



literacy



a newsletter

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quarterly

Two prizes to be awarded this year for literacy work: the Mohammad Reza Pahlavi Prize and the Nadezhda K. Krupskaya Prize

Literacy work in International Education Year

In previous issues we have already given an idea of the high priority given by a great many Member States to adult literacy training in their programmes for International Education Year.

But different "Years" are overlapping. Thus Paraguay has made International Education Year a National Education Year and Tanzania - on the other side of the world - has done the same. On the same lines the Ministers of Education of the Arab States, meeting at their Conference in Marrakesh at the beginning of 1970, adopted a resolution recommending Member States to

"REGARD THE YEAR 1971 AS LITERACY YEAR IN THE ARAB WORLD".

In this newsletter the reader will find frequent mentions of a considerable number of activities having to do with adult literacy pursued in the context of International Education Year. It would have been impossible for us to mention all of them, although they all afford revealing evidence of the increasing drive of governments and nations to rid themselves of a scourge that is a scandal of our times.

The celebration of International Literacy Day on 8 September 1970 will undoubtedly be an opportunity for all concerned to accentuate still farther an effort backed against all difficulties by the hopes of the human race.

This year Unesco will be able to award two international prizes for literacy training: the Mohammad Reza Pahlavi Prize and the Nadezhda K. Krupskaya Prize. Started respectively in 1967 and in 1969, through the generosity of H. I. M. the Shahinshah of Iran and of the Government of the Union of Soviet Socialist Republics, these prizes are awarded to individuals or institutions which have distinguished themselves by particularly meritorious and effective contributions to the fight against illiteracy. In 1970 the awards will be made at a ceremony to be held in Teheran on 8 September to mark International Literacy Day.

The international jury appointed to award the prize will meet in Teheran under the chairmanship of H. I. H. Princess Ashraf Pahlavi, whose appointment as chairman was confirmed by the Director-General. He has appointed the following to serve on the jury: Mrs. M. I. Zhuravleva, Vice-Minister of Education of USSR, H. E. Ato Akalework Habtewold, Minister of Justice of Ethiopia, Mr. Rodolfo Barón Castro, Secretary-General of the Ibero-American Bureau of Education and Mr. James Robbins Kidd, Head of the Department for Adult Education at the College of Education of the University of Toronto.

LITERACY INTERNATIONAL An important new venture

The Literacy International Planning Committee, which was set up early this year (IEY) at a meeting of 35 delegates from India, the United States of America, Canada, the Netherlands, Germany and Japan is actively working towards the setting up of "Literacy International", a non-government organization to promote and assist programmes of functional literacy for young adults. Each participating country has nominated members to the Committee and it is intended to involve many other countries in the draft-

ing of a constitution for the new organization. Headquarters for the Planning Committee is at Literacy Information Centre, New Delhi.

The first issue of a bulletin titled "Literacy Today" has just been published by the Literacy Information Centre which was constituted earlier this year under the chairmanship of Mr. Welthy H. Fisher.

Our sincere greeting to the Centre, to its bulletin and to Literacy International-to be!

European round table on literacy in economic development projects

RADIO AND TELEVISION IN LITERACY

The spring issue of the quarterly bulletin "Literacy Discussion" published by the International Institute for Adult Literacy Methods (Teheran) is dedicated to the use of radio and television in literacy. While not pretending to offer a complete picture of these activities, it endeavours to give an idea of the broad variety of ways in which such media contribute to literacy work throughout the world. "The need for using the mass media to combat illiteracy, one can read in the introductory article, is not only felt in developing countries, where the number of illiterates is large and the mass media would therefore be naturally helpful, but also in highly industrialized countries where these media are in common use to reach either those whose level of literacy is lower than that required to be really functional, or immigrants who have to become literate in the language of their adopted country."

FREE BOOKS FOR ADULT READERS

Ten thousand books are sent free of cost every week to over 70 countries by the Ranfurly Library Service, a non-profit organization created in 1958 which believes that to a large extent the success of literacy and educational programmes in general depends upon the availability of adequate quantities of useful books. The books are obtained by gift from various sources. The headquarters of the service are at 18 Carlton House Terrace, London, S. W. 1., England.

A SUCCESSFUL CANADIAN INITIATIVE

The Canadian National Commission for Unesco ran off some copies of the English and French editions of "Literacy - A Newsletter" and sent them off to a number of prominent peoples in Canada likely to be interested in the problems of literacy, asking them whether they wanted to be sent this newsletter in the future.

