



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织



UNESCO

International Literacy Prizes

2007

*The International Jury
of the UNESCO Literacy Prizes
with the Director-General of
UNESCO, Koïchiro Matsuura*



© UNESCO / Michel Ravassard

Message from Mr Koïchiro Matsuura, Director-General of UNESCO, on the occasion of International Literacy Day 2007

TODAY, WE CELEBRATE International Literacy Day 2007. Each year for over four decades, on 8 September, UNESCO has reminded the international community where we stand in relation to literacy and adult learning. However, despite many and varied efforts, literacy for all remains an elusive target. As the year 2007 is the half-way point in the United Nations Literacy Decade (2003-2012), it is an appropriate moment to review the global literacy challenge.

In today's world, some 774 million adults lack minimum literacy skills; one in five adults is still not literate and two-thirds of them are women; 72.1 million children are out of school and many more attend irregularly or drop out; and literate environments with access to reading material and suitable publications are lacking, with the result that neo-literates cannot sustain their skills.

These numbers give a striking idea of the dimensions of the global literacy challenge, but they are only part of the complex picture we face. Our understanding of who is literate and who is illiterate has evolved considerably over the years, giving rise to new implications for both policies and programmes. The practices of literacy are changing rapidly in contemporary societies in response to broad social, economic and technological changes. Indeed, only a plural notion of literacy can capture the variety of literacy practices undertaken by women and men across the world in their everyday lives.

This year, International Literacy Day is placing a special focus on the vital relationship between literacy and health, which is also the thematic emphasis of the 2007-2008 biennium of the United Nations Literacy Decade. This relationship brings benefits to all age groups: early

childhood, school children, adolescents and adults. Most often, these benefits come through the empowerment of women and men: self-confidence and critical thinking have extremely positive effects on the health of individuals, families and communities. Literacy strengthens the capabilities of people to take advantage of healthcare and educational opportunities – for example, by seeking medical help for themselves and a sick child, by adopting preventive health measures such as immunisation, and by acquiring greater knowledge of family planning methods. Moreover, good health and nutrition are prerequisites for effective learning, especially but not only in the early years. Educated parents, especially mothers – whether through formal schooling or adult programmes – are more likely to send their children to school and have a better understanding of their healthcare needs.

On International Literacy Day 2007, I call upon governments, international organizations, civil society and the private sector to give renewed support to literacy as an integral aspect of the universal right to education and as an essential basis for improving health conditions. Literacy does not stand alone, nor does health. Literacy, in fact, is key to good health and well-being.

We must act now, together, to build a literate world, sharing the social and human benefits of literacy. In particular, let us ensure that the links between literacy and health are strong for the benefit of millions of men, women and children around the world.



Koïchiro Matsuura



CHINA

Literacy versus poverty

An extensive literacy programme carried out by the Community Education Administration Centre in the poor rural areas of Longsheng (China) has produced spectacular results in a decade, earning it UNESCO's International Reading Association Literacy Prize for 2007



© Office of Education of Longsheng District

SITUATED in a mountainous area in the north-east of Guangxi Zhuang, Longsheng Autonomous County is inhabited by some 170,000 people, three-quarters of them belonging to ethnic minorities (Miao, Yao, Tong and Zhuang). The literacy rate is today particularly high, thanks to the Community Education Administration Centre.

As part of its literacy programme for women (launched in 1992) and its programme of poverty eradication through education (1998), the Centre has virtually eliminated illiteracy: nearly 100% of young adults in the county can now read and write. And the 3,700 ethnic minority women living in the county who were found to be illiterate in 1997 had all acquired literacy in 2000, according to a survey.

Made-to-measure instruction

While it is difficult to end illiteracy, it is even more difficult to maintain the literacy rate at a satisfactory level. This is why the Centre also launched the idea of home schooling: teachers go to women's homes to teach them to read and write, and follow up to make sure they don't forget what they learned.

The key to the Centre's success is its use of teaching methods geared to local conditions: bilingual textbooks (mandarin-yao, mandarin-zhuang, mandarin-tong and mandarin-miao); classes comprising students who belong to the same ethnic group; flexible schedules (night school, classes during the off-season); enhanced education curricula (studies associated with practical activities); classes according to category of student (boys, girls); possibilities for boarding, individual assistance and so on. Another essential ingredient is the involvement of all community members, from the youngest to the oldest by way of village cadres and



activist farmers. And finally, the teaching is effective because it creates a link with the development of agriculture, tourism and services.

