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ABSTRACT

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by UNESCO and the government of Iran. Abstracted are: (1) The Book Hunger, published by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, D. C., Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title. (AJ)

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FOREWORD

This issue of Literacy Documentation incorporates the format changes announced in the last issue of 1974. It is hoped that they will permit economies in publication and mailing costs, and will increase the usefulness of this publication to its subscribers while at the same time reducing its cost to the Institute.

The Tehran numbers listed for each entry simply indicate the order in which the documents were received, and are included as a convenient means of identifying an item in correspondence. For the convenience of researchers, entries are now indexed by geographical areas and meetings or corporate bodies as well as by authors, subject terms and titles.

In the future, it is planned to issue Literacy Documentation trimesterly rather than quarterly as in the past. Special subject bibliographies, however, will be published as supplements to Literacy Documentation and sent to subscribers without cost. These bibliographies will present summaries and illustrations of works on a select topic as well as a listing of related reference works. This format is designed to be of particular service to subscribers in developing nations who may not have ready access to a major reference library.

The intention of the publishers is to continually increase the value and usefulness of the documentation services they provide. As always, your suggestions, comments and criticisms are welcome. The Documentation Centre will continue to assist subscribers with bibliographical searches and to reproduce at cost documents not otherwise available to the subscriber.

Nicole Fantinutti
Librarian
In this age of electronic media for mass communication, the book still remains the simplest and most effective means for the transfer of knowledge. In the developing countries however, there is an acute shortage of reading materials. This book explores the causes of book hunger and the solutions that are available.

There is a great inequity in the distribution of books in the world. The developing countries are encouraging education and literacy yet they lack the means of producing the needed reading materials. One-half of those persons who can read live in areas which produce only one-fifth of the world's reading matter. The most urgent needs are in the areas of educational books, children's books and general reading matter. These minimum needs can be met through domestic production or international exchange. Data available for copies and for titles show that none of the shortage regions have domestic production which satisfies both kinds of demand to more than 75%. Basically, what is needed is the encouragement of intellectual production, the strengthening of the manufacturing side and the organization of the market. International exchanges alleviate the shortage to some extent but the language barriers present a major handicap in this area.

The actual production of books and suggestions regarding various aspects of production are presented in this report. The role of the publisher is very important and should be one of coordinating materials. He should be organizer, critic, psychologist, artist, and technician. Efforts should be made to change the status of writers economically and psychologically. Translation should be employed more, especially in developing countries, with emphasis on adaptation of materials. Technical resources should be exploited to their fullest in developing countries to provide expanded printing. One of the greatest needs in developing countries is for textbooks but
this creates many printing, technical, language and financial problems. Some of these problems can be partly relieved through the use of existing newspaper facilities.

In order to meet the growing needs of the future, publishing industries need to be developed in every country supplemented by various electronic communications media to bring educational materials to the masses which require it. This great expansion of educational materials is necessary to fight growing unemployment and illiteracy rates.

The various methods of distribution are also discussed in this report. This includes the role and responsibilities of booksellers, the various types of libraries and the role they play in the chain of distribution, the use of inter-library loans to provide the widest possible dissemination of books, book clubs which provide a convenient and popular distribution method, and direct selling. Book distribution is complex, expensive and involves various factors which are discussed in some detail. There are numerous distribution mechanisms which vary greatly in cost and efficiency which should also be considered by countries establishing distribution systems.

Copyright laws are an important aspect of the book hunger because they provide a balance between the right of the author to control the uses made of his work and the right of society to have access to his work. International copyright agreements were established to provide exchange between countries and various aspects of these are described including the licencing of translations, reprints and audio-visual fixations. UNESCO provides developing countries with information on international agreements and assists in paying their royalties.

Reading habits are discussed, taking into consideration the significance of reading for a man living in a world where reading has no place compared to that of a man living in a society where he is surrounded by a variety of things to be read. Age, education and the work-leisure ratio all effect reading habits. The cost and availability of books also have a signi-
significant effect, therefore an elaborate system of libraries and bookshops is essential to provide people with adequate reading materials. Over half the reading population of the world does not have access to the reading materials it needs to satisfy its basic requirements.

The right to write, publish and read are among the inalienable rights of man. In order to exercise these rights however, the recognition of the importance of books in education, the right of authors and the need for publishing and manufacturing facilities and efficient distribution are essential.

x x x

This report delves into the concept of lifelong education and its effects on curriculum and gives suggestions for related research.

"Learning is natural for human beings at any stage in life, and there is always a need to learn something new as long as one is active and alive." This is the basic premise upon which lifelong education is based. The term itself indicates that lifelong education extends beyond formal schooling. It includes and unifies formal and non-formal education with importance given to the roles of the family and community in addition to that of educational institutions. It is a versatile approach which allows for flexibility and a diversity of materials, media and techniques. In short, it is a total system of all education of which the ultimate goal is to improve the quality of life.