Having received affirmative replies from about sixty English-speaking people and about fifty French-speaking people, the Commission has them enrolled from now on as subscribers to receive "Literacy - A Newsletter". What could be better?

Organized by the Giovanni Agnelli Foundation in collaboration with Unesco in the context of International Education Year, a European Round Table was held from 22 to 24 April in Turin, Italy, to examine the problems of fitting literacy training into economic development projects. The Round Table was attended by representatives of the Italian Government, of large industrial and civil engineering concerns, of organizations working in Europe and in the countries of the Third World and of study and training centres. The meeting pursued the avenue opened up by the Round Table of Bankers, Economists and Financiers, held in February 1969 in Rome, in recommending that "in future more of them be organized at international and regional levels and in different countries to clarify the several issues in this important area of development".

The discussions in Turin centred on three main questions: (i) the relationship between production activities and the content of training; (ii) the ways in which training activities and functional literacy training for industrial personnel should be organized; and (iii) procedures and terms for financing internal literacy programmes in industrial enterprises or development projects.

Stating its conviction that the functional approach as defined and tested by Unesco was a valid one, the Round Table recommended that it be adopted in development works or industrialization projects, in which the training of illiterate workers was necessary and that there should be a systematic exchange of information on these matters between undertakings.

The participants agreed on the extreme complexity of the organizational problems in this domain and importance of diversifying functional literacy programmes and adapting them to the conditions of each milieu and recommended that bodies specialized in training activities should be associated with the conduct of functional literacy programmes whenever the need was felt.

With regard to the financing of literacy programmes at the level of industrial companies and development projects, the Turin Round Table felt, like the earlier Rome meeting, that industrial and agricultural enterprises, banks and credit institutions should devote part of their resources to the training of their illiterate workers, that planning authorities should include a literacy component in every development plan and that the State should grant tax relief to enterprises running functional literacy programmes. The participants also recommended firms tendering for major civil engineering contracts in areas or countries where illiteracy poses a problem as regards the execution of the work to include in their bids the cost of the literacy and training programmes essential for the conduct of the operations.

In accordance with one of the recommendations addressed more particularly to Italian firms and institutions, an Italian Round Table was held around the middle of June in Rome to consider all these matters, particularly research.

Functional Literacy Materials for Cotton Growing

Lake Regions, Tanzania

Why Cotton?

According to the Plan of Operation the specific objectives of the Tanzanian Work-Oriented Adult Literacy Pilot Project are:

- (a) to teach illiterate men and women basic reading, writing and to solve simple problems of arithmetic utilizing as basic vocabularies the words used in the agriculture and industrial practices;
- (b) to help them apply the new knowledge and skills to solve their basic economic, social and cultural problems;
- (c) to prepare them for a more efficient participation in the development of their village, region and country;
- (d) to integrate the adult literacy and adult education programmes with the general agricultural and industrial development of the country;
- (e) to provide the necessary and adequate reading materials, to impart the knowledge of community and personal hygiene, nutrition, childcare, home economics, which will help to improve family and community life, provide opportunity for a continuing education and avoid relapse into illiteracy.

It means that the project is playing a generative rôle in the economic, social and cultural development of communities affected by it.

In practical terms it means that an increase in quantity and an improvement in the quality of agricultural output in the cultivation of the main cash crops in the project areas are expected. Cotton is such a crop in three Lake Regions, cotton and coffee are the cash crops in the fourth region.

At the same time it is expected that the project will also lead to increased production and greater diversification of food crops which should bring about an improvement of nutritional standards in the project areas.

On the basis of increased income from cotton (the only cash crop), an improvement in the disposal of income should occur: more rational investment of money, better standards of housing, sanitation, nutrition.

An increase in popular participation in the running of co-operatives and regional administration institutions is also expected.

These are the reasons why it has been decided to concentrate all project activities on the task of integrating literacy teaching with cotton growing.

Cotton only ?

It is obvious now that the functional literacy programme is selective. And this selective approach gives better chances of success through better motivation of illiterates for learning. We can not exclude from the reality, the existence of external motivation coming from communities, leaders, officials. But selective approach in the functional literacy programme helps to develop the internal motivation, in such a way that the illiterate himself wants to become literate because he wants to know more about something of interest to him and relevant to his everyday life and everyday problems.

