

Literacy programmes are making better farmers of women, who now do 60 per cent of farm work in China. by Zhou Meiyue.

Literacy Classes Make Better Women-Farmers

While previous literacy campaigns focused on teaching women to read and write, the 1990 programme incorporated courses on techniques of scientific farming, raising pigs, fishing or gardening.

The literacy courses in the villages are usually organised by local officials responsible for education and women affairs. Most funding comes from the community, with a small part provided by the state.

100 winners was the primary schoolgirl Yang Jiping. According to China's fourth population census in 1990, the country's illiterate population has dwindled to 180 million or 15.88 per cent of the total population, from 229 million or 23 per cent in 1982.

"We aimed to eliminate illiteracy among rural women while enhancing their work efficiency and, consequently, advancing the rural economy," said Guan Tao, head of the secretariat of the All-China Women's Federation which has been a leader in the literacy effort.

The teachers involved are mostly volunteers who get very little pay, about 10 yuan (US\$2.70) per student who passes the examination.

Nationwide, about 120 million women farmers have joined literacy courses in the past two years, according to the All-China Women's Federation. More than 2.12 million rural women reached the standard of literacy in 1990 and another 240,000 were conferred the title of "farmer technicians" after training in

According to Zhang Zhang Zhaowen who heads the Literacy Section of the State Education Commission, rural women mostly study at three grades of classes: the Spare-time Primary-School Class for basic words and expressions, especially those connected with farm work; the Advanced Class for the next level of knowledge, including terms of agricultural technology; and the Technical Training Class which covers the subjects of the Advanced Class at a higher level.

Outstanding literacy workers are honoured through annual awards established in 1990 by the All-China Women's Federation. Among the first

In six months, an illiterate village woman in her 40s had learned enough Chinese characters to read newspapers and write letters. Her teacher: 13-year-old Yang Jiping, a student in Yanishan County, of North China's Hebei province.

The sight of a teenager as teacher and an adult as student is common today in China's vast countryside, home to 90 per cent of the country's 180 million illiterates, of whom 70 per cent are women.

The State Council in 1988 defined literacy for farmers as the ability to read and write 1,500 Chinese characters and for city dwellers, 2,000 characters.

With the recent development of a commodity economy in China, large numbers of male farmers have left the countryside to work or run businesses in cities. As a result, more than 60 per cent of farm work is now done by women.

But illiteracy, coupled with ignorance of modern farming techniques among many women farmers, has resulted in decreased output and lower earnings.

A 1990 survey of rural women in South China's Hunan province by the Provincial Federation of Women showed that illiterate women earned 30 per cent less than the literate.

As the nation with the world's second largest illiterate population, China started focusing on the problem, especially among women, as early as the 1950s.

Efforts intensified in 1990, the United Nations International Year of Literacy.

farming techniques.

Zhang Yinhua, 27, from Hunan province's Hanshou County, learned to read books and newspapers in the town's literacy class. With the aid of local agrotechnicians, she raised bullfrogs, soft-shelled turtles and ricefield eels while planting fruit trees. Eventually she earned a net income of nearly 10,000 yuan (US\$2,700) per year.

Under her guidance, 16 households in her village started breeding bullfrogs and soft-shelled turtles. Thus the county became China's first base of special aquatic products.