These concepts present numerous implications for school curriculum. Very crucial implications affect school objectives and include an awareness of the need for lifelong learning, enhancement of educability, exposure to broad areas of learning and integration of school and out-of-school experiences.

Another important aspect is the selection and organization of curriculum content. Subjects should provide a basic framework for adult learning; special emphasis should be put on instrumental subjects which provide a basis for further learning and on key concepts; subjects should be linked to educational experiences in home, community and work situations with a mixture of work and study; and they should be flexible and have a balance between verbal, manual and non-verbal areas.
Learning processes and materials should emphasize self-learning combined with interaction with peers. Guided learning should decrease. More responsibility for his own education should be given as the learner advances in age. Contemporary problems should be studied and a variety of learning aids should be used.

Evaluation should focus on the extent of educability developed with emphasis on self-evaluation. The purpose of evaluation should be to improve achievement, and certificates and credits should be reviewed.

The system of school education should be restructured so that it provides a specific minimum of basic education with smooth transition from one stage to another as well as alternatives to formal schools.

Teachers must be instructed in the concept of lifelong education and trained to accept their new roles as coordinators and examples for the students.

The report goes on to state that very little research has been carried out so far in the field of lifelong education and school curriculum but there is a great need for such research. The concept of lifelong education is complex and universal. It gives new meaning to education and has many consequences for other sub-systems of society. Because of its complexity and far-reaching implications, research is needed in practically all aspects of the theory of education - psychological, philosophical, sociological, physiological, motivational and vertical and horizontal integration. From the findings of research in these areas, practical applications can be developed for the scope and delimitation of lifelong education, evaluation of existing curricula and practices, planning and curricula, teaching and learning procedures, evaluation and teacher education. Case studies are also both necessary and practicable in establishing a system of lifelong education.

This report describes projects supported by the World Bank. One involves farmer education in Tanzania and the other involves instructional TV in the Ivory Coast.

"The land is the only basis for Tanzania's development" therefore emphasis was put on developing the agricultural sector of the country. In order to do this, those who study agriculture at the University must take part in a "field practical programme" which consists of living and working in villages in various regions of the country at various times of the year. When they return to the university, they must write an extensive paper which includes their proposed solutions for the particular problems of the area. Graduates then go on to become District Agricultural Officers.

Additional agricultural experts are trained in Ministry of Agriculture Training Institutes which provide a 2 year course combining academic courses with field work.

Rural Training Centres have also been established to provide the rural population with various agricultural and practical skills and knowledge including special training for village leaders.

A major literacy programme has also been in operation to provide functional literacy and vocational skills. Literacy primers are written on how to grow the crops of the particular area. Adult literacy instruction is compulsory for all teachers and civil servants. Two levels of literacy classes are available with supplementary materials provided for neoliterates.

In the Ivory Coast, a development plan is under way to improve education, housing and health. With less than 20% of the population literate, the pace of educational development does
not match economic growth. All courses are taught in French and follow the French system. An effort has been made to reform the educational system by changing curriculum and building more facilities, but the "radical transformation" is apparent only in the primary schools where TV is being used for instruction.

After receiving funding in setting up and financing the project, TV educational programs were set up in the first year of primary school for 20,000 students. Parents were sceptical at first that teachers would lose authority but this did not happen. They feared that the children would be unable to pass "year-end" tests but these were eliminated as it was assumed that those with TV would learn more. One advantage is television's ability to reform the curriculum without having first to reform the teachers. Another is the learning opportunity it provides for teachers as well as students giving them the chance to improve their French, and learn new teaching techniques and ways to utilise natural materials as training aids.

It appears that instructional TV is providing a good education but it is still early to judge. The ultimate test is the integration of the masses into the social system, be it urban or rural. In the future "television should enable the country's primary schools to become a factor in national, cultural and economic unification."

x x x
The purpose of this book is to provide general information about satellites and their educational application. Satellites have a great potential for providing education for large groups of people throughout the world. Even though the potential is so great, problems exist in its adaptation such as the reluctance of education to accept new technologies; economic, physical and pedagogical feasibility; and the development of materials to be presented.

"Communication satellites receive, amplify and transmit voice, music, television, telephone, telegraph and data signals from one point to another point or points on earth." A general explanation of how this is accomplished including the nature and evolution of communication satellites and an example of an operational system is described in the first segment of the book.