For this reason, the project must serve the needs and interests of farmers as fully as possible. After the cotton programme, primers and other teaching materials have been prepared for the following functional literacy programme: Banana Growing, Better Fishing and Home-craft. Primers and teaching materials for Rice Growing and Cattle Keeping programmes are about to be prepared.

Experience has now proved that this selective approach is correct. It was found out during field investigation, through special questionnaires, that more than 75% of farmers interviewed expressed the willingness to have literacy integrated with vocational subjects, particularly agriculture.

In theory, therefore, there is no problem. The problem is how to implement this functional approach.

What to start with ?

When we reopened the first 29 literacy classes in 1968, it was done with a lot of ideas in mind on the philosophy of functional literacy but with very few teaching materials in hand. There does not seem to be anything wrong with that. Everybody always prefers to derive his own lessons from his own faults and mistakes.

It was decided to use the existing national primer which is very far from being functional, and to add to it a supplementary course on cotton growing which was specially prepared.

This taught two lessons to the project leaders:

- (i) the teacher was not ready to follow any instructions about integrating the primer with the supplementary

course. It was much easier for him to follow the primer lesson after lesson and he could see a very good system in the book. This system may somehow work for primary school-teachers, well trained, but it cannot be expected to work out well with voluntary teachers with seven years of education and four weeks' training in literacy;

(ii) the supplementary course did not work out as expected because the practical implementation of agricultural knowledge had not been included in our programme. Classroom demonstrations could not replace practical demonstrations.

From these two lessons a very important conclusion was drawn: an integrated system of teaching materials for the cotton growing programme had to be prepared.

Primer alone ?

A specially written primer in which literacy was integrated with cotton growing was prepared. On the other hand it was also clear that to have the primer only was not enough even if it were very functional.

According to our teaching materials system there should be:

(a) a primer in which literacy teaching is integrated with professional skill;

(b) posters, repeating illustrations from the primer for use in the class, before learners can start to read a lesson in the book;

(c) drill-cards with syllables, words, sentences, numbers used in the primer in order to enable the teacher to bring a visual component in the lesson;

(d) a teacher's guide leading teachers from one lesson to another. Besides pedagogic-methodological advice, it should include background information on cotton cultivation. It is dictated by the fact that voluntary teachers with a low educational level do not have proper agricultural knowledge and they must be instructed on cotton growing;

(e) a guide for agricultural extension staff in the field for conducting practical demonstrations according to the programme;

(f) leaflets to be handed out to the participants during the practical demonstrations;

(g) regular information on cotton growing in all four rural newspapers;

(h) regular instructions for the teachers on how to follow this integrated programme lesson by lesson in the teacher's newsletter.

This is considered as a minimum and applies only to the first year.

What Frequency ?

There is a large sum of experience in writing primers in many countries of the world. It means that pedagogical and linguistic approaches can be learned from them. But there are few experiments with primers which integrate literacy with vocational training. And the problem is that, in trying to achieve such an integration, one cannot keep the primer's structure and system in full accordance with traditional pedagogical and linguistic demands. One creates many contradictions.

There are two possible approaches in writing a primer:

(a) to prepare a vocabulary list and to choose the minimum on which basis to start writing; or

(b) to write the text of the primer using only the words which are necessary to describe exactly the particular contents.

The second approach was taken considering it more practical and realistic. And, of course, there were some doubts about the scientific side of this approach. But it was decided to put it to test in the field. And the practice has shown that this was the right way. Now it is clear that there should be quite a big difference between words chosen according to frequency of use and words that have to be used in the primer when a particular subject matter, such as cotton growing in this case, is introduced. You cannot prevent such a disparity even if you start preparing "scientific vocabulary lists" as basis for writing primers. It is purely scientific as long as it is a list and one has to look outside of this list as often as necessary for the exact presentation of a chosen subject matter.

From this stems a very important point: the general frequency of written or spoken words in any language might be used for writing primers and books with general contents, let us say, for writing traditional literacy materials. For functional literacy materials a special vocabulary list should be worked out which will be, especially in the very beginning, in some kind of contradiction with a frequency word-list. But it does not mean at all that the latter will be ignored. It means one comes to the same point in the end through graded readers, follow-up books, the rural newspapers, etc. The biggest difference is to be found at the very start of writing.

