1. Record Nr. UNINA9910452740003321 Autore Touati Samia Titolo Literacy, information, and development in Morocco during the 1990s / / Samia Touati Lanham, Maryland:,: University Press of America,, 2012 Pubbl/distr/stampa **ISBN** 0-7618-5351-0 Descrizione fisica 1 online resource (233 p.) Disciplina 379.24096409049 Soggetti Literacy - Morocco Literacy - Political aspects Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references (pages 199-207) and index. Literacy, Information, and Development in Morocco during the 1990s: Nota di contenuto Contents: List of Figures: List of Tables: Acknowledgments: Abstract (English); Abstract (Arabic); General Introduction; 0.0. The Statement of the Problem; 0.1. Object of the Study; 0.2. Research Questions; 0.3. Rationale and Methodology; 0.4. Organisation of the Thesis; 1 Survey of the Literature and Related Background; 1.0. Introduction; 1.1. Part One: Survey of the Literature; 1.2. Part Two: The Linguistic and Social Profile of Morocco; 1.3. Conclusion; 2 Research Design and Methodology; 2.0. Introduction 2.1. Research Design and Procedures 2.2. Methods Used in Evaluation; 2.3. Field Research Accounts; 3 Literacy and Development: State Policy and Official Position during the 1990s; 3.0. Introduction; 3.1. Shift of Official Attitudes towards Literacy since 1990; 3.2. Educational Policy and Agendas during the 1990s; 3.3. Literacy and Education in the National Press; 3.4. Situation Analysis: Motives and Assumptions towards Literacy; 3.5. Conclusion; 4 Literacy and Access to Information: Description, Discussion, and Interpretation of the Results; 4.0. Introduction 4.1. The Personal Characteristics of the Subjects 4.2. Agents and Effects of Literacy Acquisition; 4.3. Types of Literacy Acquired; 4.4. Degrees of

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Sommario/riassunto

This book offers readers a two-level investigation of the culture of literacy in Morocco. A handful of researchers approach literacy either through theory or through practice in general; however, this is the first study in the African context that tries to investigate the issue of literacy from both perspectives.