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United Nations
Educational, Scientific and
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United Nations
Literacy Decade
2003 - 2012

The winners of the UNESCO
International Literacy Prizes

2012

Cultivating Peace

The winners of the UNESCO
International Literacy Prizes

2012

Pentecostal Church, ADEPR (Rwanda)

National Adult Literacy Programme

Winner of the UNESCO King Sejong Literacy Prize

Directorate of Community Education Development , Ministry of Education (Indonesia)

Improving Quality of Literacy Education through Entrepreneurship Literacy, Reading Culture and Tutor Training Programme

Winner of the UNESCO King Sejong Literacy Prize

Transformemos Foundation for Social Development (Colombia)

Interactive System-Transformemos Educando Programme

Winner of the UNESCO Confucius Prize for Literacy

Department of Adult and Higher Education, Ministry of Education (Bhutan)

Non-formal and Continuing Education Programme

Winner of the UNESCO Confucius Prize for Literacy

Directorate of Literacy and Adult Education

Ministry of National Education, Literacy and Promotion of National Languages (Niger)

Functional Literacy Programme for Women and Girls

Honorable Mention of the UNESCO King Sejong Literacy Prize

Illiteracy Eradication Directorate, Ministry of National Education (Morocco)

Literacy and Post-literacy Programme: Means of Empowerment and Socio-economic Integration of Women

Honorable Mention of the UNESCO Confucius Prize for Literacy



Message from Irina Bokova, Director-General of UNESCO, on the occasion of International Literacy Day, 8 September 2012

This year, International Literacy Day has a special focus on the fundamental relationship between Literacy and Peace.

This has tremendous relevance in our current turbulent times. Countries with patterns of violence have some of the lowest literacy rates in the world. Conflict remains one of the major barriers to the attainment of the Education for All (EFA) goals and Millennium Development Goals (MDGs). Conflict-affected countries are home to over 40% of the world's out-of-school population of primary school age.

We must not allow conflict to deprive children and adults of the crucial opportunity of literacy. Literacy is a fundamental human right, and the foundation of all education and lifelong learning. Literacy transforms the lives of people, allowing them to make informed choices and empowering individuals to become agents of change. Lasting peace depends on the development of literate citizenship and access to education for all. Amidst political upheaval and escalating violence in many parts of the world, literacy must be a priority in the peace-building agenda of all nations.

Peace and sustainable development are interdependent, and it is crucial for the two to develop and strengthen simultaneously. Literacy is also a development accelerator, enabling societies to grow more inclusively and sustainably. Literacy programmes can become a key component of future development strategies, opening new opportunities and skills for all. All of this is vital to achieving Education for All and the Millennium Development Goals.

Progress has been made toward reaching the 2015 targets for literacy, but formidable challenges remain ahead. These challenges need to be met with stronger international resolve, if we are to deliver on the promises made in Dakar

in 2000. UNESCO estimates that the global adult illiterate population stands at 775 million, while there are still 122 million illiterate youth worldwide. Women and girls make up nearly two thirds of the illiterate adult and youth population. Great potential is being lost.

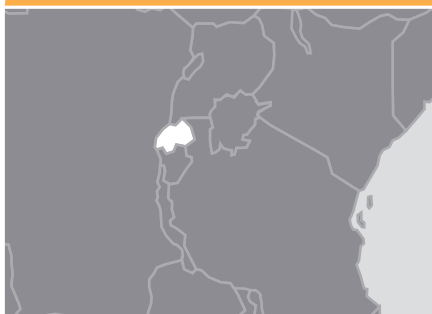
We can end this cycle of exclusion. We all have a shared interest in ensuring that the world becomes a more literate place. As we approach the Education for All deadline in 2015, we have gained new momentum. UNESCO has worked tirelessly to place education and literacy at the top of the global development agenda. The United Nations Secretary-General's "Education First" initiative, to be officially launched later this month, shall be a strong advocacy platform at the highest level.

The winners of this year's UNESCO International Literacy Prizes demonstrate how successful literacy programmes can achieve outstanding results. They are living examples of the central role of literacy in promoting human rights, gender equality, conflict resolution and cultural diversity.

Today, I call upon stakeholders at all levels to strengthen partnerships that will accelerate quality literacy provision. It is essential that literacy programmes incorporate the values of peace, human rights and civic values, if literacy is to become a true means of empowerment. It can be the harbinger of peace and development. Let us make this happen, together and faster.