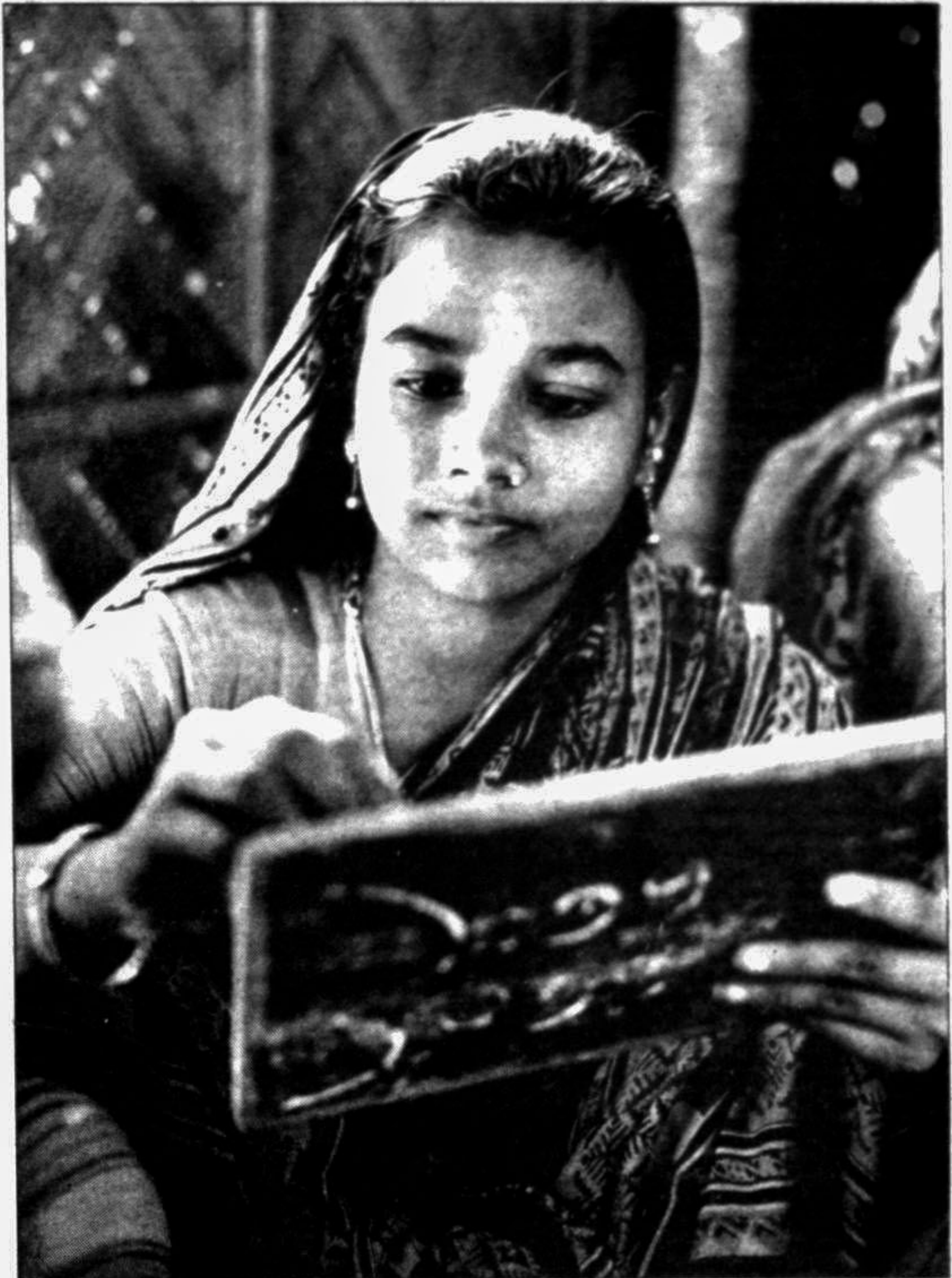
"Literacy is a vital means for us farmers to get rid of poverty," she said.

The literacy campaigns have had a social impact as well. The Women's Federation in Hengshan County, North China's Henan province, found that the newly literate female farmers were more aware of laws and more accepting of family planning practices. The survey also revealed that belief in superstition had decreased, along with fewer disputes between neighbours.

But the campaign is developing slowly in some parts of the country, said Guan Tao, and the lack of textbooks and readers impedes the continuing education of the newly literate.

To reach the current decade's target of eliminating more than 95 per cent of China's illiterates aged 15 to 40, China must continue to tackle the problem of illiteracy in women which is connected with women's emancipation.

