

UNESCO *International Reading*

Association Literacy Prize

UNESCO *King Sejong*

Literacy Prizes

UNESCO *Confucius Prizes*
for Literacy

2006

Prizewinners List

2006



United Nations
Educational, Scientific and
Cultural Organization

*M*eeting from 5 to 9 June 2006 at UNESCO Headquarters in Paris, THE JURY, appointed by the Director-General to make recommendations for the award of the UNESCO International Reading Association Literacy Prize, the UNESCO King Sejong Literacy Prizes and the UNESCO Confucius Prizes for Literacy 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 non-literacy,

*A*ppreciating that the UNESCO International Reading Association Literacy Prize, the UNESCO King Sejong Literacy Prizes and the UNESCO Confucius Prizes for Literacy were established in 1979, 1989 and 2005 respectively through the generosity of the International Reading Association, the Government of the Republic of Korea and the Government of the People's Republic of China,

*R*ecognizing that the demanding challenges of literacy cannot be met unless the necessary political will and commitment of Member States are 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,

*O*bserving the theme of sustainable development chosen for the 2006 International Literacy Prizes, and the continuing focus on gender equality in accordance with the United Nations Literacy Decade which recognizes women's education and the goals of Education for All,

and

*H*aving examined thirty-three nominations submitted by Governments and six nominations submitted by international non-governmental organizations 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 recommended to award:

The UNESCO International Reading Association Literacy Prize

To the **National Commission for Human Development (NCHD)**, Pakistan, established by a Task Force on Human Development to lead the country in a co-ordinated manner towards human development, research for innovative solutions to improve social service delivery at the grass roots level in education, health and poverty alleviation;

For having:

Launched a two-pronged National Literacy Programme with the aim of increasing the literacy ratio by the year 2015 to meet the Education for All goals by universalization of primary education and implementation of an adult literacy programme; targeted out-of-school children to ultimately stem adult illiteracy; collected data through door-to-door surveys; recruited village volunteers and school teachers to ensure wide community participation in the enrolment of children in school; devised a system of drop-out prevention; implemented the programme through public sector institutions; formed and trained a team of social organizers to take charge of enrolment and drop-out prevention and undertaken their capacity-building to enable them to take full responsibility for the programme in the future; provided quality education through rigorous teacher training and intensive monitoring of literacy/learning achievements;

Designed an adult literacy programme aimed at imparting literacy and numeracy skills; obtained full political commitment; secured sufficient funding; designed a flexible curriculum responding to the needs of all learners, including men, in diversified geographical, economic and employment situations; set up a strong cross-cutting component and an extensive monitoring system; established a large number of literacy centres and targeted the programme essentially to illiterates in the age-group 11-45 and, bearing in mind that a high percentage of illiterates are women, accorded priority to mothers with children in school and unmarried girls; carried out intensive and comprehensive teacher training including teaching skills, literacy centre management, learner motivation and the teaching methodology;

Undertaken three evaluations of the programme, baseline assessments in the literacy centres and regular and effective monitoring and evaluation, systematic identification of illiterates, and assessment of learning outcomes and teaching methodology; implemented a post-literacy programme; produced a significant quantity of textbooks and guides for teachers and learners;

Secured, from the Government of Pakistan, commitment of funds for the programme in the form of a grant to ensure sustainability of activities as well as from United Nations Agencies such as UNDP, UNESCO, UNICEF, and numerous other partners including nationals living abroad as well as the public at large; organized fund-raising events; launched mass media campaigns to emphasize the importance of literacy for development and to ensure the participation of the local communities; organized innovative publicity events, prepared television spots and documentaries on literacy and the role of the Commission in the eradication of illiteracy, arranged for the publication of special newspaper supplements and organized national and regional seminars; organized certificate presentation ceremonies in villages in every district of Pakistan and ensured the participation at these ceremonies of high profile personalities.