The vocabulary list made on the basis of the Cotton Primer (Book I and Book II) are considered as a provisional list for further linguistic investigations to be conducted together with the concerned departments of Dar es Salaam University College.

It is hoped to obtain at the end of the project various "functional vocabulary lists" according to the particular subjects (cotton growing, banana growing, rice growing, coffee growing, fishing, homecraft, etc.).

Project leaders are sure now, that this is the only way to prepare primers and other teaching materials which should not be concerned with the teaching of reading and writing, general knowledge and even vocational training *per se*, but should be problem-solving and should develop skills for solving problems in the particular field.

Responsibility or Ability ?

The world experience shows that the writing of primers (even traditional) is very hard work and that it is above the ability of one person to do this job. The Cotton Primer, Book I, has been written by one person who was the National Deputy Director. But somewhere in the middle of writing he called a workshop for one week to discuss all problems (they were many) he met during writing. Ten national and international experts participated in these discussions.

The main conclusion from that was to have a permanent Writers' Workshop for writing primers, teacher's guides and other teaching materials.

Such a workshop has been formed and it is functioning now. It is not a question of collective responsibility for materials by a group of people. But it is a question of greater ability to produce more valuable things.

The body of the workshop is not quite permanent. Except permanent experts in writing various subject-matter specialists, according to the subject to be written about, are invited to collaborate.

Before the session of the workshop all background information on the particular subject from institutions and agencies concerned, are collected. And because the materials should be problem-solving the existing problems must be identified in the field. This is looked into at the workshop session and helps to select the main problems which the teaching materials will deal with.

At the same time, the Writers' Workshop is functioning as a training course for writers. Two or three workshops with a smaller number of members are about to be created. They will be formed from the members of the existing workshop. This means that the production in teaching materials will be higher. This is important for the expansion phase.

Alphabet, Syllables, Words or Sentences ?

Nearly all lessons in the Cotton Primer, Book I, have the same structure and consist of well-defined elements.

(i) An Illustration. The illustrations give a visual context to the contents and to the key words to be introduced in the lesson. In most cases the illustration provides a one-to-one association between a picture and a word. In some cases it does not. In order to make such an association more effective each picture is provided with a caption.

Posters and flashcards with associative words are being used on flannel board in the class before learners read in the book. This is very important because of the introduction from the very first lesson not the alphabet, not even syllables, but words and short sentences. Only in the fourth lesson are the syllables arrived at.

(ii) The text of the lesson. There are two to three sentences in the beginning, up to ten sentences in the middle of the Primer and this number of sentences is maintained till the end of the book.

It is obvious that in this primer it is impossible to provide written, proper functional information on cotton growing, the contents being so limited. Therefore, the teacher's guide gives a detailed description on how to conduct class discussions on the particular subject of the lesson.

For instance, in lesson one there are two sentences: Pamba ni mali. Pamba huleta pesa. (Cotton is wealth. Cotton brings money). According to the teacher's guide the teacher should organize a discussion the main task of which is to make clear for learners why and how cotton brings money. There is a similar approach for other lessons.

The sentences are written also on flashcards, put on the flannel board, and with them the teacher is drilling the learners. After such a drilling the text in the book should be read aloud by learners.

(iii) The new words The next unit of each lesson includes all new words of the text. They are given separately for drilling with flashcards and reading in the class.

(iv) Syllables (from lesson 4). All new words are broken into syllables and learners have to read words by syllables. The next unit of the lesson includes syllables given separately without any connexion with known words. The teacher drills the learners in the reading of syllables with the flashcards and the book.

(v) Writing. Learners are asked to write new words and some key sentences. They are also asked to write numbers which they meet in the text.

Generalization. In the end of the primer there is a table containing all syllables used in the book. They are 120. On the last page of the primer there is a vocabulary list in alphabetical order. There are also 150 word-roots.

Fundação Cuidar o Futuro

Should Book II differ from Book I ?

Book II of the primer on cotton growing for the second-year programme contains about 350 new word-roots with proper repetition of words known from Book I, and presents 50 new syllables.

From this book, students can learn step by step all the operations in the cotton cultivation cycle. Background

Somo la 5



Weka mbolea.

Weka wakati wa kutengeneza matuta.