—Depthnews Women's



Valuing women equally: Out of an estimated 105 million children out of school, 60 per cent are girls. Yet UN surveys show that education is a key factor in increasing contraceptive use. Special schools in Bangladesh are giving women opportunities to see beyond the role of motherhood.

Tips on Procuring a Job

Anisuddin Khan

Unemployment amongst the educated is very alarming due to the fact that our education system is not employment-oriented. The needs of employers have never been assessed, nor does anybody formally take stock of the changing patterns of the employment market, particularly in these days of technological change.

But still there is a demand for employment under the present conditions. Despite demands for employment, projection of skills of employment seekers in their applications fail to attract employers. Applications often do not carry the information in an orderly fashion despite the fact that applicants have required qualifications, competence and experience.

We have to bear in mind that one employs people to preserve or upgrade his goodwill, reputation and earn profit. So any kind of backing is redundant and a futile effort to him. Keeping this in mind one has to process his application for a particular job.

While processing an application for a job one has to ensure that his application contains the following basic information:

The name of the applicant should be correctly spelt out in capital letters and the family name should be underlined.

The date of birth should be correct and the age up to the date of application should be mentioned in the application considering the business of the reader that he might not have enough time to calculate the age from the date of birth.

Father's or husband's name: Strike out or do not mention which is unnecessary or not applicable. In case father or husband is dead, write

'deceased' within brackets.

Contact Address: Here write full contact address including telephone number, if available.

Permanent Address: Give your home address including the name of the Police Station.

Educational Qualification: Here one has to assess the requirement of the employer and follow the serial, in order, either from first to last or from last to first. Applicants normally do not submit their Examination-wise mark sheets but those are relevant information for the employers to arrive at a decision. May be, obtained mark in certain subject or subjects would attract the attention of employer.

Experience: It is an important element, which an employer goes through in depth. So it should be properly and clearly spelt out in detail from the employer's viewpoint. Only those experience should be mentioned about which the applicant is confident.

Other professional trainings: All such trainings should be mentioned here about which the applicant has standardised himself i.e. performances are better if not best. Such trainings should not be mentioned about which the applicant is not sure of performance.

As for example, it would be ideal if one mentions in his application honestly that he obtained training in English manual typewriter but due to lack of practice the speed might not be better. The tip is applicable in case of other training also.

Understanding of languages: It may be divided into three groups like: 'understand',

'read' and 'write' and must be specifically spelt out in an application so that an employer does understand it and may take a decision, over and above other criteria, required for a particular job. It should, therefore, be clearly spelt out for the employer to understand the depth of the applicant's understanding of the languages.

Other curricular activities: These activities should be mentioned in order of competence, the applicant possesses. The best ones should be mentioned at the top and the medium ones at the bottom. Do not write about such activities, of which, you do not have a simple knowledge.

Any other information: While writing anything under this head, take care, that everything it contains, would from the employer's view point, be considered best for you.

References: Here you quote names, professional details, addresses of only those personalities whom you know best and would write back, on enquiry, only those matters, which would be worthwhile and important for the employers to consider you fit for the job. If possible, send a copy of your application to such personalities with a briefing.

Under all the above heads avoid unnecessary writings and phrases considering the value of time of the employers.

It has now become a practice to attach a passport size photograph of the applicant to the application. So you also should do it. Sufficient number of photographs should therefore, be always kept in hand.

At the end of the application simply write 'Yours truly' and sign.

Type the address of the

employer correctly on a clean envelope, slide the application with enclosures, stapled with it, inside the envelope. Close the flap of the envelope with scotch tape. Because sometimes gum overflows and sticks the envelope with enclosed papers. Your application might tear off while opening the envelope.

You should avoid writing the same type of application and bio-data to every employers. You have to design or redesign your application and bio-data for different employers depending on their needs and criteria.

Remember that every employer is different from the other. They have different requirements to suit their different types of establishments. So before you make an application, try to know the establishment and the employers as closely as possible and plan how and in what manner you would approach your employer to attract his attention.