A handwritten signature in black ink, reading "Irina Bokova". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

Irina Bokova



RWANDA

Reading, writing and rebuilding in Rwanda

The Pentecostal Church of Rwanda has been awarded the 2012 UNESCO King Sejong Literacy Prize for its National Adult Literacy Programme



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The National Adult Literacy Programme, conducted by the Pentecostal Church of Rwanda, has won one of the two awards of the UNESCO King Sejong Literacy Prize for its commitment to assisting the disenfranchised in the country of Rwanda.

While Rwanda enjoys one of the highest rates of primary school enrolment in Africa at close to 95%, achieving functional literacy remains a problem for adults who were forced by circumstance to prioritize securing their subsistence over education. In a country torn in half by ethnic strife and genocide in the mid-1990s, there is great hope for the younger generation in a population where 43% are under 14 years of age; there are, however, many adult learners who are in need of formal and informal training beginning with literacy.

The Pentecostal Church of Rwanda (“Association des Églises de Pentecôteau Rwanda”, or ADEPR) numbers over 1 million members in the country, and has a history of caring for the vulnerable through its 160 primary schools, 45 secondary schools, rural community libraries and health centres. Its work in favour of adult literacy was already recognized with an Honourable Mention from UNESCO in 2001.

Out-of-school youths and women in rural areas are the main focus of its National Adult Literacy Programme, which reaches over 30,000 participants



© ADEPR

annually through more than 3,500 literacy centres. In total, from 1999 to 2011, over 400,000 people were trained in literacy and numeracy by ADEPR: some learners as young as 15 and some as old as 80, women from rural communities and demobilized soldiers alike.

Each literacy centre typically welcomes a class of 30 learners, who attend classes two days a week for two hours a day, half of which is spent on literacy and half on numeracy, over a period of six months. The adult functional methodology approach is preferred, with the syllabic method. The material used follows a curriculum designed by the Ministry of Education, whose expertise is relied upon for the assessment of tutors.

This programme’s vision and mission is “the quantitative and qualitative transformation of the society and to procure holistic development to human beings”, based on respect for human values, including the right of every human being to a quality education. Illiterate people, the church notes in its statement of principle, “are very vulnerable because they have to depend on others for knowledge, or communicating with others. They can neither enjoy nor defend their rights quite fully”.

Literacy is therefore seen as the first major step towards becoming a fully-rounded individual. To further this personal development, post-literacy courses are implemented in 72 vocational training centres throughout the country for neo-literate students to learn skills such as carpentry, tailoring, construction and handcraft. Over

3,000 learners who went through the basic literacy stage of the National Adult Literacy Programme have gone on to receive vocational training in this manner.

In addition, 48 rural community libraries have been established so as to create a “reading culture” in areas where access to reading materials is found lacking. These materials aim also at building knowledge and additional skills in nutrition, HIV and AIDS prevention, farming, peace-building and reconciliation.

UNESCO recognizes the high degree of commitment and dedication of the programme’s implementing organizations and partners. Indeed, much teaching provided by educators and facilitators is done on a volunteering basis, as financial incentives rely on donations that can not always be guaranteed. This, however, has not diminished the resolve and dedication of the participants.

Elias Musabyimana, of the Kabuga Region, reflects on the change brought about in his life by the literacy programme and his ensuing dedication to helping his country: “[W]hen I was 11 years old, a Pastor took me in a literacy class. That was what made me interested in going to primary school. After school I became committed to serving the Rwandese community torn apart by genocide, to build peace through literacy... I am proud to serve others as my church has served me”.

<http://www.adepr.org/>

Alexandre Brunet



INDONESIA

Investing in society

The Directorate of
Community Education
Development, Ministry of
Education in Indonesia, is
awarded the 2012 UNESCO
King Sejong Literacy Prize
for its Improving Quality of
Literacy Education through
Entrepreneurship Literacy,
Reading Culture and Tutor
Training Programme



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The Directorate of Community Education Development has played a major role in delivering on Indonesia's commitment to reducing illiteracy by half by 2015. "Improving Quality of Literacy Education through entrepreneurship literacy, reading culture and tutor training" is the solid effort of various stakeholders in providing a versatile literacy programme mainly targeting adults with inadequate literacy skills, as well as out-of-school youth, indigenous people and minority groups.