The remainder of the book deals with present and future educational experiments involving satellites. Currently, experiments are being conducted in Alaska and Hawaii and at Stanford University. In Alaska, the objectives are to provide medical and educational services to remote areas and provide public service broadcasts. In Hawaii, the objectives include increasing the quality of education in the Pacific, improving professional services for sparsely populated areas and applying satellite technology to peaceful world development. At Stanford University, a joint programme with Brazil has been established to test equipment, train personnel and determine the value of exchanging educational programmes.

The U.S. and India have plans for educational satellite experimentation in the future. In the U.S. this includes medical-educational experiments which emphasize early childhood...
education and adolescent career development in remote areas. The target audiences are individuals with different cultural and ethnic backgrounds. The main medium will be television supplemented by radio, computer and printed materials.

A description is also given of plans being made in Alaska to expand their programme. From previous experience they have found that extensive planning, community involvement and teacher planning and sufficient high-quality programmes are essential for success.

An experiment in the Appalachian Region centres around career education and elementary reading in an attempt to demonstrate the value of centralized educational programme development and distribution, to attack and solve problems common to several states and to connect satellite and terrestrial communications systems.

After the experiments in the U.S. are completed, the same satellite will be positioned so that India can use it in an experiment to help in family planning, to improve agricultural practices and to contribute to national integration.

In a proposed Brazilian experiment, Brazil and Stanford University would exchange programmes, Brazil could distribute technical information and could provide educational opportunities for the entire nation.

The results and findings of these various experiments are of vital importance for countries considering the use of satellite education programmes.
El Salvador, which has a high drop-out rate and inadequately trained teachers, has selected its Third Cycle of Basic Education (junior high school) as the focus of reform of their entire educational system. After feasibility studies, it was decided that this initial reform should be centred around the use of instructional television (ITV). This report describes the role which ITV actually plays in the reform.

Although centred around ITV, the reform also involves almost every aspect of the educational system such as the reorganization of the Ministry of Education, teacher retraining, curriculum revision and development, improved teacher supervision, feedback and evaluation of the reform programme and the building of facilities.

ITV programme production began in September, 1968 and was carried out by a production team which also produced teachers' guides and student workbooks to accompany the telelessons. Broadcasts began in pilot seventh grade classes in 263 schools. Plans were also made to introduce the programme in the fourth, fifth and sixth grades as well.

ITV is financed by the government, loans and foreign grants. The cost of the programme has been calculated at approximately 8.2¢ per student hour of ITV viewed. The per student hourly operating cost of Third Cycle education without TV is 11¢. The lower cost of ITV does not represent an absolute saving, however, as ITV is used in addition to the classroom teacher, not in place of him thereby raising the question of its value versus its cost. ITV may afford real savings, however, when used in areas such as teacher training or adult education where it can be used instead of a regular instructor.

The reform programme with new curriculum, TV, retrained
teachers, new materials and new supervision resulted in better student learning than did the old system. Evaluation of the effects of ITV alone was inclusive since reform classes with ITV had only slightly higher learning gains than did classes with all elements of the reform except TV.

A study of classroom interaction was conducted in a sample of reform and non-reform classrooms which indicated that the reform had helped to introduce modern pedagogy. It was found that reform teachers dictated lessons less, asked more questions and used more audio-visual aids than non-reform teachers and that students in reform classes asked more questions than their counterparts in non-reform classes. There is also evidence that the reform has an effect on drop-out and promotion rates and that it has contributed to greater equalization of learning gains such as in reform rural classes where learning gains appear to be nearly equal to those of urban classes as compared to gains for rural classes under the traditional system. Taking these factors into consideration, it appears that the ITV Reform Programme has been cost effective but it is impossible to determine exactly without further research.

It appears that students in El Salvador have very favourable attitudes towards the use of ITV in their classrooms. These students also have very high aspirations concerning occupations and higher learning. Whether this can be attributed to the reform or not is not known but it will present problems for the educational system if it is to meet these high expectations.

Initially, teachers also showed favourable attitudes toward ITV although noting limitations such as the inability of students to ask questions until the programme is over. This favourable attitude has declined somewhat however. Most parents are unaware of the educational reform but those who know about it have reacted favourably.

Future plans for ITV include a pilot programme beginning in the fourth grade, expanded training of all teachers and experimental non-formal education for adults.
Other developing countries have major ITV programmes but El Salvador's differs in that it has relied on foreign experts to a smaller extent than the other countries and has a more systematic and graduated programme of expansion.

