material and related questions as listed above is annexed to this report. Research will be needed at the regional, national and/or local levels.

28. Clearing House Services

There is need at both the national and regional levels for the creation of clearing house services which will collect and disseminate information of interest to authors, publishers, research workers, and agencies concerned with the production of reading material.

29. The Organization of National Agencies concerned with Developing the Habit of Book Buying and Reading

The meeting considers that governments in the region should assist in the establishment of non-governmental non-profit making national agencies which, in co-operation with authors' associations, publishers, librarians, booksellers and the general public could undertake the following and similar tasks:

- (a) Informing the public as to what books exist, encouraging the reading and the use of books;
- (b) Stimulating interest in books on a particular subject and bringing them to the attention of appropriate sections of the community;
- (c) Collecting statistical information on particular subjects;
- (d) Investigating the tastes and needs of the public;
- (e) Raising the standard of book production;
- (f) Encouraging wider and more discriminating interest in books among all sections of the population;
- (g) Exhibiting current and rare books;
- (h) Publishing book lists and readers' guides and other comprehensive annotated lists of books produced in the country;
- (i) Preparing selective subject lists designed to help young readers and those teachers and parents whose task is to guide readers;
- (j) Undertaking the task of informing, educating and assisting all who have book problems to solve - and arousing the many who have not yet realized that books are of importance to them;
- (k) Working with parents and teachers to prevent the rising generations from becoming addicted to comic strips or turning to films as their sole form of recreation;
- (l) Taking part in radio programmes connected with books;
- (m) Arousing public opinion against deterioration in textbooks and pointing out the lack of school library facilities;
- (n) Maintaining close touch with other central and local organizations with a view to establishing suitable lists for circularization, publishing informational literature on books for exhibitions, and promoting the exchange of information between publisher and publisher, between authority and publisher, and between publisher, authority and the public.

30. Improvement and Extension of Promotion and Distribution Methods and Channels

The meeting is of the opinion that governments, voluntary agencies, and publishers should be actively concerned with the problems of promotion, distribution and sale.

(a) Promotion

Governments could assist in the promotion of reading material in one or more of the following ways:

Award of prizes;

Purchasing parts of the editions of books which are considered to be in the national interest;

Assisting by direct subsidy in the publication of books which it would be impossible to publish on purely commercial terms at prices within the means of the average reader;

Publishing for the guidance of authors and publishers classified lists of subjects and titles of reading materials which are both desirable and needed;

Unesco could assist in the promotion of the production of reading material by negotiating the release of copyrights and translation rights.

Voluntary agencies, publishers and booksellers could assist by:

Organizing active professional and trade associations;

Arranging national, local and travelling exhibitions;

Encouraging the improvement of standards in the production of books through holding contests and awarding prizes;

Organizing book clubs.

(b) Distribution

The meeting recognizes that the distribution methods used by government agencies and those used by private and voluntary agencies are essentially different. However, the test of the effectiveness of any distribution system is whether the reading material reaches the intended audience.

(i) Government Distribution System

The meeting recognizes that governments in the region generally have the advantage over private and voluntary agencies in being able to make use of government channels.

At times government departments engaged in the distribution of reading material are handicapped by a lack of specialized knowledge and a proper distribution system. This often causes delays and bottlenecks.

The meeting concludes that there is a need for a study of how governmental distribution systems can be made more effective. This would cover such matters as

The training of distribution personnel;

Distribution channels;

The desirability of establishing a centralized system of distribution.

(ii) Library Services

So far no country in this area has an integrated National Library Service. Unesco should assist member countries in the establishment of National Library Services as they would greatly facilitate distribution.

(iii) Distribution and Sales Problems of Publishers and Voluntary Agencies

Although potential readership for many publications is large even at the present time, the average editions published in the region are small. This tends to put the price out of reach of many potential readers. In addition, distribution of these publications is often restricted to an area close to the publishing agency. This is owing to a lack of effective promotion and sales methods, and of adequate distribution facilities.

