



United Nations Educational,  
Scientific and Cultural Organization

**Nadezhda K. Krupskaya Prize,  
International Reading Association  
Literacy Award, Noma Prize  
and Iraq Literacy Prize  
1982**

**Meeting on 25, 26 and 27 August 1982 at Unesco Headquarters in Paris, THE JURY appointed by the Director-General to award the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, the Noma Prize and the Iraq Literacy Prize in recognition of the services of institutions, organizations or individuals having distinguished themselves by making a particularly meritorious and effective contribution to the struggle against illiteracy,**

**Recalling that the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize were established in 1969, 1979 and 1980, respectively, through the generosity of the Government of the Union of Soviet Socialist Republics, the International Reading Association and Mr Shoichi Noma,**

**Thanking the Government of Iraq for its generosity in endowing the Iraq Literacy Prize to be awarded for the first time this year,**

**Recording with deepest sorrow the death on 21 March 1982 in Toronto, Canada, of Professor James Robbins Kidd, a distinguished member of the International Literacy Prize Jury since 1970, a renowned educationist, author and scholar, a pioneer in the adult education movement who as founder and first Secretary-General of the International Council for Adult Education sought to make education a force for progress, justice and understanding in all regions of the world, a man who put great faith in the mission of Unesco and selflessly placed himself in its service, a warm and wise humanist and a good and loyal friend,**

**Welcoming the appointment by the Director-General of Dr Sulaiman Yousif Al-Mizban as a member of the Jury,**

**Considering the number, variety and quality of the nominations submitted this year as testimony to the resolve of Member States and non-governmental organizations to persevere and prevail in the struggle against illiteracy and as evidence of the many ways and different scales on which the battle for a literate world is being waged,**

**Having examined the thirty-three nominations submitted by governments and non-governmental organizations and in compliance with the stipulations and criteria of the General Rules has unanimously decided:**

**Firstly, to award the  
Nadezhda K. Krupskaya Prize**

to the **DIRECTORATE OF NON-FORMAL AND ADULT EDUCATION OF THE STATE OF TAMIL NADU, INDIA** for (1) conducting with dedication and resourcefulness a massive state-wide literacy campaign, within the framework of the Indian Adult Education Programme, which has already reached over a million participants in Tamil Nadu providing them with training in basic education, vocational skills and an awareness of their civic rights and responsibilities; (2) successfully linking education to development by designing programmes based upon an analysis of prevailing social realities, an understanding of the comprehensive needs of learners and the realization that progress requires awareness of individual rights as a means for promoting more equitable social relationships; (3) mobilizing the full force of government behind the literacy campaign and enlisting the active support of institutions, including universities and research centres, and voluntary organizations; and (4) carefully developing the infrastructure required to sustain a massive campaign by providing for the large-scale training of literacy workers, the production of curricula and instructional materials and the provision of specialized assistance for research, monitoring and evaluation;

**Secondly, to confer the  
International Reading Association Literacy Award**

upon the **DIRECTORATE OF COMMUNITY EDUCATION (PENMAS) OF INDONESIA** whose programmes have reached more than three million learners in all provinces of the country for (1) its innovation in designing a wide range of learning materials which permit individuals and groups to select texts corresponding to their interests and appropriate to their reading abilities; (2) the careful attention paid to integrating education and development, learning and doing, through approaches such as the establishment of Learning Investment Groups which encourage the launching of village industries and small business; (3) its efforts to ensure the continuation and development of literacy skills by providing a broad range of post-literacy materials and an integration of non-formal with formal education; and (4) the positive evaluations of the programme which confirm that intended learning and development objectives are being achieved;

**and, thirdly, to bestow the Noma Prize**

upon the **INDIGENOUS EDUCATION RESEARCH CENTRE (IERC) OF ECUADOR** for (1) its noteworthy achievements in developing educational programmes for the Quichua and Chachi populations which respect and foster their sense of cultural identity and address their social and economic needs; (2) according to representatives of the communities served by the programme a decisive voice in its design and execution; (3) the favourable impact which the programme has produced upon both the participants and the communities served; and (4) the rigour and quality of the linguistic and pedagogical research applied in the development of educational materials and methods;

**and, fourthly, to grant the first Iraq Literacy Prize**

to the **PROGRAMME OF THE BRAZIL LITERACY MOVEMENT (MOBRAL)** in the State of Rio Grande do Norte for (1) directing its activities to the most deprived segments of the population living in rural poverty or urban slums; (2) basing teaching upon both the realities and problems of daily life and the rich and varied cultural traditions of the participants; (3) the example of devoted service set by the 1,600 volunteer instructors and monitors who conduct the programme; and (4) the accomplishments of more than a decade of dedicated literacy work during which more than 300,000 learners have participated in MOBRAL's programmes within the State;