The tentative conclusions which can be drawn from this programme include a) the importance of national initiative and leadership, b) the necessity of system-wide coordinated change, c) the importance of coordinated effort, d) the advantages and drawbacks of relying on national TV production teams, e) the difficulties in producing high-quality TV, f) the "system" concept's contribution to effective change, g) the value of graduated expansion of ITV programming, h) the probability of unforeseen delays in plan schedules, i) the importance of teacher participation in planning and implementation of programmes and j) the need for foreign assistance in the initial phase.
This report describes a type of education which takes the 'rural environment' into account in its content, structures and methods. Political, social, financial, and technical factors must all be taken into consideration in rural areas and education must be viewed as an integral part of this development.

If education is to stimulate development, it must be firmly rooted in the environment, develop the creative capacities of individuals and accord equal opportunities to all. The education of children and adults should be complementary with the school as a source of culture for the entire community. Education should be rooted in local problems and oriented towards the solution of these problems, exercise the learner by means of practical activities and instil scientific method.

Each community should have its own school which meets its specific needs and which is open to the entire community. The roles of teachers and audio-visual media need to change to suit this concept.

Education should begin with the very young child but, since most areas have insufficient funds for nursery schools, parents should be educated to properly care for and educate their children. For primary school, there should be an integrated school curriculum which trains individuals in an awareness of their responsibilities towards themselves, their family and society. Secondary education should incorporate vocational training and prepare the adolescent for his adult life in the community. Higher education should be multi-disciplinary, practical and apply to specific developmental problems.

"Adult education is of the greatest importance to rural development, for adults are producers and have political responsibilities and as parents can exert a favourable influence on their children's education." Literacy is important if there is
to be acceptance of and adaptation to change but such training should be aimed at training the adult's powers of judgement, and rendering him capable of assuming responsibility and making an impact on his environment. Functional literacy training is effective because it is problem-oriented and combines theoretical and practical training.

Instructors at all levels require training in teaching and development, should be transformed into leaders and organizers, and should receive continuous in-service training.

Planning is essential to coordinate objectives with means and resources. The local population should participate in planning and the starting point should be basic education for everyone and it should be closely linked to economic planning.

In conclusion, it is necessary that everyone be made aware of the need and purpose of development and in order to do this, a multi-disciplinary effort is necessary to try to bring lifelong education to everyone.

x x x
This report describes various innovative acts and programmes which followed Singapore's Education Ordinance of 1957. Educational reform actually began in the colony of Singapore in 1946 when educational goals were established to promote equal educational opportunity, establish free primary education and develop other levels of education and foster the ideals of self-government. When the country gained independence, a new educational policy was announced whose aim was equal treatment for the four streams of education: Malay, Chinese, Tamil and English; establishment of Malay as the national language; and emphasis on the study of mathematics, science and technical subjects. Therefore, the basic educational principles were equality, unity and relevance. As the 70's approached, the government planned to turn its attention to qualitative improvements through the establishment of an Institute of Education as well as working through various other agencies to improve the quality of teachers, teaching methods and curriculum.

Its purposefulness, its connectedness and its pragmatism are the characteristics of change in Singapore and this change was given an impetus because of the government's purpose and perseverance, the size and location of Singapore, rapid technological progress and the high aspirations of parents.

When the new educational policy was introduced, curriculum had to be changed and developed to be in line with the programme's basic aims. A committee was established to analyse the content of curriculum changes and needs and to state objectives and make them operable. They decided on a continuous series of specify-implement-evaluate-improve cycles. Curriculum was divided into the major areas of language arts, environmental studies, aesthetic studies, and social education. Difficulties were encountered however, in specifying objectives, in changing the attitudes of practising teachers, and from the lack of support materials.
Teacher education was a problem because there were no clear objectives for curriculum planning, no parity for teacher education among the four systems, uneven criteria for admission to courses, no distinction between in-service and pre-service courses, narrow specialization, and inadequate teacher educators. Little was done to solve these problems during the first phase of innovation. But the second phase dealt with innovation in administration, curriculum and human relations and generally met with success.

In conclusion, the following lessons were learnt from the Singapore experience: a) the goals and objectives of education should be stable, b) innovation must be supported by political and social stability, c) different aspects of innovation must be co-ordinated, d) personal involvement at all levels is important, e) evaluation should be objective and realistic and f) innovations should be made with administrators, operators and evaluators working together.
Tehran 2214

Ordyniec, J

57 p. (1977/BMS.RD/EDV)

At head of title: Afghanistan.

Descriptors:
1. AFGHANISTAN. 2. CURRICULUM. 3. ELEMENTARY SCHOOLS.
4. FUNCTIONAL LITERACY. 5. HIGHER EDUCATION. 6. HOME ECONOMICS EDUCATION.
7. SCHOOL STATISTICS. 8. SECONDARY SCHOOLS. 9. TEACHER EDUCATION. 10. VOCATIONAL EDUCATION.
11. WOMENS EDUCATION.