The meeting is of the opinion that the following action could be undertaken in order to improve this situation:

More adequate training of distribution and sales staff as suggested under training;

Although it is beyond the capacity of most individual publishers to set up extensive distribution systems, it should be considered whether such systems - including a number of wholesale houses strategically located throughout the region - could not be set up on a co-operative basis. In view of the importance of such distribution systems for the promotion of reading material, the meeting suggests that national governments undertake studies to determine how such distribution systems may be developed;

More book stores should be established. Where this is difficult to achieve, the display and sales of books in general stores should be encouraged;

It is often difficult for a publisher to decide whether he should extend credit to a particular book dealer. Publishers' Associations should co-operate with Booksellers' Associations in establishing general credit ratings.

(c) Problems of Financing Publications

The book trade has often found it difficult to obtain credit facilities from banks and similar institutions. The point is generally made that printed material is an insufficient security for extending loans.

This presents a serious problem especially since the region has many newly established and insufficiently financed publishing houses. The meeting takes the view that if better credit facilities which take account of the special status and responsibilities of the publisher could be made available to him, this would greatly promote the production of reading material.

The following possibilities for extending such credit have occurred to the meeting:

Publishers could set up credit co-operatives which make loans available to members;

Government, in co-operation with the national and international agencies, could set up credit funds from which rotating loans could be made to deserving publishers.

31. Closer Co-ordination and Co-operation between Governments, Voluntary Agencies and Publishers

The meeting believes that under present conditions, i. e. a serious lack of reading material for the new literates, there is a strong argument for continuing, and indeed expanding the activities in the field of production of reading material of government, private agencies and publishers alike.

In other parts of this report problems such as training, promotion and distribution have been defined and discussed which, though not identical, are common to all producing agencies. It is considered essential from the point of view of effectiveness, and economy that co-ordination and co-operation between these agencies should be improved and intensified.

The first requirement for such co-ordination and co-operation is that each group should endeavour to understand better and appreciate the problems and needs of others. This could begin at training centres where both government trainees and others would be trained side by side, and, through the establishment of contact bodies and the holding of seminars and workshops, in which members of all groups could participate and be encouraged to air and compare their problems and needs.

Government agencies engaged in the preparation, production, distribution, and sale of reading material, should be staffed by specialists in these fields. All efforts should be made to make these bureaux and agencies as effective as possible and to run them along commercial lines at least as far as this does not interfere with their special aims and tasks.

It should be stressed that most publishers in the region are in great need of assistance both from their own governments and outside agencies if they are to fulfil their task effectively. This is especially true if the ultimate aim goes beyond meeting the present stage of critical need and visualizes the establishment of responsible, dynamic and self-supporting book industries.

32. Encouragement of Authors

The meeting agrees that the encouragement of authors is of the utmost importance for the more plentiful production of reading material. Some suggestions for the training of authors have already been made. In addition, the following points are suggested by the meeting:

Unesco is requested to assist in a study of royalties and authors' rights in the region. This should be done with a view to assuring promising authors an adequate living and a fair return from their creative work. Such a survey should eventually result in formulating definite policies which would be mutually acceptable to both authors and publishers.

Encouragement of the formation of professional associations.

The vast majority of authors and writers is self-employed and suffers from a lack of financial security. A non-profit foundation for the aid of authors and an old age fund to which authors and publishers could contribute, would help to ameliorate the situation.

Unesco could contribute most effectively by instituting a number of awards to authors in the region.

33. Encouragement of Voluntary Agencies engaged in the Production of Reading Material

The important rôle of voluntary agencies in producing literature for the newly literate audiences at the present stage of development in this region is fully recognized by the meeting. These agencies require expert advice, facilities for research, financial aid, access to training facilities and fellowships in carrying out their programmes of research and production.

III. FINAL RECOMMENDATIONS

34. The meeting recognizes that action to be taken in this field depends on the stage of development of each country, on the overall programmes for community improvement and development already in operation and the facilities already existing within the country. In certain instances, action must first be initiated on the local level; in others at the national level; in still other instances, action can be more economically undertaken at the regional level.