With the ambition to form a literate, skilled, cultured-to-read and gender-aware society, this national programme coordinated by the Directorate has reached over 4 million people in more than 7,000 locations and 75,000 villages throughout the country since its inception in 2008. In addition to its successful outreach, more than 3 million people have obtained a government literacy certificate (SUKMA) as a result of the programme. Tutor training provided to 3,500 tutors and managers within the course of five years has increased the capacity of stakeholders to better deliver relevant literacy content to learners.

The programme has recognized that the minimum competency of reading and writing is not enough for individuals to cope with the abundance of information, communication and technology as well as with the challenges of the 21st century. Thus, the provision of functional literacy through the Literacy Acceleration programme extends to a Multiple and Entrepreneurship Literacy programme that combines family and digital literacy, as well as natural disaster prevention and literacy for peace.



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Literacy acceleration makes use of folklore-based literacy to motivate learners to acquire basic literacy skills, while at the same time facilitating the learning process through familiarity with local legends and myths that helps preserve local history. The entrepreneurship programme, AKSara agar Berdaya (AKRAB) (“Literacy creates Power”), implements entrepreneurship and life skills training (“train to gain”) together, so that learners can increase their income either individually or collectively when involved with community activities, and can become independent and self-employable.

In its aim for relevance to the needs of the times and that of the Indonesian population, the programme also makes a concerted effort to sustain its results and help neo-literates maintain their newly-acquired skills. This has been the incentive for a serious investment in enabling and creating a literate environment, mainly through the establishment of Community Reading Garden Centres in public spaces such as markets, worship spaces, malls and hospitals in inner-cities and villages across the country. The programme also makes ICT-based Community Learning Gardens available in an effort to impart digital, media and technology literacy, peace and multicultural literacy, and natural disaster preparedness. With the help of provincial and local government, the number of community learning and reading centres, and other similar units having benefited from the programme, amounts to more than 5,000 institutions.

Another important element of the programme is gender mainstreaming and empowerment, as women make up 64%

of the illiterate adult population in Indonesia. Attention is therefore given to strengthening institutional capacity for the mainstreaming of gender-related policies: entrepreneurship programmes are often targeted at women, and more than 35,000 women have been trained in income-generating activities. Cicih, a 70 year old woman from West Java who has benefited from the programme, testifies to its effectiveness: “The world is wider, brighter, and safer for me. I am not afraid to get lost. My retail has more benefits, because I am able to manage investment, pay my debt, and calculate gains”. Improving literacy among women and girls is also central to the family unit and the community as a whole. Family and parenting literacy is aimed at conveying important values, preventing the risk of infant and mother mortality and mitigating neglect and violence against children.

Access to learning is also provided to minority and ethnic groups residing in the country. Indonesia, with its population of around 237 million, comprises over 300 ethnic groups and 680 dialects. Through specially-designed literacy material and the use of mother tongue languages as the medium of instruction, the learning needs of minority groups are being addressed. These groups, mostly living in remote and dispersed areas, benefit from literacy and entrepreneurship training, and have access to Community Learning Garden Centres set up for this purpose.

<http://www.paudni.kemdiknas.go.id/dikmas/>

Mariana Kitsiona



COLOMBIA

Education at the service of social development and peace

The Transformemos Foundation for Social Development in Colombia has been awarded the 2012 UNESCO Confucius Prize for its Interactive System-Transformemos Educando Programme