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Tehran 2215


73 p. tables (ED-74/WS/2)

Descriptors:
1. SRI LANKA (CEYLON). 2. EDUCATIONAL OPPORTUNITIES.
3. EDUCATIONAL PROGRAMMES. 4. EDUCATION SYSTEMS.
5. EMPLOYMENT OPPORTUNITIES. 6. ENROLLMENT PROJECTIONS.
7. INSTITUTES (TRAINING PROGRAMMES). 8. LABOUR FORCE.
9. OCCUPATIONAL CHOICE. 10. SCHOOL DEMOGRAPHY. 11. STATISTICAL DATA. 12. VOCATIONAL EDUCATION.
13. WOMENS EDUCATION. 14. WORKING WOMEN.

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17
Tehran 2216

Book

Camilleri, Carmel


506 p.

Collection du Centre de Recherches et d'Etudes sur les Sociétés Méditerranéennes.

Descriptors:

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Tehran 2219


50 p.

Groupe de Psychosociologie de la Formation et d'Anthropologie cognitive.

Descriptors:
1. FRANCE. 2. ADULT LITERACY. 3. LABOUR FORCE. 4. MIGRANT EDUCATION. 5. MIGRANT WORKERS. 6. PROFESSIONAL TRAINING. 7. STUDENT TEACHER RELATIONSHIP. 8. TRAINING OBJECTIVES.

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Tehran 2221

Fall-Ba, O

47,(11) p. maps (2699/RMO.RD/EDS)

At head of title: Haute-Volta.

Descriptors:

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Tehran 2222

Dacher, M

23 p. (2437/RMO.RD/SS)

At head of title: Haute-Volta.

Descriptors:
1. UPPER VOLTA. 2. FUNCTIONAL LITERACY. 3. SOCIAL FACTORS. 4. WOMENS EDUCATION.

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Tehran 2223

Unesco.
24,23 p. tables (ED/WS/183)

Descriptors:
1. LITERACY STATISTICS. 2. SCHOOL STATISTICS. 3. WOMENS EDUCATION. 4. WOMENS ROLE. 5. WORKING WOMEN.

Tehran 2224

Commission Nationale Ivoirienne pour l'Unesco.
127 p. tables (ED-74/WS/13)

Descriptors:
1. IVORY COAST. 2. EDUCATIONAL OPPORTUNITIES. 3. EMPLOYMENT OPPORTUNITIES. 4. EMPLOYMENT STATISTICS. 5. SCHOOL STATISTICS. 6. VOCATIONAL SCHOOLS. 7. WOMENS EDUCATION.

Tehran 2225

Commission Nationale Libanaise pour l'Unesco.
Etude sur les relations existant entre les possibilités d'éducation et les possibilités d'emploi offertes aux femmes au Liban. Beyrouth, Unesco [1973]
143 p. tables.
Descriptors:

Tehran 2226

Commission Nationale Argentine pour l'Unesco.
Possibilités d'éducation, de formation et d'emploi offertes aux femmes. Paris, Unesco [1974]
IX, 115 p. tables (ED.74/WS/3)

Descriptors:

Tehran 2227

Sierra Leone National Commission for Unesco.
xiv, 186 p. tables (ED-74/WS/14)
Descriptors:

Tehran 2229


1 v. (various pagings)

Descriptors:

Tehran 2230

Book

Despy, Louise


XXIII, 380, 36 p.
Descriptors:

Tehran 2231 B
Book

Richard, Pierre
448 p.

Descriptors:
1. BIBLIOGRAPHIES. 2. CONTINUOUS LEARNING. 3. EDUCATIONAL DEVELOPMENT.

Tehran 2232
Book

Wong, Ruth H
v, 82 p. (Experiments and innovations in education, no. 9)

"Study prepared for the Asian Centre of Educational Innovation for Development."
Descriptors:
1. SINGAPORE. 2. CURRICULUM DEVELOPMENT. 3. EDUCATIONAL HISTORY. 4. EDUCATIONAL INNOVATION. 5. EDUCATIONAL PLANNING. 6. TEACHER EDUCATION.

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Tehran 2233 B
Book

Wiley, Ann L
Frank C. Laubach; a comprehensive bibliography.
Syracuse, N. Y., New Readers Press [c1973]
80 p.

Descriptors:
1. BIBLIOGRAPHIES. 2. LAUBACH, FRANK C. 3. LITERACY.

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Tehran 2234

Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.

35 p.

Descriptors:
1. ARGENTINA. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT EDUCATION. 4. CAMPAÑA DE REACTIVACION EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCION (CREAR), ARGENTINA. 5. DIRECCION NACIONAL DE EDUCACION DEL ADULTO (DINEA), ARGENTINA. 6. LEGISLATION. 7. OBJECTIVES.