35. The first major recommendation of the meeting is that many of the above needs and activities could best be met by the organization of research, service, and training centres. These would differ from existing institutions in several respects:

- (a) They would primarily train executives and specialists to staff agencies engaged in the production of the new type of literature referred to in the section on needs.
 - (b) The training programme would place special emphasis on the needs of the area and would equip trainees to go back to their organizations fully competent to occupy executive or junior executive positions, to set up their own departments and, at least to a limited extent, train their own staff.
 - (c) These centres are not envisaged merely as training institutes but also as service organizations. As such they will serve as clearing houses, provide research facilities for experimentation and testing and such general services as are at present available only in the more highly industrialized countries.
36. The facilities of these centres should be available to government as well as private and voluntary agencies engaged in the production of reading materials. It is suggested that Unesco recommend to the governments of the region that they make fellowships and scholarships available to their own agencies, to voluntary agencies, and to publishers on the broadest possible basis.
37. The meeting recognizes that these centres cannot be established overnight. Indeed it would be dangerous to start out with the establishment of a centre before its organization, curriculum and functions have been adequately studied and more closely defined. This survey and research could be the first step leading up to the selection of competent staff and establishment of the centres as permanent agencies of the region.

38. In working out training programmes for these centres, the following factors should be taken into consideration:

- (a) The educational level of the trainees and special conditions of the region;
- (b) The programme should be flexible enough to provide the degree of specialization which corresponds to the needs of the area. It should be possible for trainees to take courses in any of the categories enlisted under 'Training' or to take a combination of courses which best meets their requirements.

The meeting tentatively suggests up to two years as the period which a trainee should spend, according to the importance of the courses, at the centres.

39. Facilities of a Typical Centre

In order to carry out adequately the necessary training programme, which must include both classroom and workshop methods, as well as the other activities and services required to promote effectively the production of reading material for new literates, the meeting considers that a typical centre should include the following facilities:

- (a) Research section. The meeting is convinced that a research section must be part of a typical centre. This section should investigate factors relating to the training of specialists and the production of reading material. Furthermore, it would assist the Production Section and Pilot Printing Plant mentioned below in the production of models of various types of reading materials; in testing materials, equipment, and techniques used in the region; and in studying ways and means to reduce costs and produce low cost reading material.
- (b) Training Section and Workshop for carrying out the proposed training programme;
- (c) Production Section with Pilot Printing Plant which would assist in training, research, and the production of model material;
- (d) A Clearing House for collecting information and disseminating it to all interested agencies and individuals;
- (e) A magazine referred to below.

40. In addition to providing the facilities detailed above, a typical centre should engage in the following activities.

- (a) It should co-operate with all agencies in the region engaged in the production of reading material for new literates;
- (b) Arrange workshops on problems connected with the production of reading material;
- (c) Organize the holding of seminars;
- (d) Organize refresher courses;
- (e) Publish a magazine on the production of reading material.

Unesco should assist national governments in the region in the establishment of national centres of the type described above, wherever governments so desire and are willing to provide the necessary facilities; and Unesco should negotiate with the governments of the region the establishment of a regional centre or services which would meet the common needs of the region.

41. Unesco should take up with the national authorities (i) the question of reducing the difficulties connected with the importation of necessary raw materials and equipment for the production of reading material, (ii) reduction of postal charges and the railway freight on educational reading materials.

IV. UNESCO'S PROGRAMME

42. The meeting has considered an outline of Unesco's activities and proposed programmes in this field, and agrees that Unesco's action should be concentrated on:

The provision of training;
 Carrying out surveys and research;
 Providing clearing house and information services; and
 Contracting with agencies in the region to assist in the production of model reading material.

43. Ways in which Unesco could effectively extend its actions along these lines are included under the activities proposed under II and III above.

Votes of Thanks

44. The participating experts express their appreciation of the action of the Director-General of Unesco in holding this meeting and welcome the action of Unesco in this field. They also wish to place on record their thanks to the Government of Pakistan for its generosity in acting as host to the meeting and to the Education Department, West Pakistan for its devoted efforts in organizing the meeting.