The UNESCO King Sejong Literacy Prizes

To the **Mother Child Education Foundation (AÇEV)**, a non-governmental organization of the Republic of Turkey, for its **Functional Adult Literacy and Women's Support Programme** developed to serve as a more effective alternative to current literacy courses, targeting the broadest group of illiterates, girls and women;

For having:

Selected to work toward the improvement of the critical areas of human development as represented by illiteracy, women's status in society and girls' schooling; carried out a comprehensive assessment of current literacy methodology and strategies; designed, in collaboration with a team of academics and education practitioners, a programme based on scientific information, aimed initially at a target group of underprivileged girls and women, but also benefiting a number of male participants, particularly young male conscripts in the Turkish army; implemented by volunteers, the programme aims to develop literacy and arithmetic skills, enhance comprehension and critical thinking through active discussions, reasoning and sequencing exercises thus contributing to social integration and to personal development; designed and selected topics specially for women who have migrated from rural areas to cities; devised the Women's Support Component with empowerment topics ranging from women's rights, health and hygiene, communication and child development; increased, through the literacy activities, women's self-confidence, independence and their participation in decision-making processes, raised their political awareness and their status within the family circle; equipped them with the necessary knowledge to support their children's education and development;

Developed learning materials based on scientific principles and everyday life; produced a teacher's handbook and manual, student workbook and other supplementary materials for learners; maintained and improved the quality of the monitoring, evaluation and supervision system; provided support to volunteer instructors through field co-ordinators, direct observation and evaluation meetings; ensured technical support to volunteers, increased their motivation, provided training and a feedback mechanism for eventual programme revision; created a flexible and cross-cutting programme with links to other educational and development work;

Designed a low-cost programme, acquired premises through partners such as the Ministry of Education, municipalities, NGOs; raised funding for operational expenses and the expansion of its activities from other international organizations, public funds, international and national NGOs and private corporations; signed a formal partnership agreement with the Directorate of Non-formal Education and Apprenticeship, Ministry of National Education with whom all literacy activities are conducted in seventeen provinces of Turkey; entered into mutually beneficial partnerships with academics, public and private organizations to maximize resources, train volunteers, mobilize beneficiaries and communities; made great efforts to ensure the involvement of community leaders, public authorities and NGOs;

Carried out mobilization and awareness-raising activities; developed information, educational and communication materials such as posters, brochures, radio and television broadcasts to inform illiterates and increase awareness of the general public to literacy problems; worked with local press and media to promote visibility of the programme; established a literacy hotline to facilitate access to literacy courses; held community briefings and information sessions and produced a television programme in partnership with a major television channel to reach a wider public;

and

To the **Youth and Adult Literacy and Education Chair** of the Latin American and Caribbean Pedagogical University of the Republic of Cuba (IPLAC) working through an innovative literacy method with more than 15 countries to use literacy to advance individual and social potential;

For having:

Made a sustained and continuous effort to promote literacy through a programme capable of being adapted to or replicated in a variety of geographical, cultural and ethnic situations; devised specially by Cuba to assist other countries, the “Yo sí puedo” (Yes, I can) method has been successfully extended to more than 15 countries in various regions of the world, in particular Ecuador (where several indigenous mayors adopted their methods as their ‘alternative’ to a uniform, centralized method) and the Bolivarian Republic of Venezuela (where the method was applied on a national scale supported by strong political will enabling the country to eradicate illiteracy); implemented the literacy programmes in different social and cultural contexts covering all levels of society including indigenous peoples, those in rural and urban areas, those serving prison sentences, people with special educational needs, migrants, ethnic minorities, at the same time paying special attention to women’s education; promoted a south-south co-operation in which each partner is fully committed to playing the role assigned to it;

Designed a complex and relevant Evaluation Model of variables, indicators and instruments for monitoring and evaluating the impact of these literacy programmes on the environment, families and communities of the new literates as well as measuring their individual development; formed an international appraisal team composed of specialists from the University to advise the evaluation teams of the countries implementing the programme; developed a flexible programme, integrated methods and established alternative procedures as well as facilitating the use of the new communication technologies, paying special attention to national and local culture and the linguistic characteristics of implementing countries, either in the mother tongue or the official language of the country; designed basic teaching programmes supported by radio, television or recorded on video tapes by the literacy teachers to be used in the classroom in order to reach the largest number of learners, youths and adults, in the shortest time possible; evolved special training for facilitators, technicians and executives in order to maintain the quality of the programme content; developed and produced post-literacy materials including a pamphlet entitled “Ya puedo leer” (I Can Now Read) whose purpose is to inculcate and develop reading comprehension and writing proficiency to en-

large the vocabulary of the new literates, facilitate reflection and debate and develop oral expression; selected, for the reading materials, subjects related to the family, the environment, hygiene and health linked to the socio-cultural, economic and political context of the country in which the programme is being implemented;

Conceived a strategy to guarantee the continuity of the learning programme starting with the acquisition of literacy, passing through a stabilizing stage and development of the four basic communication skills, speaking, listening, reading and writing; designed curriculum centred around adults' interests and motivations, equal rights and access to education and work, health, scientific and technical advances;