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Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.
El pueblo educa al pueblo. [People teach people.
Buenos Aires, 1974]
42 p.

Descriptors:
1. ARGENTINA. 2. ADULT LITERACY. 3. CAMPAÑA DE REACTIVACIÓN EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCIÓN (CREAR), ARGENTINA. 4. LITERACY METHODS. 5. TEACHING GUIDES.

Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.
Método CREAR, material de apoyo; objetivos y contenidos para la etapa de reflexión en la alfabetización. [The CREAR method; support materials; objectives and contents for the reflexion stage in literacy education.
Buenos Aires, 1974]
38 p.

Descriptors:
1. ARGENTINA. 2. CAMPAÑA DE REACTIVACIÓN EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCIÓN (CREAR), ARGENTINA. 3. LITERACY METHODS. 4. TEACHING GUIDES.
Briggs Jr., Vernon M

viii, 81 p. (Policy studies in employment and welfare, no. 16)

Descriptors:
1. UNITED STATES. 2. KNOWLEDGE LEVEL. 3. LABOUR LAWS.
4. LABOUR SUPPLY. 5. MEXICAN AMERICANS. 6. POVERTY.
7. RURAL POPULATION.

Finnigan III, Oliver D

41 p.

"Paper prepared for the Division of Educational Policy and Planning within the framework of its programme in Population Dynamics and Educational Development."

Descriptors:
1. DEVELOPING NATIONS. 2. EDUCATIONAL PLANNING. 3. FAMILY PLANNING. 4. INCENTIVE GRANTS. 5. POPULATION EDUCATION.
Clapier-Valladon, Simone

Un aperçu sur la dynamique de l'alphabetisation à Madagascar, par Simone Clapier-Valladon et J. Godin.


Descriptors:
1. MADAGASCAR. 2. DEMOGRAPHY. 3. LITERACY STATISTICS.

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Reuchlin, Maurice

124 p.

Descriptors:

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Carlson, Robert A.


iii, 43 p. (Occasional papers, no. 39)

Descriptors:
1. ADULT EDUCATION. 2. EDUCATIONAL TELEVISION. 3. LITERATURE REVIEWS.

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Blakely, R. J.


iii, 25 p. (Occasional papers, no. 40)

Descriptors:
1. ADULT EDUCATION. 2. INSTRUCTIONAL DESIGN. 3. INSTRUCTIONAL TELEVISION. 4. PROGRAMMING (BROADCAST). 5. UNITED STATES.

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Teheran 2279
Book

Steele, Sara M


iii, 61 p. (Occasional papers, no. 38)

Bibliography: p. 48-61.

Descriptors:
1. ACADEMIC ACHIEVEMENT. 2. ADULT EDUCATION. 3. EDUCATIONAL OBJECTIVES. 4. EVALUATION TECHNIQUES. 5. PROGRAMME EVALUATION.

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Teheran 2283
Book

Armsey, James W


ix, 113 p.

"A Ford Foundation report."

Descriptors:
1. AGENCY ROLE. 2. COMPUTERS. 3. INSTRUCTIONAL TECHNOLOGY. 4. INSTRUCTIONAL TELEVISION. 5. PROGRAMMED INSTRUCTION. 6. TEACHER ATTITUDES. 7. TELEVISION.

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Descriptors:

Dondis, Donis A

Descriptors:
1. COMMUNICATION (THOUGHT TRANSFER). 2. VISUAL ARTS. 3. VISUAL LITERACY. 4. VISUAL PERCEPTION.

Comité de Liaison pour l'Alphabétisation et la Promotion.
Descriptors:
1. FRANCE. 2. FRENCH (LANGUAGE OF INSTRUCTION). 3. LANGUAGE INSTRUCTION. 4. TEACHING GUIDES. 5. WOMEN'S EDUCATION.

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Tehran 2290
Book

Lobrot, Michel
284 p.
"Collection Science de l'Education sous la direction de Daniel Zimmermann."

Descriptors:
1. FAMILY INFLUENCE. 2. GENETICS. 3. INTELLECTUAL DEVELOPMENT. 4. PSYCHOLOGICAL STUDIES. 5. SOCIAL INFLUENCES.

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Tehran 2291
Book

Illich, Ivan
xxv, 110 p. (World Perspectives, vol. 47)

Descriptors:
1. COMMUNITY INVOLVEMENT. 2. SCHOOL ROLE. 3. SOCIAL CHANGE. 4. SOCIAL RELATIONS. 5. TECHNOLOGICAL ADVANCEMENT.

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Fundação Movimento Brasileiro de Alfabetização.
Problems of supervision and evaluation in a mass pro-
45 p. tables.
Also in French.