ANNEX

A LIST OF RESEARCH PROBLEMS WHICH COULD BE
STUDIED AT LOCAL, NATIONAL AND REGIONAL LEVELS

The listing below breaks down each of the major areas listed in Para. II (2) of the report under sub-headings which should be the basis of research projects at the regional, national and/or local level. The list is not intended as a comprehensive one but merely as an illustration of the type of research that must be carried out and encouraged.

Our concept of research is a broad one; some studies will be of a basic academic character, such as vocabulary frequency counts, readability studies, etc.; others will be field studies - market research, field testing of materials, programme evaluation, etc. In most cases a short description is given under each sub-head of the type of study necessary.

I. PREPARATIONS OF READING MATERIALS

- A. Literacy teaching material (see also B. (iii) and (iv) below).
- (i) Syntax - studies on the relative effectiveness of various methods of progressively introducing syntactical constructions in literacy teaching materials.
 - (ii) Vocabulary - at least three types of vocabulary studies are needed:
 - (a) Vocabulary frequency counts of the written languages;
 - (b) Studies of the spoken languages; and
 - (c) Field testing of general and specialized vocabulary lists to ascertain what words people know and do not know.
 - (iii) Script - here studies are needed to establish criteria for introducing the many characters that are found in some languages.
 - (iv) Various teaching methods and the people's response to and acceptance of them.
 - (v) Reading needs and interests of literacy class participants. Here we must systematically study people's reasons for attending literacy classes so that the aspirations of the people will be met in study materials.
 - (vi) Various methods of teaching reading - this entails experimentation using:
 - (a) Carefully controlled classes;
 - (b) Carefully controlled methods with clearly distinguishable differences; and
 - (c) Carefully constructed achievement tests so that achievement differences will be quantitatively observable.
 - (vii) Grading principles. This entails comparative study of the various methods of introducing - and limiting - in reading materials the vocabulary, syntactical structure, idea content and characters, and the use of different type sizes at various levels.
 - (viii) Use of pictorial illustrations in developing comprehension and interest. How effective are materials with different proportions of illustrations? What style of illustrations are best understood by the new literate audiences?

- (ix) Fixing and defining literacy standards in measurable terms. Can quantitative measures be adopted on both national and regional levels?

B. Simple educational materials for adults of limited reading ability

- (i) Reading interests, needs and abilities of the various types and classes of readers. Here are needed studies of library use and book sales, and controlled tests, in pilot areas, of comprehension and reactions of people to materials of varied content, layout, printing type, general appearance, paper and binding, format, style and presentation. Studies of socio-economic structure of communities will also help us to infer the vital interests of the people in terms of their daily living.
- (ii) Readability, vocabulary, and methods of text simplification. Here we need studies of factors which cause reading difficulty in various languages and ways in which materials can be simplified to suit the various levels of understanding. If possible, readability formulas should be constructed.
- (iii) Relative effectiveness of pictorial illustrations in aiding comprehension and in creating interest. Is there a percentage of page space that should be devoted to illustrations? Are there definite factors of style and content that make for good, understandable illustrations for the new literate audience?
- (iv) Methods and principles of testing and editorial evaluation - including pre-test and post-test field studies (e.g. readership studies, surveys at the field level, and criteria lists at the editorial level).
- (v) Methods of establishing effective co-operation between the production unit and the community development activities of the State (agricultural improvements, health and sanitation, citizenship, civic education, cottage industries). Do advisory committees function and do members of such committees feel as though they are consulted sufficiently? Should editors receive general training in fundamental education as well as editorial techniques?

II. PRODUCTION

- A. Use of various papers for different purposes - durability; effect on good printing; effect on cost of books; adaptability to various printing machines and processes; and suitability for binding processes.
- B. Binding - durability of various types of binding; relative costs; effect on audience impact of the book; and availability of binding material locally.
- C. Printing machinery and materials - durability of various types of machines; operation of different machinery in various climates; use of different kinds of ink in different climates and on different papers; relative efficiency and utility of different binding, block making, and automatic composition machinery; and so on.
- D. Costing, accounting and estimating - what methods are used by printers at the present time; what improvement is needed and in what ways can such improvement be motivated; are there simple methods that can be introduced in small plants with limited personnel?