Forty thousand fewer poor people

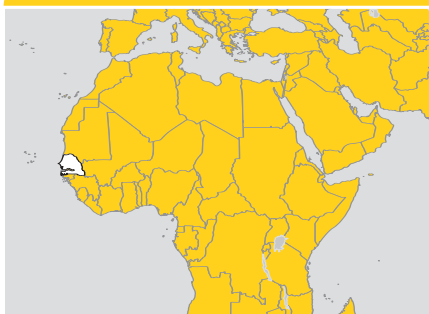
Pan Jufeng, for example, learned to read and write at age 40 though the Centre’s programmes, after which she trained another 35 illiterate women and created a song and dance troupe with her “pupils”. Later, the members of this ensemble, having taken elementary English lessons, focused on tourism. The team now receives hundreds of visitors a day. They have become a pillar of the region’s tourism.

Pan Jufeng symbolizes the Centre’s success, one might add. She took part in the national women’s literacy contest held in Beijing and won first prize.

What proved crucial for the Longsheng communities was combining literacy with technological training, health and family planning, environmental protection and other areas connected to everyday life. Today, numerous farmers and artisans have technical aptitude in two or three specialties besides their own. In 2006, the average income per inhabitant rose to 1978.4 yuans (US\$ 261), or 5.7 times more than in 1990. The number of poor people decreased by about 40,000.

■ Zhao Liming, Deputy Director of Communication, Longsheng County

Source: UNESCO Courier



SENEGAL

From idea to breakthrough, the inspiring story of Tostan

Literacy, microcredit,
rejection of female
circumcision – these are
among the achievements of
Tostan, 2007 laureate of
the UNESCO King Sejong
Literacy Prize. The NGO
focuses on adolescents and
adults, most of whom have
never set foot in school.
Distinguishing
characteristics: mother
tongue instruction and use
of traditional modes of
communication



© TOSTAN

SATURDAY, 21 JULY 2007. At 9 a.m., Sam Ndiaye has yet to emerge from its torpor. A diffuse, light torpor, unlike that of so many other Senegalese villages. A joyful torpor! Because this village of nearly 500 souls, located some 80 kilometers from Dakar and two kilometers from the nearest asphalt road, may not yet have electricity, but its inhabitants exude a rare joie de vivre.

Warm welcomes sound from all sides – from the village chief who receives the required courtesy visit most cordially, from the head of the local Degoo organization (“accord” in Wolof, Senegal’s most widespread language), and in between from Sam Ndiaye’s women and children.

Besides Senegalese hospitality, which is legendary, particularly in the rural world, the population’s enthusiasm is prompted by the nature of the visit: a journalist, escorted by Tostan’s programme director, has come to profile the achievements of the non-governmental organization, which has gained recognition with its remarkable non-formal basic education programme. And as it turns out, Sam Ndiaye played a significant role in the inspiring story of Tostan, because it all began here.

A Wolof word, “tostan” means “hatch” or “breakthrough”. And judging by the results, we can indeed talk about a genuine breakthrough, to the great satisfaction of Molly Melching, Executive Director of the NGO, which aims to provide participants with the knowledge and skills they need to become empowered individuals, able to take charge of their economic development and bring about social change within their community.

Mother language, key to success

Ms Melching founded Tostan in 1991, after developing the Demb ak Tey (“Yesterday and Today” in Wolof) resource centre, which also offered non-formal education from 1976 to 1988. She took advantage of suggestions from participants and outside evaluations to better adapt her new NGO’s programme to people’s needs.

At the beginning, recalls Khalidou Sy, Tostan’s Programme Director, the goal was to promote non-formal education in Dakar’s working-class Medina neighborhood for children in difficult circumstances, who weren’t part of the normal national education system. “These children thus had access to books, theatre, puppets, various games and other activities inspired by Senegalese tradition and in their mother tongue,” he explains. The approach was further refined as time went on and produced tangible results, which are visible in Sam Ndiaye and numerous other communities.