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1. BRAZIL. 2. EVALUATION NEEDS. 3. EVALUATION TECHNIQUES.
4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY STATISTICS.
6. LITERACY TEACHERS. 7. MOBRAL (THE BRAZILIAN LITERACY
MOVEMENT). 8. PROGRAMME EVALUATION. 9. STATISTICAL DATA.
10. SUPERVISION.

Bachy, J . P
Education permanente et socialisme [par] J. P. Bachy,
G. Delfau, S. Farandjis [et] D. Taddeï. Préf. de François
142 p.

Descriptor:
1. FRANCE. 2. CONTINUOUS LEARNING. 3. FINANCIAL SUPPORT.
4. LABOUR UNIONS. 5. LEGISLATION. 6. POLITICAL SOCIALIZA-
TION. 7. PROFESSIONAL TRAINING. 8. TRAINING OBJECTIVES.
Wiesinger, Rita J

Light me a candle; two years of literacy and adult education work among the women of Khuzistan, Iran. Bombay, Shakuntala Publishing House [1973]
xiv, 199 p. photos.

Descriptors:
1. IRAN. 2. FAMILY LIFE EDUCATION. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. HEALTH EDUCATION. 5. HOME ECONOMICS EDUCATION. 6. LITERACY CLASSES. 7. LITERACY TEACHERS. 8. RURAL POPULATION. 9. WOMENS EDUCATION.

Tett, Charles R

Appropriate education and technology for development.
photos.

Descriptors:
1. DEVELOPING NATIONS. 2. NONFORMAL EDUCATION. 3. TECHNOLOGICAL ADVANCEMENT. 4. UNEMPLOYMENT.
Adult illiteracy under attack in Britain.


Descriptors:
1. GREAT BRITAIN. 2. EDUCATIONAL RADIO. 3. EDUCATIONAL TELEVISION. 4. ILLITERATE ADULTS. 5. LITERACY PROGRAMMES. 6. READING ABILITY.

Education and training for co-operatives in developing countries.

(In Educational development international. Hitchin, Herts., England, Peter Peregrinus Ltd. v. 2, no. 4, October 1974, p. 171-175)

Descriptors:
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Pill, Roisin

Social implications of a bilingual policy, with particular reference to Wales.


Descriptors:
1. GREAT BRITAIN. 2. BILINGUAL EDUCATION. 3. BILINGUALISM. 4. LANGUAGE INSTRUCTION. 5. MINORITY GROUPS.

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Unesco.

vi, 84, 45 p. tables (ED/WS/436)


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Drake, James Bob

At head of title: Final report.

Descriptors:

Leclerc, Christiane
Descriptors:
1. ADULT EDUCATION. 2. BACKGROUND INFORMATION. 3. CANADA.
4. COMPARATIVE ANALYSIS. 5. CONTINUOUS LEARNING. 6. EDUCATIONAL OBJECTIVES.
7. GERMANY. 8. GREAT BRITAIN.
9. HIGH SCHOOL CURRICULUM. 10. INSTRUCTIONAL MEDIA.
11. OPEN UNIVERSITY. 12. STUDENT EVALUATION. 13. STUDENT PARTICIPATION.
14. STUDENT-TEACHER RELATIONSHIP. 15. SWEDEN. 16. TEACHER ROLE. 17. UNITED STATES.

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Tehran 2310

Griffin, Bobbie
iv, 21 p.

Descriptors:
1. ADULT BASIC EDUCATION. 2. ADULT EDUCATORS. 3. TEACHER RESPONSIBILITY. 4. VOLUNTEERS.

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Tehran 2315
Per.

O'Connor, Edmund
Contrasts in educational development in Kenya and Tanzania.
Descriptors:

Tehran 2316
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"Case studies and papers from the International Seminar on the Role of Social Sciences and Humanities in Engineering Education (Bucharest, September 1972)."

Descriptors:
Tehran 2317
Book

Gibbs, G . I , ed.
x, 226 p.

Descriptors:
1. DOCUMENTATION. 2. EDUCATIONAL GAMES. 3. BIBLIOGRAPHIES. 4. GLOSSARIES. 5. ROLE PLAYING.

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Tehran 2319
Per.

Ivatts, Arthur R
Gypsies: a minority at the crossroads. Education opens new horizons for children of nomad families.
(In Unesco courier. Paris, Unesco. Nov. 1974, p. 4-10
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Book

Magney, Grace E
x, 148 p. tables.
Questionnaires in Dari.
Descriptive:
1. AFGHANISTAN. 2. DATA ANALYSIS. 3. INTERVIEWS.
4. LEARNING MOTIVATION. 5. LITERACY ACHIEVEMENT.
6. LITERACY CLASSES. 7. LITERACY RETENTION. 8. LITERACY
   STATISTICS. 9. NEW LITERATES. 10. QUESTIONNAIRES.
11. READERS PREFERENCES. 12. READING INTERESTS. 13. READING
   MATERIALS PRODUCTION. 14. STUDENT ENROLLMENT.
15. WOMENS EDUCATION.