© Transformemos Foundation for Social Development

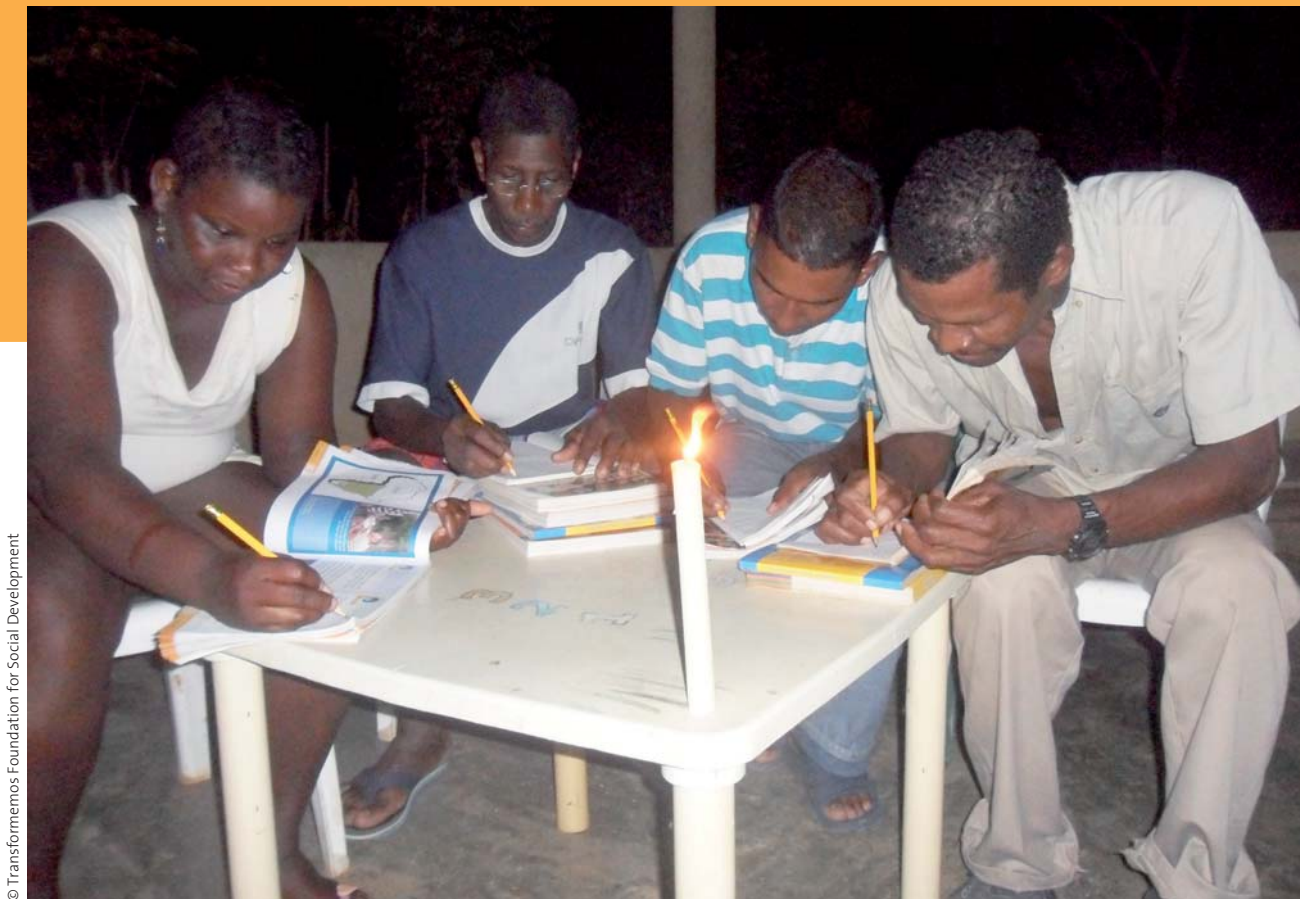


Since its foundation six years ago, the Transformemos Foundation for Social Development—a civil society, non-profit organization—has provided close to 300,000 adolescents and adults with a wide range of educational opportunities through its Interactive System Transformemos Educando programme. Many of the learners, 65 percent of whom are women, have now completed their elementary and high school education.

The purpose of the NGO is to promote equality and social inclusion, fight poverty and contribute to the pacification of Colombian society. It therefore works with all types of populations—including vulnerable communities and those living in areas affected by internal strife—implementing programmes that give young people and adults access to literacy education and social development.

Lifelong learning opportunities are provided by the organization covering a wide range of subjects, including literacy for economic empowerment and literacy for health with a focus on preventive health, HIV and AIDS, nutrition and hygiene.

Courses are provided in 14 locations throughout Colombia, including remote rural areas and urban environments affected by violence and crime.



© Transformemos Foundation for Social Development

Instruction is provided in Spanish and in local languages with six integrated instructional cycles that cover primary and secondary education. Using books, printed materials and interactive computer software, each nine-month-long cycle is designed with input from the Foundation's research centre, to ensure that the specific cultural needs and aspirations of learners are taken into account.