As for Ms Melching, she emphasizes “the importance of human rights education, not at university or academic level, but at the people’s level, in their national languages.” Human rights education is “the foundation of all community development projects,” she explains.

But if there’s one facet that makes Executive Director Melching particularly proud, it’s the empowerment of women. Those who have participated in Tostan’s programmes now express their ideas in public and participate in decision-making within their families and communities. Some have emerged as leaders of opinion, like the Malicounda village women who became pioneers when they decided to put an end to the harmful ancestral tradition of female circumcision.

Education = Self-determination

Tostan operates outside the formal education system and is directed at people who for the most part have never attended school. Its capacity-building programme for communities aims to provide participants with life skills related to democracy, human rights, health, hygiene, literacy, business management, accounting, microcredit, etc. It lasts for 30 months and uses traditional modes of communication including discussion, song, dance, theatre and poetry. It’s implemented by specially-trained volunteers who usually belong to the same ethnic group as the community



©TOSTAN

concerned. The facilitators live in the villages where they give their classes three times a week to groups of 30 participants. Each village has a class for adolescents and another for adults.

With international headquarters in Washington, D.C. in the United States, where five people work (one staff and four volunteers), Tostan runs its African office in the Senegalese capital. Besides the 66 permanent employees in Dakar and Thies, in Senegal, 303 contract volunteers work all around the country. In addition, more than 40 staff and 160 contractors are scattered throughout Guinea, Somalia and Gambia. A similar programme has just been launched in Mauritania.

For the last 15 years, Tostan has developed relationships with various donors including UNICEF, the United States Agency for International Development (USAID), the Wallace Foundation, the Wallace Global Fund and the Hilda and Jacob Blaustein Foundation, as well as other foundations and individual donors. In 2006 its annual expenses totaled more than US\$ 3,200,000.

In a UNESCO publication*, Cynthia Guttman rightly pointed out that Tostan demonstrates how people who have received no formal education, coming from villages with minimal resources, can improve their environments and their lives thanks to a well-designed programme that opens the way to greater self-determination.

■ Mamadou Amat, Senegalese journalist

Source: UNESCO Courier

* Guttman, Cynthia, *Breaking through: TOSTAN’s non-formal basic education programme in national languages in Senegal*, 1995



TANZANIA

The long-lasting memory of storybooks

The Tanzanian Children's Book Project (CBP) has just been awarded the UNESCO King Sejong Literacy Prize for its work promoting the love of books among children and adults. This work has proved very positive in helping the young perform at school, and adults in the community.



© The Children's Book Project

MASSAI WOMEN were inspired by a visit to Children's Book Project (CBP) libraries in the Morogoro area to build a temporary classroom for their children, hire a teacher and ask the District Education Officer (DEO) for books. The DEO turned to the CBP which sent the newly established school reading materials and included it in its reading programme.

"The Masaai women's reason for starting the school was to empower their children for them to gain access to information, a stronger voice in the household and help their mothers in managing finances," the Project's Secretary Pili Dumea explains.

And they were right: schools joining CBP improve. Mwajuma Tyeah, headmistress of Mwendapole primary school (Kibaha district, Coast Region), a school with 876 pupils and only seven classes, confirms: "Since we became part of the programme in 1998, the school has significantly improved. Performance is better and the pupils and teachers are more skilled. For the last three years, all our pupils who sat for the standard national examination passed to the next level compared to about five years ago when only 24 to 25 per cent passed. We are also among the top three schools in the district."

Sofia Beda, an 11-year-old pupil at the school, agrees: "Pupils from neighbouring schools come here and that is a good sign, it means we are better! I have read most of the books in the school library which helped me learn about different topics through interesting stories told in our own national language, Kiswahili, which is easier to understand than English."

Social change

The Children's Book Project, a non-governmental organization, was launched in 1991 by CODE, a Canadian charitable organization, as a measure to alleviate the acute shortage of books in Tanzania, particularly children's books. "Before CBP, there was a serious lack of reading books in schools in the country, because the government monopolized publishing houses [...] There was need for intervention, CBP intervened," Ms Dumea says. The NGO's aim was to develop a strong reading culture sustained by effective reading skills and the provision of quality reading materials.