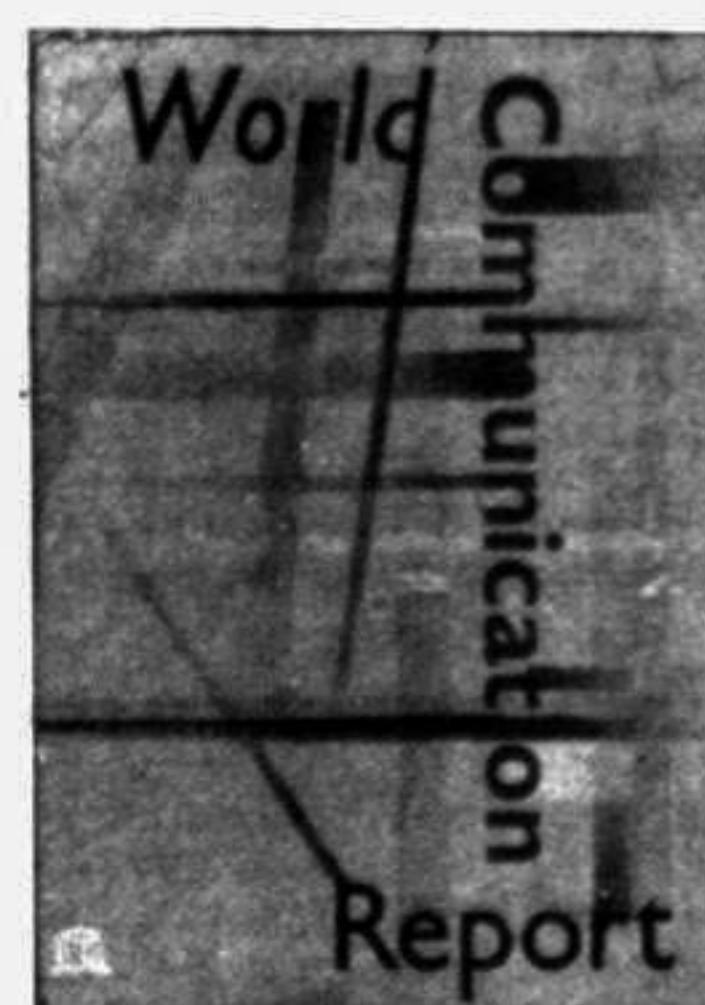
Basic information must remain unchanged in your bio-data's design but you can play with the others while redesigning your application. Remember, he who gives the job is always aggressive so he, who seeks a job should be submissive, but to the extent as would be necessary and relevant.

Your little application for a job enclosing the bio-data and mark-sheets must be brief, clear and convincing. Only then there is a possibility of success.

There are plenty of jobs still available but a gap prevails between the quality of job seekers and requirement of the employers in which correct bio-data is the only bridge to bring one closer to another. So the tips, if followed properly, and meticulously there is every chance of success.

- O The ABC of copyright**
1981 (3rd impr. 1986). 73 pp.
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1985, 60 pp.
ISBN 92-3-102082-X 15 FF
As a first step towards a more comprehensive analysis of communication needs and priorities in the Arab world, this report concentrates on such communication facilities as broadcasting, print media, news agencies, telecommunication networks and technology. It also focuses on problems relate to communication planning and development, the flow of information, the imbalance which seems to be one of its characteristic features and free access to information.

UNESCO Books on Communication



current situation with regard to international news flows in many parts of the world.

O Import/export: international flow of television fiction
(Reports and papers on mass communication, 104)
1990, 94 pp., tables
ISBN 92-3-102677-1 35 FF
The publication of this study is timely indeed; the flow of television fiction, unarguably of tremendous cultural significance, is likely to receive special attention in both national and international debate over the coming years and the ever-increasing number of distribution channels offered by satellites and cable and video systems, and the establishment of new television stations will certainly strengthen future demand, exclusive sales rights in the USA.