III. FIELD USE OF LITERACY TEACHING, FOLLOW-UP AND SIMPLE MATERIAL FOR ADULTS OF LIMITED READING ABILITY

A. Literacy teaching material

- (i) Motivation of people to come and remain in literacy classes and to participate in further reading activities. This would entail controlled studies to ascertain

the drawing and holding powers of various motivational devices and various methods of encouraging participation in further reading activities.

- (ii) Socio-psychological factors in gaining acceptance by the people of the literacy teacher and teaching programme:

Teaching material;
Teacher and his method of teaching;
Class conditions.

- (a) The location of the class;
(b) Seating arrangements;
(c) Lighting arrangements;
(d) Class equipment;
(e) Timing.
- (iii) The evaluation from time to time of the teaching material and the methods of teaching - including development of quantitative and qualitative criteria of good teaching against which materials and methods can be measured.
- (iv) Development of simple tests to measure the skills, the abilities and the attitude of students while they are in the class.
- (v) Tying up literacy teaching with other development activities - including studies of relative effectiveness of different methods of inter-programme co-operation.
- (vi) Evolving standardized final tests to be given to students of literacy classes.

B. Simple educational reading material

- (i) Evaluation of the impact of simple educational reading material - including studies to ascertain who reads materials mass distributed, what is understood, to whom the books and periodicals are lent by original recipient, whether the books and periodicals are read by others and to others, whether the materials are kept or discarded, etc.
- (ii) The effect of various types of content, style and presentation, language, vocabulary, layout, design, typography, pictorial illustrations, idea load and so on, on the communication of ideas through printed materials and other visual aids. This entails carefully structured and controlled studies to isolate variables which may effect comprehension and interest.

IV. DISTRIBUTION AND SALES

A. Free distribution

- (i) Physically effective machinery for getting the material to the local level - includes studies of blocks in free distribution channels.
- (ii) Machinery for promoting the use of material once it has arrived at the local level - includes studies of what has happened to the material once it gets to the local level; for instance, is it locked in a cupboard or is it efficiently used?

- (iii) Handbooks and instructional materials for the local administrators and librarians on how to best utilize publications sent for mass distribution or library use - includes studies as to what kinds of manuals are needed.

B. Price distribution

- (i) Market research studies - to determine size of potential market for each type of book and each level of material.
- (ii) The effect of price on sales - how great a deterrent to reading is the economic factor?
- (iii) The effect of general "get up" of the material on sale - includes pilot studies in carefully controlled situations as to which of two editions of the same type of material sells better.
- (iv) Effect on sales of different types of sales organizations. Can a sale or return system encourage greater local sale, is there a minimum discount that must be given to encourage dealers to handle books? Must there be widely dispersed sub-stations so that book stocks are relatively near retail outlets? etc.
- (v) Advantages and disadvantages of using vans for retail sales as opposed to their use for servicing local outlets only. Can the cost of vans be amortized through retail sales only? If used for servicing local authors, is the advantage over use of postal services justifiable?
- (vi) The effect of postal charges and railway freight on the cost and sale of books.
- (vii) Programme promotion, book series promotion, and individual book promotion, and the relative effect of different promotional materials for each purpose.
- (viii) The effect, on sale of books, of providing to local booksellers sales aids such as book racks, posters, handbills and so on.

V. PROMOTION OF READING HABITS

- A. Why don't people read? Because of non-availability of books, cost, lack of interest, non-availability of readable books, socio-economic status?
- B. The relative effectiveness of different kinds of activities (i. e. book clubs, reading rooms, libraries, exhibitions, book weeks, prizes, etc.), in creating the habit of reading.
- C. Effect of promoting reading habits through mass media.