The programmes seek to favour social development and the participation of students in the life of their communities. Topics addressed include literacy and gender, mother-child literacy and intergenerational learning, as well as human rights and environmental concerns. But programmes also provide the core competencies required by the national educational system while bringing learners into the digital age.

Sixty-five thousand learners receive training from Transformemos whose classes average 25 students per teacher. A full-time staff of teachers benefits from in-service training that includes online modules and workshops.

The organization's activities are founded on the conviction that full, quality elementary and secondary

education is essential for the transformation of Colombian society. Through its programmes, Transformemos has brought hope and motivation to youngsters and adults, empowering them to explore ways to overcome poverty. This work is particularly important in communities with high rates of illiteracy and low average educational levels, notably those affected by violence.

Headed by its founding Chief Executive Officer, Maria Aurora Carrillo Gullo, Transformemos works with both public and private sectors to carry out its ambitious programme to change society in a country that has been afflicted by decades of civil strife, organized crime related to the drug industry and great poverty. Fifteen million Colombians are estimated to live below the poverty line, 4.8 million in extreme poverty. The work of Transformemos reflects the conviction that raising the educational level of citizens can improve the lives of individuals and communities while facilitating harmonious coexistence.

<http://www.transformemos.com/2011/index.php>

Roni Amelan



BHUTAN

Small country, great ambitions

The Department of Adult and Higher Education, Ministry of Education in Bhutan, has been awarded the 2012 UNESCO Confucius Prize for Literacy for its Non-formal and Continuing Education Programme



© Karma Juni

A tiny, mountainous, landlocked kingdom situated between the two giant nations of China and India, the Kingdom of Bhutan has a population of 683,400, of which 69% live in rural areas. The unique philosophy of this Himalayan kingdom is to achieve “gross national happiness” and create “...an educated and enlightened society at peace with itself, at peace with the world, built and sustained by the idealism and the creative spirit of our citizens”.

Literacy is considered a major factor in achieving gross national happiness. It drives the work of the national Non-Formal and Continuing Education Programme (NFCEP), winner of the 2012 UNESCO Confucius Prize for Literacy. However, Bhutan’s rugged terrain, dispersed population and scattered villages require that NEPCEF specifically target rural communities and women. Its vision is “to create a system of lifelong learning opportunities for all people at any stage of life to build a skilled and knowledge-based society.” Although Bhutan is a small country, it has great ambitions: the programme aims to achieve a 70% adult literacy rate by 2013 and no less than 100% literacy by 2015.

A model for developing countries, NEFCEP has come a long way since 1992 when it was launched in five pilot centres by the Dzongkha Development Authority and Bhutan’s National Women’s Association. Its goal was to meet the learning needs of women and girls while promoting Zhungkha, the national language. The Ministry of Education took over the programme in 1996 and introduced policy and quality assurance strategies.



© Karma Juni

Today NEFCEP reaches almost 14,000 learners in over 950 Non-Formal Education (NFE) Centres and 22 Community Learning Centres. Seventy per cent of the learners are women. “We learn about washing hands before a meal, eating nutritious food and how to clothe our children,” says one. “We can now help our children with their reading,” adds another. Many women have gone on to represent their communities at regional and national level.

The NEFCEP basic literacy programme is a 12-month course which targets the completely illiterate and school dropouts. After a year, the learners can read, write, do simple calculations and possess essential knowledge about health, environment, agriculture, early childhood care, HIV and AIDS and other STDs and other relevant life skills. The themes of citizenship, rights, and good governance are also addressed.

The Post-Literacy Programme is the next step — a nine-month course for neo-literates with functional literacy modules like correspondence, preventive health, basic arithmetic, farm economics and income generation. Learners at this level have the option of learning English.

It takes a total of 21 months to complete both NEFCEP courses: basic and post-literacy. There is also a Self-Learning Programme which can be pursued at the learner’s own pace.

NFE Centres are small, two-room structures constructed with community participation. A CLC can also be a couple of classrooms, a private house, an outreach clinic or a lhakhang (temple). Materials, machines, and

equipment for skills training such as sewing machines are provided along with library books. The government expects communities themselves to request a centre or ask for a scaled-up programme – this builds ownership and ensures sustainability.

The NEFCEP programme uses classroom teaching, group discussion, co-teaching and occasional field trips. Learners’ needs are identified through surveys, seminars and workshops. Instructors are trained to make learning lively, with demonstrations, discussions, storytelling, drama and guest speakers. Classes are held in the evenings to accommodate students who must work during the day.