The UNESCO Confucius Prizes for Literacy

To the **Ministry of National Education** of the Kingdom of Morocco for its **Non-formal Education Programme**, an innovative national literacy initiative designed specifically for educationally marginalized adolescents living in rural areas but adaptable to Moroccan society as a whole:

For having;

Supported the development of the programme with the three main objectives of ensuring the right to education for all, democratizing education and progressing to full participation by all the population in the good governance approach in Morocco; ensured political will and adopted strategies to ensure the achievement of the same objectives as formal education through the use of equivalency methods such as a short training cycle to permit recent drop-out adolescents to return to the formal school system and the launching of a national programme for educational support to identify students with a high risk drop-out perspective; addressed the need for quality education through inclusion of varied and diverse educational components and literacy activities in the programme; established mechanisms to ensure involvement and accountability of society; guaranteed the acquisition of the basic skills at the individual level to ensure participation in the activities of the community and society as a whole and combat marginalization; responded to the high drop-out rate of adolescents by using statistical tracking methods to prevent future drop-out;

Aimed at social insertion through employment through the education of all out-of-school adolescents or drop-outs with the ultimate objective of encouraging full enrolment in the formal education system, vocational training or as productive members of the workforce; promoted the equality of access and opportunity by facilitating the reintegration of women and young girls into the community, particularly those living in the rural areas; ensured positive and continuous quantity and quality progression of the programme since its inception; designed specific non-formal education curricula and educational materials such as manuals at various levels and guides; set standards to define basic competencies and training structures for school drop-out adolescents (10-15 years);

Selected the participatory approach from the inception of the programme; established partnerships and sponsoring aimed at concentration and consistency of programme activities and methods adopted; attracted the attention of several international partners for implementation of the most essential components of the programme such as USAID for curriculum development, United States Department of Labor to eradicate child labour, Spanish Co-operation for supporting literacy and non-formal programmes in the north and north-east of the country, UNESCO for developing an Educational Management and Information System, Belgian Co-operation and UNICEF for the improvement of the quality of education and promotion of non-formal education; conclusion, at the national level, of a convention for socio-economic integration with the Ministry of Social Development, Family and Solidarity and with the State Secretary responsible for vocational training of socially excluded populations in Casablanca and with the National Union of Rural Family Homes of Morocco to create alternative educa-

tion/training activities for rural youth; concluded, on the international level, an agreement with the Second-chance School of Marseilles for the basic education and training in the designing of projects aimed at the integration of non-formal education beneficiaries into productive life;

Addressed problems such as mobilization of funds to complement subsidies received from the State, geographical dispersion and the heterogeneous nature of the target group, attracting to the programme children from difficult psychological, economic and social backgrounds by reinforcing the programme through diversifying partnerships and locating additional partners, focusing activities in areas where the drop-out phenomenon is high and strengthening the training of different actors and resource persons;

and

To the **Directorate of Literacy and Continuing Education** for its **Useful Learning through Literacy and Continuing Education Programme in Rajasthan**, the largest and poorest state in India with an arid climate, diversified and difficult terrain and a scattered rural population;

For having;

Raised significantly the total literacy percentage of both men and women during the past decade; promoted gender equality and women's empowerment through the development of an innovative programme by conducting over the last three years a number of 15-day educational camps for women covering subjects such as vaccination, sanitation, child care, family planning, environmental issues, self-help; promoted community ownership of the programme; linked the women participants to community education centres to ensure continuity of learning; upgraded, by organizing 15-day vocational training camps, the existing vocational skills and imparted new skills to newly literate women with a view to their economic independence; organized these vocational skills camps in collaboration with various partners; provided information to women on local possibilities for further training and employment; made concerted and collaborative efforts to establish self-help groups for newly literate women with a view to improving their socio-economic status and life skills, promoting income-generating activities and building their self-confidence; ensured that self-help groups are fully functional and actively engaged in loan and credit activities; running production centres and marketing their products; taught a three-tier active marketing system for products prepared in the camps to the participants by, firstly imparting the basics of buying and selling, secondly arranging exhibitions at district level for sale of the products, and thirdly, arranging with the participants an exhibition at state level in co-operation with other government departments and public and private organizations for sale of products;