**The JURY, conscious of the need to reward, make known and encourage the many projects and activities in the field of literacy which can serve as a source of inspiration and emulation has further decided unanimously:**

to award honourable mentions of the  
Nadezhda K. Krupskaya Prize  
International Reading Association Literacy Award  
Noma Prize and Iraq Literacy Prize to  
the following organizations and institutions:

**Nadezhda K. Krupskaya Prize**

**ALL ETHIOPIAN PEASANTS ASSOCIATION** for having organized and implemented within the framework of the National Literacy Campaign, a programme responding to the particular needs and special interest of the rural population; for its extensive and effective use of mass media and for the example it sets of the special role which organizations and institutions can play in contributing, within their specialized domains of competence, to the achievement of national literacy objectives;

**DIRECTORATE OF ADULT EDUCATION** of the United Republic of Tanzania for the nation-wide literacy tests conducted in 1975, 1977 and 1981, in each of which an average of more than three million persons participated, in order to assess the progress of the nation towards its goal of eliminating illiteracy; for the eloquent testimony these mass examinations provide of the commitment of the government and people of Tanzania to vanquish illiteracy from their nation and their resolve to harness imagination, organizational and educational technology and enormous human effort to achieve this noble objective;

**International Reading Association Literacy Award**

**ASSOCIATION FOR THE PROMOTION OF WORLD LITERACY (OPAM)** headquartered in Rome for its efforts, over many years, to inform public opinion in the industrialized nations of the nature and dimensions of the problem of illiteracy in the world, its literacy programmes for migrant workers and their families, and the moral and material support it has generously given to literacy work in Africa, Asia and Latin America;

**CUBAN TRADE UNION CONFEDERATION** for having provided programmes which have enabled half a million workers to reach the equivalent of a sixth-grade level of education; for its spirit of enterprise and innovation in establishing programmes for reaching such difficult to serve occupational groups as lorry drivers and fishermen; and for the example of solidarity and service which educated workers have demonstrated through their willingness to serve as volunteer instructors for their less fortunate co-workers;

**Noma Prize**

**IRAQI GENERAL FEDERATION OF TRADE UNIONS** for its persevering efforts to bring education to all workers, men and women, as a means of increasing productivity, ensuring safety and enhancing the quality of their lives as well as for its skillful and effective approaches to the promotion of literacy and post-literacy through use of posters and factory wallboards, the staging of plays and holding of festivals, radio and television broadcasts and the publication of newspapers and magazines;

**CHILEAN NATIONAL LITERACY CAMPAIGN** for developing effective and flexible organizational structures and educational programmes in order to reach and serve the illiterate in rural as well as in urban zones; for adapting distance teaching methods to the needs of literacy instruction; and for careful attention paid to post-literacy activities designed to enable the newly literate to develop and consolidate their reading and writing skills and broaden their education;

**Iraq Literacy Prize**

**POPULAR BASIC ADULT EDUCATION POST-LITERACY PROGRAMME OF NICARAGUA** for establishing a diversified post-literacy programme, to follow up the work of the National Literacy Crusade launched in 1979, which has in its first year of operations reached over 300,000 persons; and for its imaginative use of mass media to support the efforts of literacy workers in the field;

**LITERACY CAMPAIGN OF TURKEY**, which was launched by the government to reverse a growth in the number of illiterates in the population, for its careful and systematic planning, the provision of the needed material and financial resources to enable full-scale action, the special attention accorded to the education of women and the methods and materials developed to meet the diverse needs and interests of the population;

**THE JURY** wishes, lastly, to pay tribute to the innumerable individuals and institutions who, throughout the world, day after day, often anonymously and under challenging circumstances, are dedicating their best thoughts and efforts to the promotion of literacy which, integrated into development and combined with schooling for children, represents one of the major tasks of our era and an enormous force for achieving a greater measure of progress and justice in our world.

**Members of the Jury:**  
**Mr Malcolm Adiseshiah, Chairman**  
**H.E. Mr Rodolfo Barón Castro**  
**H.E. Mr Ben Mahdy Cissé**  
**Mr G.N. Filonov**  
**Mr S. Y. Al-Mizban**  
**Mr Thomas G. Sticht**