This is not the first time the achievements of NEFCEP have been recognized: in 2009 the Ministry of Education of Bhutan received an Honourable Mention of the UNESCO Confucius Prize for Literacy for the same programme.

However, programmes evolve and NEFCEP is no exception. Increasingly, learners request basic English and numeracy not only to access mobile technology but to read user manuals for rice cookers, water boilers and radios. “Instructions on medicine and food packages are mostly written in English. With hardly any domestic production in science and technological fields, it is vital to teach English,” Ugyen Tshomo from the NFE division told the Bhutan Observer. To meet this need, a new functional English curriculum has now been integrated in the NFE curriculum.

www.education.gov.bt

Jean O’Sullivan



NIGER

Sisterhood is powerful

The Directorate of Literacy and Adult Education under the auspices of Ministry of National Education, Literacy and Promotion of National Languages of Niger is awarded the 2012 Honorable Mention of the UNESCO King Sejong Literacy Prize for its Functional Literacy Programme for Women and Girls



© HATCHABI Kouriram KAJIMA

Self-reliance, solidarity and sustainability are the keys to the success of a functional literacy initiative tailored for Nigerien women and girls which has been awarded the honourable mention of the 2012 UNESCO King Sejong Literacy Prize. The Functional Literacy Programme for Women and Girls promotes mother-tongue literacy and aims for the widest possible participation of women and girls, who are themselves the driving force behind its activities.

Operated by the Directorate of Literacy and Adult Education in Niger, the Functional Literacy Programme for Women and Girls is designed to meet women's specific needs. With a national literacy rate at only 15% for women (2005 figures) as opposed to 43% for men, targeted measures were needed.

Along with literacy, the programme teaches life skills and practical, productive activities that meet the socio-economic needs of mothers and their children, such as sewing, knitting, market gardening and culinary arts. The programme also targets girls aged 15 and over. Above all, it provides lifelong learning centres which offer a space for women's groups to meet. Responding to a questionnaire, the women themselves said they met "to work together", "to meet friends", "to overcome poverty", "to promote women" and to "negotiate as a group with partners".



© HATCHABI Kouriram KAJIMA

Since 1987, when the programme was first introduced, over 900 centres have been opened and equipped in the country's eight regions and the number rises each year. To date, almost 46,000 women and girls have been trained. Each centre is run by a facilitator and organized into a women's group and a girls' group. The names the women choose for their groups, in local languages Djerman and Hausa, reflect the positive force they represent: "Happiness for All"; "Growth in Freedom"; "Uniting for a Common Future" and "Solidarity and Self-reliance".

The Functional Literacy Programme for Women and Girls is rooted in the community. It has conducted an annual awareness-raising campaign on women's literacy and girls' enrolment in education every year for 25 years. It has established and supported over 800 women's groups; recruited, trained and supervised facilitators; produced learning materials; opened and equipped literacy centres. Quality is assessed by departmental and municipal inspectorates four times during the six-month programme and Village Literacy Committees monitor the centres on an ongoing basis. Each learner is individually assessed at the beginning, middle and end of the programme.

A unique feature of the programme is that the beneficiaries contribute from the start to ensure its sustainability. A group thus constitutes a fund from which it draws to obtain financial support from UNESCO, UNICEF and other partners. The funds are also used to grant loans to group members for income-generating activities.

Another specificity is that women on the groups' management committees (chairwoman, treasurer and

secretary) receive training in running associations and managing income-generating activities. Over 2,400 women have been thus trained, which enables the groups to participate more effectively in local development and decision-making.

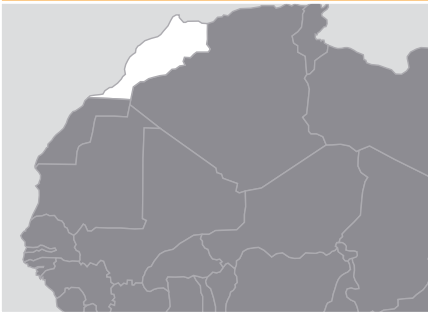
In addition to engaging in productive activities for which they have been trained at the centres, group members also direct individual or collective income-generating activities. These include raising animals, small-scale commercial activities, groundnut oil extraction, soap production, grain bank management and the sale of various grains. As a consequence the women have seen a rise in income. The programme has built-in mechanisms that contribute towards the sustainability of group activities as well as the women's empowerment.