Tehran 2321
Book
Magney, Gordon Kay
The expressed reading interests and motivations of
xvi, 163 p. tables.
Questionnaires in Dari.
"Thesis submitted in partial fulfillment of the require-
ments of the degree of Master of Arts in Journalism in the
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Descriptive:
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8. LITERACY RETENTION. 9. LITERACY STATISTICS. 10. MASS
   MEDIA. 11. NEW LITERATES. 12. QUESTIONNAIRES. 13. READERS
   PREFERENCES. 14. READING INTERESTS. 15. READING MATERIALS
   PRODUCTION.
Tehran 2322
Book

Elbow, Peter
xii, 196 p.

Descriptors:
1. DIRECTION WRITING. 2. EDUCATIONAL GAMES. 3. LEARNING PROCESSES. 4. STUDENT WRITING MODELS. 5. WRITING EXERCISES. 6. WRITING SKILLS.

Tehran 2323
Book

Delavenay, Emile
74 p. (Unesco and its programme)

Descriptors:
Tehran 2326

Book

Brembeck, Cole S., ed.


Selection of papers originally presented at 3 international seminars on nonformal education held by the Education and Human Resource Development Panel of the Southeast Asia Development Advisory Group (SEADAG) of the Asia Society, New York. The first seminar met in Washington, D.C., the second in Penang, Malaysia, and the third in Seoul, Korea.

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5. EDUCATIONAL NEEDS. 6. EDUCATIONAL PLANNING. 7. EDUCATIONAL PROGRAMMES. 8. EDUCATIONAL STRATEGIES.
9. HUMAN RESOURCES. 10. INDIVIDUAL DEVELOPMENT.
11. LEARNING ACTIVITIES. 12. LEARNING CHARACTERISTICS.
13. MANPOWER UTILIZATION. 14. NONFORMAL EDUCATION.

Tehran 2328

Yousuf, A. M.


42
Descriptors:

1. ARAB STATES. 2. EDUCATIONAL DEVELOPMENT. 3. RURAL DEVELOPMENT. 4. RURAL POPULATION. 5. RURAL SCHOOLS. 6. TEACHER EDUCATION.

Tehran 2338
Book

Wood, A. W.
312 p. tables.

Descriptors:


Tehran 2340

Shiviah
The political economy of universal literacy in India.
24 p. tables.
Descriptors:
1. INDIA. 2. ADULT LITERACY. 3. ECONOMIC DEVELOPMENT. 4. EDUCATIONAL PLANNING. 5. FAMILY PLANNING. 6. LITERACY PROGRAMMES. 7. LITERACY STATISTICS. 8. SOCIAL ACTION.

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Bangkok, Unesco Regional Office for Education in Asia, 1973.
20 p. tables (BKR/79/RH/85-100)
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Descriptors:
1. IRAN. 2. DROPOUT RATE. 3. EDUCATION SYSTEMS. 4. RURAL EDUCATION. 5. SCHOOL STATISTICS.

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The new structure and content of education for Ghana.
9 p. charts.

Descriptors:
1. GHANA. 2. EDUCATIONAL CHANGE. 3. EDUCATION SYSTEMS. 4. TEACHER EDUCATION.
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Descriptors:

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A decade of reforms in education in Burma.
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Tehran 2361
Per.

Castanheira, Alexandre
Two migrant workers speak [by] Alexandre Castanheira [and] Niangane Ladji.

Descriptors:
1. FRANCE. 2. CULTURAL BACKGROUND. 3. LITERACY EDUCATION.
4. MIGRANT WORKERS. 5. VOCATIONAL TRAINING.

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Tehran 2362
Per.

Gratiot Alphandéry, Hélène
A framework for research.

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Descriptors:
1. AFTER SCHOOL ACTIVITIES. 2. BILINGUALISM. 3. CULTURAL DIFFERENCES. 4. LITERACY EDUCATION. 5. MIGRANT WORKERS.

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United Nations Economic Commission for Africa.
Out-of-school education for women in African countries.


Descriptors:
1. AFRICA. 2. NONFORMAL EDUCATION. 3. WOMENS EDUCATION.

Lorenzetto, Anna

The cultural dimension of adult education.


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Singh, V

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Unnithan, T.K.
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Wasi, Muriel
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Descriptors:
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