CBP collaborates with publishers to produce its own selection of children's books in Kiswahili. It then purchases 3,000 of the 5,000 copies of each title for free distribution. "Our objective is to develop and promote excellent quality and culturally suitable books in Kiswahili and make these materials accessible," CBP's Marcus Mbigili says. To date, 237 titles have been distributed to 3,642 schools in the country, and the demand for CBP-trained writers has increased in Tanzania, Kenya and Uganda. Three-hundred and fifty-six writers, 191 of them women, have been trained in CBP workshops. "In general women are sensitive writers, some of them draw on their own experiences. They advocate social change in their writing. For example, women from Zanzibar prefer writing on gender inequality," Ms Dumea comments.

CBP also organizes training workshops for illustrators, publishers and printers. As the demands in health, environment, education and human rights practices evolve, the programme teaches new creative strategies and techniques in presenting relevant information and encourages indigenous creation.

In 1997, the NGO initiated a readership programme. The programme develops primary school teachers' skills in teaching reading and writing based on progressive child-centred methodologies. "We have competitions, reading tents and book donations, all as a part of motivating children and adults to read books," Ms Dumea explains.

The remotest areas

Today, the Children's Book Project has established 96 school libraries among 99 programme schools. Although these libraries were meant for students and teachers, community members increasingly visit

them: "Data from 11 districts showed that more than 9,000 borrowers in the programme school libraries were adults. And last year, we awarded Zena Muuigi, a woman from Bingwi village in the Coast region, for having read 100 titles in a year," CBP Assistant Monitoring Coordinator Mary Kihampa says.

The Project is bringing about social change and adults are now benefiting from this project that was started to benefit their children. "In rural areas, school libraries are centres for recreation and education, where village meetings and discussions on various issues are conducted. Therefore, adults get the opportunity to see the books and read them, discuss and apply the skills in their daily life," Ms Dumea says, and she adds: "They inspire their friends to attend literacy classes. Frequent adult readers have gained self-esteem and personal empowerment. Women have gained confidence in speaking during village meetings and running for village positions."

CBP wishes to expand but lacks resources to do so. Ms Dumea urges: "We would like to go to all schools especially those in the remotest of areas but we lack sufficient resources. We need the government's support."

CBP spends just over US\$325,000 a year and is funded by various international and national governmental and non-governmental donors from Europe and North America. "Our strategies can be adopted in schools to improve the learning situation, build a reading culture in both children and adults which in the long run will lead to sustainable development," says Ms Dumea, concluding: "There is a need to rekindle the desire to read amongst society at large, for beyond the textbooks, it is the memory of the story books that lasts longest in our minds."

■ Gladys Fahari, Tanzanian journalist
Source: *UNESCO Courier*



NIGERIA

A testimony of hope for a beleaguered area

The Nigerian NGO, Family Re-orientation Education and Empowerment (FREE), was awarded the UNESCO Confucius Prize for Literacy for creating a network of learning centres. It provides literacy skills to adults, especially to women and out-of-school girls.



© FREE

A TOOTHY GRIN appears on Alaere Alaibe's face as she reads another testimony: "Thank you Madam for the wonderful opportunity to be back in school. Now I can write letters to my friends to invite them to my party". This moving testimony was sent by Boma, a former student, to inform Alaibe of her progress since she was transferred to secondary school after spending more than a year at Okolobiri's Adult Literacy Centre in Bayelsa State, Nigeria.

The centre is one of the 27 built by Alaibe's Family Reorientation Education and Empowerment (FREE), a non-governmental organization set up in November 2005 as a private initiative to bring education to women of the oil-rich but restive Niger Delta region of Nigeria.

Reading testimonies of 'students' is how Alaibe commences work in her Lagos office. "We tell them to write the letters in their own handwriting so that we can monitor their progress," she says. But the bulk of her work is in the rural areas of Bayelsa, an area blessed with multi-billion dollar oil reserves, but where, ironically, stark poverty, infrastructural decay and environmental degradation have persisted due to years of neglect and corrupt misappropriation of funds.

Not-for-profit initiative

Education and health facilities are two major areas of need among the poor masses of the Delta. These are the key areas where Alaibe's FREE have been providing support to the neglected people of the region in the last two years. "We do not operate in the urban region. We go deep into the rural areas of Bayelsa and Delta States, where access is difficult. There are many areas that you can't reach except by spending three or four hours on a boat."