Provided literacy and reading room facilities by developing National Community Education Centres and Community Education Centres operating on a flexible basis according to local requirements; launched an effective Equivalency Programme initially in only one district of the State but now expanded to 32 districts; established the Rajasthan State Open School under the supervision of the Directorate of Literacy and Continuing Education for improved linkages to enhance continuing education; developed a remedial project for illiterates covering both

women and men; organised, in the framework of the remedial project, 15-day training camps for women; launched an innovative programme to provide literacy teaching by students during the summer break; involved educated youths in remote rural areas in the literacy programme to teach others following a flexible timetable; involved local NGOs and Youth clubs in the programme; obtained public participation and support to extend the duration of the vocational camps; implemented health and vaccination campaigns, promoted personal hygiene, provided information on safe drinking water, water conservation, environmental issues; extended the programme to marginalized populations such as those serving prison sentences and running mobile literacy centres for migratory cattle breeders;

Sought public participation and support such as the transformation of the Community Education Centres into community-owned and self-sustainable centres, construction of numerous community centres in various districts, donation of books, and donations for maintenance of libraries and purchase of clocks and of sewing machines, presentation to literacy workers of DVD players and computers to equip their community education centres with financial support from banks; developed specific books and guidelines for the Equivalency Programme, training modules for resource persons and trainers, and a magazine;

Carried out external evaluations of the literacy and post-literacy programmes disseminating the results to all districts; organized special pilot camps for women in districts with a very low female literacy rate; organized, based on the results of this pilot programme, numerous camps on a permanent basis every year funded from the State budget; conducted surveys for literacy planning, monitoring and evaluation.

THE JURY was pleased and reassured to note the diversity of ways in which the cause of literacy is being advanced and wishes to award an

*H*onourable Mention of the UNESCO International Reading Association Literacy Prize

to:

To the **Literacy Co-ordination Office of Yunnan Province**, People's Republic of China for the **Programme for the Realistic Reduction in the Number of Illiterate Women** implemented in the poor, mountainous border province of Yunnan with 25 ethnic minorities;

For having:

Co-ordinated the activities of Government, NGOs and civil society organizations; assisted the Government to formulate literacy plans, policies and regulations; organized literacy campaigns throughout the province; generated funds, supported and guided the literacy programmes; carried out on-the-spot needs assessments, established a complete population statistics file, and formulated annual working plans as well as a five-year and long-term plans in accordance with annual surveys to assess the changes that have taken place;

Established adequately staffed co-ordinating offices at every level and location; used every means to encourage and promote literacy; delegated responsibility for different activities ranging from encouraging illiterate minority nationalities, particularly women, to participate in literacy activities to collecting funds; used all available premises such as primary schools and adult technical schools in rural areas, compiled reading materials in minority languages and selected teachers to teach in these languages; encouraged women through the Women's Federation to participate in literacy actions and recruited young volunteers through the Youth League to teach in the villages; ensured the co-operation of all Government Departments for skills training, promotion and publicity;

Generated funds for the purchase of textbooks, stationery and logistical support, and to pay teachers' salaries; provided free literacy tuition to illiterates and allocated subsistence allowances and food to the poorest families; promoted the use of innovative and varied topics and subjects of particular interest to learners and combined learning with practical skills training such as legal knowledge, health care as well as recreational activities, especially card games; promoted literacy activities through printed materials, television programmes and newspapers; convened mobilization meetings in villages; distributed information materials to the general public;

Established standards for the evaluation of literacy activities among the young and middle-aged population of the county; carried out evaluations on an annual basis and in a systematic manner and published the results; convened meetings to promote creative ideas, exchange experiences and good practices in literacy throughout the province; established a reward system for exceptional contributions to literacy activities; reduced substantially the illiteracy rate of the young and middle-aged, es-

pecially women, in 127 counties; increased women's standard of living and quality of life and reduced the number of poor and low-income families in Yunnan Province.

Finally, 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 hard work in their educational endeavours. Lastly, and not least, THE JURY wishes to draw attention to the contribution of governments, donor agencies and civil society, providing professional development as well as 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:

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International Literacy Prizes 2006

Prizes (5)

UNESCO International Reading Association Literacy Prize

National Commission for Human Development (NCHD), Pakistan

UNESCO King Sejong Literacy Prizes

Mother Child Education Foundation (AÇEV), Turkey

Youth and Adult Literacy and Education Chair of the Latin American and Caribbean Pedagogical University of the Republic of Cuba

UNESCO Confucius Prizes for Literacy

Ministry of National Education of the Kingdom of Morocco for its Non-formal Education Programme

Directorate of Literacy and Continuing Education for its Useful Learning through Literacy and Continuing Education Programme in Rajasthan, India

Honourable Mention

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Literacy Co-ordination Office of Yunnan Province, People's Republic of China, for the Programme for the Realistic Reduction in the Number of Illiterate Women