Parua shamba, weka mbolea.

kutengeneza	weka	wakati	mbolea
wakati	mbolea	weka	tengeneza
shamba	mali	mbolea	huleta

Somo la 11



Punguza miche.

Bakiza miche 2 tu.

Punguza miche inapopata majani 2 yaliyokomaa.

Punguza miche mapema.

Punguza baada ya kupata majani

2 yaliyokomaa.

Bakiza miche 2 tu katika shimo.

Kwa nini tubakize miche 2 tu ?

Miche 2 itapata pamba zaidi.



materials on cotton growing included in the teacher's guide for the first year programme are brought in to the new primer. In some way, it is a repetition of the information given orally during the previous year, but on the other hand it is completely new for learners as readers. They are now discovering everything by themselves though the field of knowledge is not unknown to them. In order to keep learners' interest in the subject matter, all 27 lessons are tied together by one story about a farmer whose name is Bwana Kazimoto - Mr. Hardworker - and his family. Of course, his interests and activities are wider than just cotton growing, and the cotton primer, Book II reflects this.

The structure of the lessons also differs from the structure of lessons in Book I.

(i) Illustrations are not used for one-to-one association with words. They are providing just a generalized visual background for the text. No illustration was used in order to make the primer look better. This is a principle strictly followed.

(ii) New words are given before the text. Because their number varies - from 9 to 20 per lesson - it is necessary to work with them before tackling the text.

(iii) The texts are long enough to provide the information needed. They contain from 50 to 250 words each. But the principle is the fewer the new words, the longer the text. In the longest texts there are not more than 12 new words.

(iv) Syllables which are new are given for drilling together with the word containing them. There is no repetition drilling of known syllables.

(v) Questions are the new component of the lessons. Each lesson has two to five questions, testing comprehension of the text from the linguistic point of view as well as from the subject matter point of view.

The teacher's guide contains all the proper answers in order to enable teachers to lead the learners to the correct answers.

This book will be used this year for the first time in about 200 classes, so it cannot be said yet with certainty how good it is. It is believed to be pretty good.

Is 6+6+6 really bad ?

The functional literacy programme should be selective. That is true. But this programme should be practical and realistic. It is a necessity.

The cotton-growing programme is a combination of

six months' teaching season, six months' practical demonstrations and another six months' teaching season in the classes.

(i) The first six months (May-October) learners are in the classes with functional Primer, Book I. Posters, drill-cards, teacher's guide are in use. Teachers and agricultural extension staff from the field are conducting the so-called "dry demonstrations" in the classes. But it is only the beginning of the integration of vocational training and training with literacy.

(ii) During the second six months (November-April). Classes cannot go on: it is the busiest cotton cultivation season and all farmers are in the field most of the time. And this is the main reason why classes have to be stopped and practical demonstration on cotton growing started.

Each class is supposed to have a class shamba (plot of land) for this purpose. Every phase of cotton growing according to the Cotton Primer should be demonstrated by literacy teachers or by agricultural field staff. When there were about 200 literacy classes in 1969 agricultural field staff was able to conduct such demonstrations. Now, when the project is on its way to have 1,500 functional literacy classes the question is considered of whether the agricultural field staff is able just to train literacy teachers for conducting demonstrations and to supervise these demonstrations. Teachers and agricultural field staff have a special guide for conducting demonstrations and leaflets with description of particular operations demonstrated for distribution among participants who are not only the learners but also other members of a certain community.

When this is achieved and only then will vocational training have been integrated with literacy.

(iii) During the third six months' period, learners are in the classes again. Curricula for the second-year programme differs from the previous year. It now includes a lot of arithmetic and different short supplementary courses on health, co-operatives, budgeting, housing, civics, etc., prepared in the form of flannel-graph stories, flashcards, posters.

But this 6+6+6 system can be applied only for the cotton-growing programme. For the banana-growing programme, for instance, complete integration of vocational training and literacy could be achieved within the teaching season.

The rural newspapers and village libraries established in the sub-pilot areas are contributing in keeping new and semi-literates "within the environment of the written word". Production of graded readers and follow-up reading materials is the next task for completing the functional literacy programme.