Poor road and water networks and difficult access in many villages and towns can frustrate development plans for the region. But they do not deter Alaibe, 43, whose background is in Bayelsa though she was born and educated in Lagos. "I come from a family of seven girls and two boys who were educated by a poor and illiterate mother in a poor area of Lagos. I thought if my siblings could take turns to help our mother sell fish in the Ajegunle boundary market, and all nine of us have university education now, I think it is only fair to give back to this region," Alaibe says.

Three years before the inauguration of her NGO, she had been rousing rural Bayelsa women folk with a new not-for-profit project, FREE, which has become a useful platform for mass literacy programmes, especially for women who missed their first chance of getting educated. It was her personal initiative that started the project with the creation in 2002 of the first Pioneer Adult and Non-Formal Study Centre at Trofani. Another was soon created at Opokuma. The number of centres grew to 16, spanning 12 communities, after FREE became fully operational in 2005. This remarkable educational project now numbers 27 centres that provide literacy training to some 700 learners and it is spreading to more communities.

In 2006 FREE built the Support for Africa Health Centre in Igbainwari Town, in Bayelsa State, in partnership with the UK-based Support for Africa Foundation of Nigerian-born singer, Patti Boulaye. FREE also organizes education and health seminars and a large number of activities, including free eye tests and the distribution of spectacles to students.

Old women with no education at all are a priority target group for FREE which also accepts single mothers and youths with missed opportunities. "Our aim in this area is to design curriculum that will be good enough to make them return to standard schools so that they can fit in with other students," Alaibe says. Lucky students in this category enjoy free scholarships from a bank, negotiated by FREE. Close to 20% of FREE's learners wind up returning to formal education.

Bridging the gap

This method is proving to be a remarkable support system in Nigeria where only 35 per cent of the population is literate. Although public education is free

at the primary and secondary levels, many years of infrastructural decay and official neglect have drastically lowered standards, according to Universal Basic Education (UBE), a Federal Government of Nigeria organization. Literacy is even lower among girls and women, due to social and cultural prejudices which still prioritize education opportunities to boys. Many families, unable to afford school uniforms and meals, are prevented from sending their wards to school. Only 15 per cent are able to secure admissions to tertiary institutions every year in a country of 140 million people.

FREE's initiative bridges the gap between expensive private schools and failing public establishments, especially in the Niger Delta. With support from the National Mass Education Commission and teachers who agree to take less than Nigeria's minimum wage – of 5000 Niaras monthly (about \$40) – FREE provides evening classes between 4 and 6 p.m., Monday to Friday, in all its centres.

"It's a volatile region and sometimes we are greeted with aggression. It takes a lot to convince them that we are not calling them out for political reasons," says Alaibe, whose husband, Timi, heads the Niger Delta Development Commission (NDDC), the government agency mandated to bring improvement to the region.

Her privileged position, coupled with people's skepticism about the fund-raising methods of NGOs, makes fund-raising difficult. But personal and family resources, corporate support and small contributions from community leaders have helped keep the project alive, and FREE operates with an annual budget of 20 million Niaras, approximately \$150,000.

FREE's message of hope continues through people like Regina Joyful, a community women's leader in Igbogene. She used to thumb-print to cash her money at banks. But after two years with FREE, she proudly announces that she can now append her signature on the cheque book.

■ Steve Ayorinde, Nigerian journalist

Source: *UNESCO Courier*



UNITED STATES OF AMERICA

Reach Out and Read: linking literacy and health

One of UNESCO's two Confucius Prizes for Literacy was awarded this year to the U.S. organization Reach Out and Read for its work with health care providers to reach low-income children at risk of dropping out of school.



© Reach Out and Read

THREE-YEAR-OLD Miguel lived in Los Angeles, California, with his mother who faced chronic illness, depression and poverty. Despite this, she brought Miguel to the doctor for his well-child visits. Each time they left the clinic, Miguel clutched a brand-new Reach Out and Read book. Miguel and his mother cherished those books. Two years later, Miguel is the number one reader in his kindergarten class. He loves to read and he looks set to become a lifelong learner. Miguel is certain to face many obstacles, but Reach Out and Read has brought hope to his life. His success, says his paediatrician, is a testament to the power of Reach Out and Read to help families break the cycle of poverty.