A reprint of the complete text of the final report of the International Commission for the Study of Communication Problems which examined "the totality of communication problems in modern societies." There is no parallel in the current literature on information and communication which attempts such a broad exploration of subject so basic to each person and all humanity...to mutual understanding and peace."



Education and family size are closely related. Teaching girls to read and write is a first step towards smaller families.

Education for Equity, Greater Economic Returns

AFTER almost four decades of rapid advance, the idea of education for all has now been brought to a halt, in many nations of the developing world, by the debt crisis and consequent cuts in government spending.

The overall position in 1990 was that approximately 100 million 6 to 11-year-olds were not attending school (60% of them girls) and one in four adults in the world-almost a billion people-cannot read or write (two thirds of them women).

Against this darkening background, the World Conference on Education, for All opened in Jomtien, Thailand, in March 1990. Sponsored by the World Bank, the United Nations Development Programme, UNESCO and UNICEF, the Conference brought together almost 2,000 education leaders from over 150 countries to try to find ways and means of reaccelerating progress.

As many delegates to Jomtien pointed out there is still an intimate connection between whether the children

go to school or not. But it was also widely agreed that school enrolment and literacy could be improved, even within existing budgets, by a relatively small tilt in spending to favour primary schools for the many rather than higher education for the few. Dollar for dollar, investments in primary education not only yield greater equity but also greater economic returns. By the same token, aid for education also needs rethinking. At present only 1% of all the industrialized world's education aid goes into primary education.

In addition to a new priority for primary schools, new strategies could also stretch existing resources to reach more children. A new kind of primary school in Bangladesh, for example, is now bringing basic education-literacy, numeracy and essential life skills-to over 100,000 children aged 8 to 10 in rural areas. The 4,000 schools established so far use classrooms built by the local community and teachers recruited from the better-educated members of the village. Until universal

primary education of a more conventional kind is achieved, variations on such strategies could form an effective temporary bridge to prevent literally hundreds of millions of children from falling into illiteracy and failing to acquire basic life skills in the decade ahead.

Third, basic education could be boosted by mobilizing today's communications capacity-the mass media, the religious and voluntary organizations, the business community, the health and social services, and people's own organizations.

By using every available channel for putting today's knowledge and practical life skills (about such issues as family health, food production and environmental protection) at the disposal of all families, this alliance of social resources could prove to be as useful to the cause of basic education in the 1990s as it has been to the cause of universal immunization in the 1980s.

—Source: UNICEF

Learning is Like A Taste of Grapes

Sensory teaching is very important

The Xicheng school is a day school. Founded in 1980, it now has an enrollment of over 100 retarded children divided into six grades. The first year of the nine-year curriculum is devoted to helping the children take care of themselves.

Classroom lessons begin in the second year. From the fourth grade on, students will be mainly involved in vocational courses such as card box making, tailoring and embroidery. There is a workshop for vocational course.

Most of the teachers have received special education training at Beijing Teacher's University. They provide lessons in Chinese language, arithmetic, music, sports and daily life skills, according to Cai Wen, the school's teaching director.

While imparting some basic knowledge to them, the teachers concentrate on correcting the children's physical and mental defects by involving them in light physical labour and activities and games good

for coordinating body movement. Such activities, which are part of the curriculum, usually take five of the eight schools hours a day.

Since many retarded children are clumsy in their movement, slow in reaction and unable to speak clearly, a good part of the teachers' work is helping these youngsters to learn self-care and body coordination. They are taught washing, brushing the teeth and dressing.

Only when these mentally handicapped kids have improved their self-care will they be taught lessons.

Sensory teaching is very important. In one class, a teacher holds up a bunch of grapes to her students, pointing out the shape, colour and size of the grapes, and handing them out for the students to taste. They remember what they are taught right away.

News lessons are limited to the children's short attention span. About 20 minutes of a 30-minute class period, for example, is devoted to reviewing and repetition.

—Depthnews Asia