The groups are now independent and sustainable, and literacy and income-generating activities continue in villages where they have been built. As a result of the functional literacy programme provided at the lifelong learning centre, the women are increasingly motivated and take great interest in literacy teaching in their villages. In areas where there is no lifelong education centre, the women engage in individual or collective income-generating activities, and hold meetings and literacy lessons in alternative premises built by the women themselves.

Lastly, the women's awareness has been raised. They now speak out in public on issues that concern them and are actively involved in local development initiatives.

www.gouv.men

Jean O'Sullivan



MOROCCO

Tackling illiteracy, millions at a time

The Illiteracy Eradication Directorate, Ministry of National Education in Morocco, is awarded the Honorable Mention of the UNESCO Confucius Prize for Literacy for its Means of Empowerment and Socio-economic Integration of Women in Morocco Programme



© El Habib Nadir

The “Literacy and Post-literacy programme: Means of empowerment and socio-economic integration of women in Morocco”, conducted by The Illiteracy Eradication Directorate of the Ministry of Education, was awarded an Honourable Mention by the UNESCO Confucius Literacy Prize jury in recognition of its achievements in reducing the national illiteracy rate.

The motivation for this programme was the recognition of the fact that poor literacy rates in Morocco are a significant constraint on national socio-economic development. As the programme’s statement of principle indicates, “[Women’s] key role in the development process is beyond doubt. The link between female literacy rates and family health, greater demand for girls’ education, empowerment, greater involvement in public life and higher productivity is well-documented”.

“My friends could read letters. And I felt inferior, because I did not know a single letter in French”, says Fatima Zitan; but after a 9-month long, 300-hour literacy course at a Community Learning Centre, Fatima was able to start her own business. Today, she is president of a cooperative that employs seven other neo-literate women in the rural district of Chefchaoun. She and her partners took up rearing goats and making milk and traditional cheese, and their herd now numbers over 50. With their cooperative turning a profit, they are looking to expand their business and buy more sophisticated equipment for the treatment of dairy products. Fatima credits their learning with making this change in their lives possible: “The basis of everything we managed to complete is literacy. We have become confident and independent, and we know many things that we did not know before. All this we owe to literacy, otherwise we would never have reached this level.”



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Over 4.5 million people, 80% of them women, benefited from literacy programmes in Morocco between 2005 and 2011, with the number of annual beneficiaries rising from 469,206 in 2004/2005 to 702,119 in 2010/2011. Its impact is clear and significant, with the national literacy rate declining from 43% in 2004 to 30% in 2011. Traditionally higher than that of men, the illiteracy rate among women has been reduced from 55% to 41%.

Teaching takes place in Arabic and/or French, according to demand and on a participatory basis, in three 2-hour sessions a week in groups averaging 25 students. Learners can also request briefing sessions on topics that concern them, receive pre-vocational training according to their region's opportunities, and even participate in designing teaching materials. The new skills learnt are tied to local development, an especially-needed impulse for change in the poorest rural areas. Thus, basic skills in reading, writing and arithmetic were strengthened by courses with themes as diverse as health, law, credit and banking, democratic institutions, social and home economics, and education for citizenship.

The programme has also helped some who used to be dependent on their relatives, especially the elderly. Rkia took up sewing again after her training: "Before, I could not make clothes right. Now, after the classes, I know how to do the measures; I can measure the size, the shoulder, the weight of the fabric." Her daughter, speaks of her mother with pride: "At first, it was me who supported her.

Now...she has become independent. Whenever I ask her if she needs money, she says that she learned sewing and that she is earning money."

Functional literacy courses tailored to professional activities were another strong focus of the programme, for men and women alike. Malaqa Redouan, a graduate of the Institute of Technology of Marine Fisheries in the coastal city of Larache, speaks of his learning experience as a cure for his former aimlessness: "I was practicing the profession of fisherman in this city, Larache. I used to accompany other fishermen. In truth, the future was uncertain for me. I didn't know when and how to fish or what to fish, the places where we had to fish...Indeed, the training provided to me by the Institute allowed me to promote my social situation and to ensure my future."