This year, thousands of doctors will give 4.6 million new books to 2.8 million infants, toddlers and preschoolers from low-income families at check-ups and advise their parents about the importance of reading. The only American literacy programme featured at the recent White House Conference on Global Literacy, Reach Out and Read doctors distribute new books at more than 3,000 paediatric practices, hospitals, clinics and health centres throughout all 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. To date, American doctors have given out more than 20 million books. International programmes modelled on Reach Out and Read have been started in Bangladesh, Italy, Israel, the Philippines, England, and Canada.

Language and health

Reach Out and Read focuses on the most vulnerable children, 6 months to 5 year-olds living in or near poverty. Today, Reach Out and Read helps about 25 percent of America's most impoverished children. And the number grows daily. Each child who participates in Reach Out and Read starts

kindergarten with a home library of up to 10 books and a parent who has heard at every well-child visit about the importance of books and reading. Doctors participating in Reach Out and Read distribute carefully selected new, developmentally and culturally appropriate books – starting with board books for babies and moving on to more complex picture books for preschoolers. Bilingual books are available in 12 languages. Some sites also have volunteer readers who read to children in the waiting rooms.

Research shows that the programme really works. Parents who get books and literacy counselling from their doctors and nurses are more likely to read to their young children, read to them more often, and provide more books at home. Low-income children exposed to Reach Out and Read show improved language development, a critical component of school readiness. Children score four to eight points higher on vocabulary tests, giving 2-year-olds a six month head start developmentally. Reach Out and Read is endorsed by the American Academy of Pediatrics.

Reach Out and Read was co-founded by Barry Zuckerman, M.D., a 6'5" gentle giant who has great warmth, passion and unwavering determination that all children start life with books in their home and a parent who reads to them.

"Reach Out and Read started as a single programme at Boston City Hospital [now Boston Medical Center] with the goal of making literacy promotion a standard part of pediatric primary care," says Zuckerman, Board Chair and CEO of the organization, who is also Professor and Chairman of the Department of Pediatrics of the Boston Medical Center at Boston University School of Medicine. "Today, we reach millions of at-risk children in the U.S. and serve as a model for programmes around the world. But we are far from reaching our goal of providing books to every child and literacy counselling to every parent living in poverty."

Taking advantage of existing structures

Although, by international standards, the U.S. is considered a rich country, 35 percent of American children start school without the language skills necessary to learn to read.



© Reach Out and Read

"One of the tremendous advantages of Reach Out and Read," says Perri Klass, M.D., Medical Director of Reach Out and Read and Professor of Journalism and Pediatrics at New York University, "is that it takes advantage of the existing health care structures, which are to be found in virtually every country in the world to deliver basic health care to children."

Nearly 46,000 medical providers have been trained by Reach Out and Read since its founding in 1989. The programme now spends a total of over \$30 million per annum on its activities across the U.S.A. and receives support from the U.S. Department of Education as well as 12 states and cities. It also receives donations from corporations, foundations, and individuals.

While doctors give a lot of important advice at check-ups, few interventions have been the object of as much research that substantiates their ability to impact behaviour at home. "Reach Out and Read has one of the strongest records of peer-reviewed research support of any primary care intervention," Dr. Klass says. "Because we give families the books, we provide the tool to follow the advice."

"Improved language is the single strongest predictor for school success. Reach Out and Read is working to reach parents and children at the critical stage before they enter kindergarten so children enter school prepared for success in reading."

■ Lauren Fasbinder, Fasbinder & Associates

Source: *UNESCO Courier*



Centro de Educación de personas adultas (CODEF)

The Centro de Educación de personas adultas (CODEF), based in Zaragoza, Spain, targets disadvantaged groups. The beneficiaries are adults (aged 18 and above), both Spanish and immigrants, who have difficulties finding work as well as problems related to language and cultural adaptation.