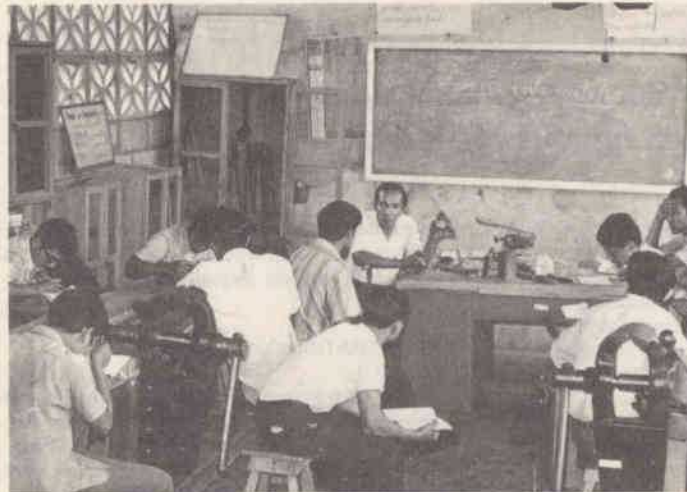
LITERACY DRIVE EXTENDED IN BURMA UNDER INTERNATIONAL EDUCATION YEAR

Following an experimental three year period (1966-1968), Meiktila District in Central Burma was selected in 1969 as a pilot region for total eradication of illiteracy. During that year 116,971 illiterates in that district became literate through the voluntary efforts of village elders, teachers, students, village peasants' councils, workers' councils, village land committees, etc. Village libraries and reading rooms have been set up as a follow-up measure.

Under International Education Year it was decided to extend this drive during 1970 to two more districts: those of Kyaukse and Sagaing where activities were inaugurated on 1 and 2 April, respectively, by the Minister of Education Col. Hla Han. In Kyaukse the ceremony was attended by over 40,000 people from some 90 villages. The Minister of Education stressed the need for all citizens to be literate to raise productivity. All newspapers have published editorial articles on the subject and over 900 volunteer students have left Rangoon for Kyaukse and Sagaing districts. All volunteers participating in literacy work bear a special "badge of honour".

SAUDI ARABIA REPORTS ON ADULT LITERACY

On the occasion of International Education Year, the Ministry of Education of Saudi Arabia, has issued a descriptive report of the situation regarding illiteracy and of its efforts to eradicate it. Printed both in Arabic and English, this report states that illiteracy still prevails among more than 70% of the Bedouin population, this percentage being even higher among women. The literacy programmes are geared to village and city dwellers; special efforts aim at teaching some skills to adults with a view to improve their economic and social position; the Ministry of Education and other ministries also aim at teaching literacy to members of Bedouin groups in remote areas. Special programmes have been designed to fight illiteracy among the military and the police.



Course in general mechanics for young illiterates, organized at Milagro, Ecuador, as part of the functional literacy pilot project.

Literacy work
and vocational
training



Bolivia launches a five-year literacy plan

The signing by the President of the Republic of Bolivia, on 14 April last, of a decree launching a five-year adult literacy and education programme aroused tremendous interest throughout the country. Editorials and very full reports appeared in all the newspapers, and the text of the legislative decree achieved a circulation on a scale unprecedented for a document of this nature.

Recalling that over 70% of the Bolivian population over fifteen years of age is illiterate and that adult literacy training and education need to be adapted for a place in the formulation of a national strategy for development and social progress, the decree provides for the adoption of two simultaneous approaches - a mass approach and a selective approach, with the second having the preference for those sectors and areas regarded as having priority for the purpose of the development of the country.

While it is impossible to summarize an extremely full and detailed text in a few lines, it should be mentioned that the decree provides for the formation of committees to support the five-year programme, to include representatives from all the country's institutions - ministries, private concerns, trade-unions, women's and youth organizations, the teaching profession, technicians, professional people, the religious authorities and so on. Further, a national technical committee has also been set up to advise and assist the authorities responsible for carrying out the programme. The decree includes extremely detailed provisions for the financing of the programme, plus a series of provisions on the material organization of an enterprise of enormous extent and which has been explicitly included in the proceeding of International Education Year.

Signing of a plan of operations in Madagascar

The Malagasy press gave wide coverage to the recent signing at Andafiavaratra of the plan of operations for the functional literacy pilot project to be launched in the areas of Farafangana, Tuléar and Befandriana-Nord. The "Courrier de Madagascar" outlines the aims behind the project, to the financing of which the United Nations Development

Programme is contributing with Unesco as the executing agency. Under the heading "Literacy is one of the foundations of development", the article points out that the functional literacy pilot project was related to the government's policy of literacy training as a means of achieving fast and rational national development.

