International Reading Association Literacy Award

King Sejong Literacy Prizes

2004
Meeting from 10 to 14 May 2004 at UNESCO Headquarters in Paris, THE JURY, appointed by the Director-General to award the International Reading Association Literacy Award and the King Sejong Literacy Prizes 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 adult illiteracy,

Recalling that the International Reading Association Literacy Award and the King Sejong Literacy Prizes were established in 1979 and 1989 respectively through the generosity of the International Reading Association and the Government of the Republic of Korea,

Recognizing that the demanding challenges of literacy cannot be met unless the necessary political will and commitment of Member States is aroused, the active participation of intergovernmental and non-governmental organizations, especially those working at the grassroots level, is ensured and a broad movement of international solidarity is created,

Observing that the theme of the International Literacy Prizes 2004 is gender equality in accordance with the United Nations Literacy Decade which recognizes women’s education as a sine qua non for reaching the goals of Education for All,

Having examined 28 nominations submitted by Governments in compliance with the stipulations and criteria of the General Rules Governing the Award of Prizes for Meritorious Work in Literacy, THE JURY has unanimously decided to award:
The International Reading Association Literacy Award

To the Edikasyon pu travayer Organization presented by the Government of the Republic of Mauritius,

For having:

created an innovative literacy programme for adult learners respecting the dignity of their cultural backgrounds and mother tongues while paying special attention to gender equality, women learners and carrying out constant literacy promotion for the purpose of ensuring that everyone has the right to learn to read and write;

participated in campaigns for women’s rights and empowerment as a political process;

developed a flexible and gender-sensitive adult literacy programme recognizing women’s valuable contribution to society and breaking down gender stereotypes using innovative educational content and methods, including computer technology, assigning important leadership roles to women within the organization and the programme, and for promoting the use of mother languages, particularly Mauritian Kreol and Bhojpuri, with organized conferences, seminars and workshops on linguistic and cultural diversity;

succeeded in motivating learners and volunteer teachers in rural and urban areas by developing and conducting training programmes for their own voluntary teachers and for volunteers of other associations; established good working relations with other organizations including women’s groups, trained hundreds of pre-primary teachers for children’s literacy programmes;

supported the introduction and acceptance of the Mauritian Kreol and Bhojpuri languages as mediums of instruction;

designed, produced, printed and distributed books and reading materials covering all aspects of learners’ lives and developed pedagogical tools and compiled and printed the first dictionary in Mauritian Kreol; financed the programme through members’ contributions, voluntary work, income from printing, publishing and sale of educational materials, thus reducing the cost to learners and ensuring self-reliance and sustainability.
The King Sejong Literacy Prizes

To AlfaSol (Alfabetização Solidária – Solidarity in Literacy) presented by the Government of Brazil,

For having:

launched a literacy programme aimed at 4 million non-literate adults reflecting the serious commitment for literacy in a country with a high number of non-literate adults; adopted an innovative, simple and cost-effective adult literacy model, implemented it on a large scale covering both rural and urban populations and reaching the poorest and most isolated segments of the population; developed activities in large urban centres; encouraged the participation of women; and promoted social empowerment of all participants resulting in increased self-esteem, independence and exercise of civil rights;

established a working relationship with more than 370 universities who collaborate by selecting and training educators, coordinating the teaching content of the literacy courses and encouraging the evaluation of the students’ learning process; involved university personnel as volunteers guaranteeing the quality of the educational projects; and implemented literacy courses in association with local authorities;

succeeded in involving high numbers of citizens increasing the sense of local ownership of the programme, implemented educator training and thus creating a large group of educators in the interior of the country, successfully exported the model and carried out activities in several other countries and established a system of student exchange from different regions;

involved an impressive series of different partnerships including private citizens financing student education, private and public companies, state and federal administrations, efficiently managed available resources to cover all programme costs.
To the Steering Group of Literacy Education in Qinghai Province presented by the Government of China.

For having:

responded to the needs and interests of a large and geographically isolated population in a heavily populated country by developing an adult literacy programme focusing efforts on women, various ethnic minorities, especially within the age group 15 to 50 years, created a methodology combining literacy with skills training geared to peoples’ needs in production and daily life;

emphasized the expanded definition of literacy combining basic literacy with science and technology to respond to farmers’ and herdsmen’s needs in production and daily life, used results of field surveys when planning the programme to create a flexible programme to respond to a remote rural community, provided post-literacy by making libraries, reading rooms and educational resources of schools accessible to farmers and parents, implemented activities to improve the educational attainment of the rural population especially in production, science and technology and animal husbandry;

prepared suitable literacy textbooks to ensure assimilation by learners, organized a panel of textbook writers from among experienced literacy educators and professionally competent schoolteachers and literacy workers, mobilized all levels of society to take part in the teaching of literacy such as schoolteachers, students from higher education institutions on a voluntary basis, schoolchildren and motivated private citizens to teach their neighbours;

created partnerships and working relationships notably with the All China’s Women Federation, the Communist Youth League and all levels of government, schools and universities.
THE JURY unanimously agreed not to grant any Honourable Mentions or Recognitions in 2004 as a message to potential candidates for the International Literacy Prizes that strong emphasis needs to be given in the project or programme and in the presentation of the project or programme to gender equality, recognition of women’s contribution to productive and community life, promotion of positive and new role models for women and men, illustration and justification of innovative, participatory and authentic contents and methods, monitoring and evaluation and reliable quantitative as well as qualitative data including case studies of learners.
THE JURY wishes to recognize the efforts of the innumerable women and men throughout the world who, day after day, often anonymously and under difficult conditions, serve the cause of adult literacy with perseverance and devotion. THE JURY wishes to honour adult learners everywhere for their determination and assiduity in their educational endeavours. Lastly, and not least, THE JURY wishes to draw attention to the contribution of governments, donor agencies and of civil society, providing human professional development, financial and material support towards the goal of literacy for all which is the basis for lifelong learning, social progress, alleviation of poverty and economic development.

Members of THE JURY are:

Koumba Barry-Boly (President)

Choi Un Shil

Alan Farstrup

Ghada Ragheb Al-Jabi

Miryan Zuniga
INTERNATIONAL LITEACY PRIZES 2004

PRIZES (3)

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