SINCE THE EARLY 1980s, CODEF has provided vocational training to young people through workshops. In the 1990s, it began to work with mentally disabled people in the 'Nuestra Señora del Pilar' psychiatric hospital. The 'Asociación CODEF' ran three projects – training of adults, training of young people and training for the mentally disabled. The three projects functioned autonomously, had their own organization and were supported by different institutions. In 1982, CODEF was recognized as the Official Adult Education Centre and has been awarded a number of prizes since then. Its adult education programmes are implemented in working-class neighbourhoods.

The objectives of CODEF consist in motivating learners and to encouraging them to see life in a positive and dynamic way, by creating attitudes and behaviours which facilitate self-empowerment and personal growth. Through peace education CODEF builds an environment based on solidarity and supportive relationships.

The understanding of literacy underlying CODEF's work is based on Freire's vision and his pedagogy of freedom to which CODEF applies a constructivist approach.

The success of its work relies on a series of key principles such as:

- **Participation** – everyone contributes to the growth and development of CODEF through critical and perceptive contributions during meetings, through the joint preparation of special activities, and through fostering fellowship and cooperative learning, turning the classrooms into a space for dialogue and the corridors into a meeting place, allowing everybody to have a say, all opinions to be heard and all hands to contribute to a united effort;
- **Volunteers** – the volunteers working for CODEF are mostly female and young highly qualified and loyal to the project;
- **Diversity** – each person is unique and different.

CODEF's aim is to accommodate each person's abilities, working skills, expectations, learning styles, motivations, experiences and knowledge.

Contacts

CHINA **The Community Education Administration Centre,
Longsheng Ethnic Minority Autonomous Country**
69 Zhuxidadao
Nanning, Guangxi
530021
People's Republic of China

Phone: +86-0771-5815170
Fax: +86-0771-5815171
E-mail: gxjcju@163.com

SENEGAL **TOSTAN Senegal**
BP 326
Thiès, Senegal

Phone: + 221 951 34 27
E-mail: info@tostan.org
Web site: www.tostan.org

UNITED STATES OF AMERICA **REACH OUT AND READ**
Reach Out and Read National Center
56 Roland Street, Suite 100D
Boston, MA 02129-1243
United States of America

Phone: + 1 617 455 06 00
Fax: + 1 617 455 06 01
E-mail: info@reachoutandread.org
Web site : www.reachoutandread.org

TANZANIA **THE CHILDREN'S BOOK PROJECT**
Ali Hassan Mwinyi Rd. 39B Ursino South
Dar es Salaam
Tanzania
PO Box 78245

Phone: + 255 051 760750
Fax: + 255 051 761562
E-mail: cbp@raha.com
Web site: www.cbp.or.tz

NIGERIA FREE - Family Reorientation Education and Empowerment

1st Floor, 43 Toyin Street
 Pretty woman building
 Ikeja. Lagos
 Nigeria

Phone: + 234 805 427 1348, + 234 803 555 4333

E-mail: free@freefoundationafrica.org
freefoundationafrica@gmail.com

Web site: www.freefoundationafrica.org


SPAIN CODEF - Centro de Educación de personas adultas

FUNDACIÓN ADUNARE, CODEF
 C/ Eloy Martínez, 13
 50017 Zaragoza (Aragón)
 Spain

Phone: + 34 976 33 26 38

Fax: + 34 976 33 26 38

E-mail: codefadultos@adunare.org


 United Nations
 Educational, Scientific and
 Cultural Organization
 Organisation
 des Nations Unies
 pour l'éducation,
 la science et la culture
 Organización
 de las Naciones Unidas
 para la Educación,
 la Ciencia y la Cultura
 Организация
 Объединенных Наций по
 вопросам образования,
 науки и культуры
 منظمة الأمم المتحدة
 للتربية والعلم والثقافة
 联合国教育、
 科学及文化组织

**United Nations Literacy Decade Coordination Unit****Division for the Coordination of United Nations Priorities
in Education**

UNESCO
 7, place de Fontenoy
 75 352 Paris 07 SP, FRANCE

Tel: + 33 1 45 68 09 52

Fax: + 33 1 45 68 56 26

e-mail: literacyprizes@unesco.org

www.unesco.org/education/en/literacy/prizes

RENDEZ-VOUS ON **8** SEPTEMBER

2008

FOR THE NEXT

**International
Literacy Day**

www.unesco.org/education/en/literacy/prizes



Literacy, key to good health and well-being