Two international seminars on functional literacy

For the first time two international seminars with the same objectives and held almost simultaneously were organized by the Unesco Secretariat within the framework of the Experimental World Literacy Programme, with two widely different approaches, but with results equally satisfactory for the whole body of participants and organizers fraternally mingled in the accomplishment of one and the same task.

Of these seminars, one in English, was held at Addis Ababa from 29 April to 12 May, and the other, in French, at Afñ Ketana, about thirty kilometres from Tunis, from 18 May to 5 June.

Both were attended by members of the national and international teams working on the functional literacy projects⁽¹⁾ and by experts in adult literacy and education from other countries, from FAO and ILO, from the Arab League, the International Institute for Adult Literacy Methods (Teheran), from the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), from the University of Nice, etc.

ONE AIM, TWO APPROACHES

The essential objects of the seminars were instruction by comparing experiences and the elaboration of solutions in the light of experimentation and research.

Using well-tried methods and a theoretical approach, the Addis Ababa Seminar examined the short reports that had been prepared in advance by the participants and a number of working papers on the main questions for discussion. The participants patched together the study in the various working parties and in the frank and lively discussions which characterized the plenary meetings. They prepared reports on the global problems and on particular aspects, and were careful from the start to incorporate a feed-back system in their proceedings and adjustments and improvements in the course of the seminar whose results they evaluated. They judged that they had attained a deeper understanding of the concept of functional literacy and secured a clearer realization of the need to define concrete operational objectives,

to diversify methods and approaches and to integrate evaluation and action to the closest possible degree.

AN OPERATIONAL SEMINAR

At the Afñ Ketana Seminar, with the emphasis on action, the participants split up into three pluridisciplinary working parties, which were set a concrete task, namely the formulation in the field, for use on the illiterate workers of three agricultural pre-co-operatives of three sequences to be given during the last days of the seminar under the supervision of the participants themselves. The three pre-co-operatives in question are included in the Tunisian Functional Literacy Project.

Getting down to this task from the first day of the proceedings the working parties moved out onto the ground to pin-point the concrete problems met with in the execution of the socio-economic tasks involved (study of the environment). The second week was devoted to working out the teaching methods and the preparation of the material - teaching cards (economic-cum-social content, reading, writing, arithmetic), posters, etc. During the last week a proportion of the members of each working party took on the execution of the programme in the literacy class of each pre-co-operative, while the remainder split into two specialized groups for the training of the instructors and for evaluation.

This seminar, conceived essentially for instruction in fact progressed beyond this objective, and enabled a number of new conclusions to be reached. More particularly, it became apparent that it is possible to employ complementary approaches in the study of the environment, on the one hand and, on the other, that it is less difficult than it might be thought to include arithmetic in the content of the courses from the very first.

Literacy transfers



Hundreds of thousands of these adult literacy transfers have been produced and distributed throughout Paraguay. They can be seen stuck on the wings and rear windows of cars, on shop windows, or on the covers of children's school exercise books. This is one of many initiatives for the sensitization of public opinion which have marked the keeping of literacy year in this country.

A vocational literacy programme in Iraq

In putting into practice its decision to launch an important vocational literacy programme, the Government of Iraq has created special structures including direct rates for the training of instructors, for the conception of programmes and for the elaboration of methods.

The Iraqi programme has taken special impetus on the occasion of Pan-Arab Literacy day, on 25 April, when more than one hundred literacy centres were opened in Baghdad and other governorates. A special one-month course for training officials in literacy work was opened on the same occasion at the Teacher-Training Institute in Abu-Ghraib.

The Ministry of Education announced a competition for the best design of a gold medal to recompense literacy efforts, for the best story and the best song illustrating the literacy drive. Cash prizes would be awarded to the winners.

ECOSOC on women and literacy

Following a recommendation of the Commission on the Status of Women of the United Nations, the Economic and Social Council has adopted a resolution by which it appeals to Member States, non-governmental organizations and other institutions to intensify their efforts in

the field of adult education for women. It requests Unesco to assign "an important place in its functional literacy programmes to women who are still illiterate" and to give assistance to all governmental and non-governmental literacy undertaking in this field.

(1) These pilot projects are being carried out in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syrian Arab Republic, Tanzania and Venezuela.