Fadma, a housewife in a village close to Agadir, also learned a trade by enrolling in literacy courses at the Zakoura foundation. Two years of learning to read and write, as well as following classes in art and calligraphy taught by artists visiting the foundation, changed everything for her and her fellow students: "This experience has encouraged us to form, for the first time, an art cooperative, which is located in Agadir and engaged in the sale of paintings; and, thank God, everything is fine."

<http://www.alphamaroc.com/dlca/index.php>

Alexandre Brunet



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Morocco



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Bhutan



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Rwanda



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Niger



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Morocco



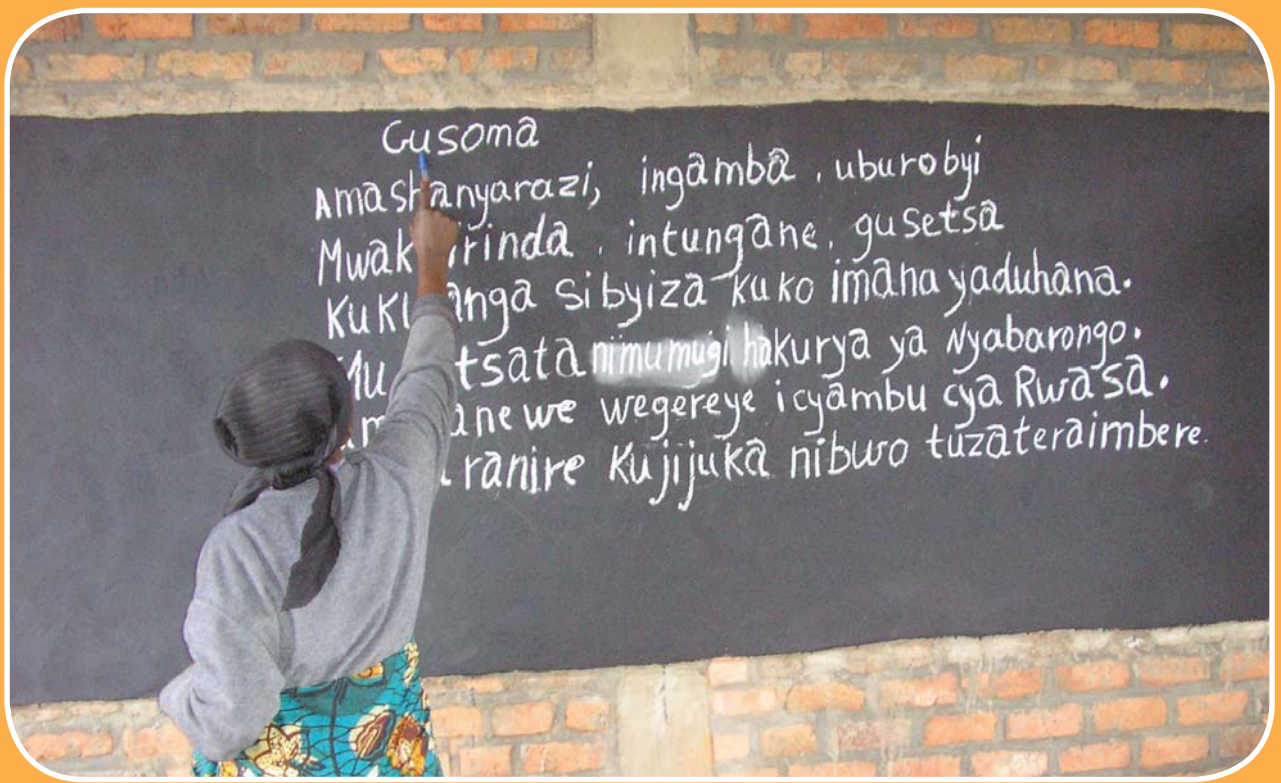
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Colombia



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Niger



Gusoma
Amashanyarazi, ingamba, uburobyi
Mwakirinda, intungane, gusetsa
Kukitanga sibiya kuko imaha yaduhana.
Mutsata nimumugi hakurya ya Nyabarongo.
Mwene we wegereye icyambu cya Rwanda.
Ranire kujijuka nibwo tuzateraimbere.



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Cultivating Peace



UNESCO wishes to express its profound appreciation and deepest thanks to:

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- **THE GOVERNMENT OF THE PEOPLE'S REPUBLIC OF CHINA whose generous support has made it possible to award the UNESCO Confucius Prize for Literacy since 2005.**

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