



advancing literacy  
and education

**Can something  
be done about  
learning failures  
that continue to  
cripple our  
economic and  
cultural growth?**



# Introduction



**T**he future of this world will one day rest in the hands of our children. How well equipped will they be to carry society forward? Perhaps the surest gauge is the success of our educational systems in preparing them for that role; from all indications, this responsibility is not being met. At a time when new technologies and the constant avalanche of information have made the ability to read, understand and apply information more important than ever, learning proficiency is not keeping pace.

On an international scale, nearly 1 thousand million people in the world are illiterate or functionally illiterate<sup>1</sup>, with between 113 million and 125 million children not attending school at risk of joining them. In Europe an estimated 10 to 20% of the population do not have the basic literacy skills vital for survival in today's world.

Statistics show the problem to be as devastating as ever, a situation which portends a constantly precarious economic scene. Internationally, the impact of illiteracy in the workplace is an estimated €183 thousand million annually due to lowered productivity and resultant unemployment and crime. Businesses are forced to develop their own remedial programmes to teach employees the basic reading,

writing and computational skills necessary to function on the job.

This problem pervades all of society. In March 2000, the heads of state from member countries of the European Union gathered in Lisbon, Portugal. There they set the ambitious 10-year target of turning the European Union into "one of the most competitive and dynamic economies in the world." They correctly identified education as a vital element to achieving that objective — specifically, "increasing the quality and effectiveness of education and training systems in the European Union." Clearly, this goal cannot be met without the means to ensure a quality education for all students.

There is also the tremendous cost to the international community of underdeveloped nations where illiteracy is the norm. How are these countries to become productive, or merely self-sufficient, if broad segments of their populations are unable to read and learn?

Finally, beyond the purely economic factors, how can *any* individual be truly competent, capable and free-thinking if he or she lacks the means to assimilate information easily?

Is this just the way it is? Or is there some missing step, crucial to the successful relay of knowledge?

1. The World Education Forum defines functional illiteracy as "the insufficient acquisition of basic knowledge during compulsory schooling which can place adults affected by it in situations of social, and especially economic, exclusion." UNESCO provides this definition: "An inability to carry on any activity for which the continuing ability to read, write and do arithmetic is necessary in the interests of proper functioning of the group and community."

# How can we improve the quality of education?

The discovery of a workable answer

“The process of learning is not just piling data on top of more data. It is one of obtaining new understandings and better ways to do things.”

— L. Ron Hubbard  
Founder of the  
Scientology Religion

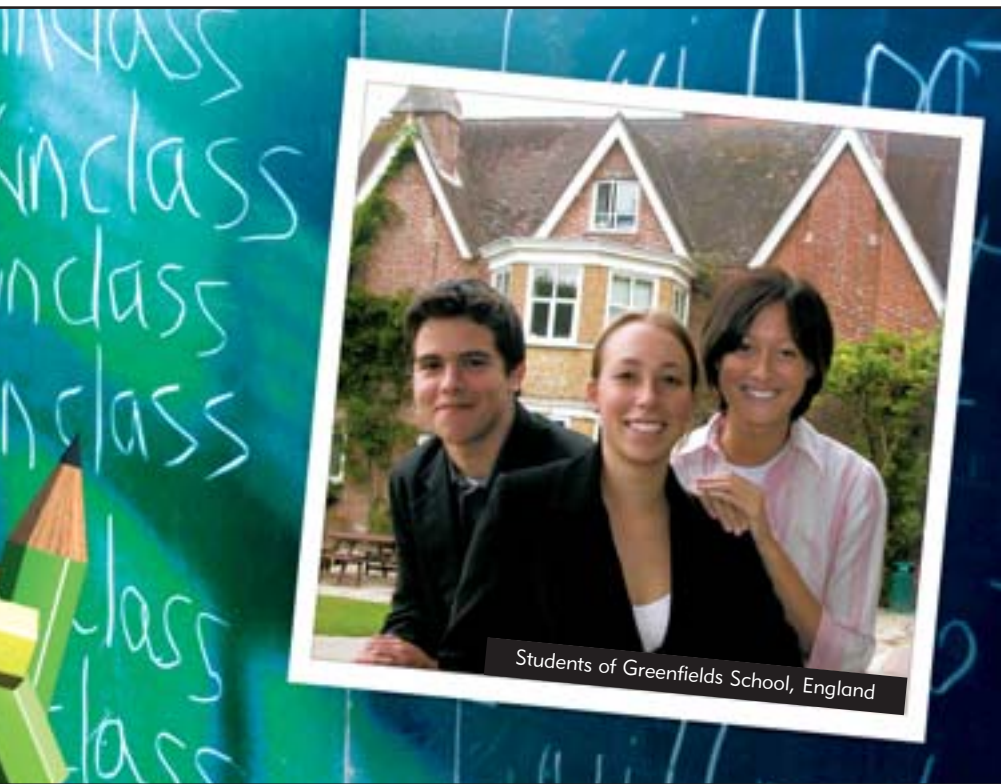


**W**ith so much attention on improving the quality of education, with thousands of millions spent each year to remedy the situation, why do education failures persist?

There is an answer. Quite simply, these efforts have been directed at solving the wrong problems.

At the root of educational failures lies a fundamental problem that has been almost universally overlooked: Students have never been taught *how to learn*.

Children are thrown into their school years and basic subjects without ever first being taught how to go about learning those subjects. As they grow older they are confronted by more and more complex areas of



Students of Greenfields School, England

study, still without ever having acquired the skills with which to assimilate information, evaluate its relative importance and put it to use.

This has been the vital missing ingredient that has hampered all fields of study. It handicaps both children in school and adults in life.

Thus, many students find education a trying and difficult process. They never master the

ability to rapidly learn something with certainty and ease. Others, even though they apparently have less difficulty studying, find they are unable to apply what they have read.

It is a reality of the modern world that anyone in the work force, whether on the factory floor or in the executive suite, must have an ability to assimilate important information, retain it and then be able to apply it.

This process, whether formal or informal, is what is meant by “study.”

During the course of his development of Dianetics and Scientology, author and humanitarian L. Ron Hubbard recognised the failings of modern education and training. His extensive investigation into the problems of teaching others led to a breakthrough — the first comprehensive understanding of the real barriers to effective learning. From this, Mr. Hubbard developed a precise technology on how to learn any subject — a technology that ensures a person will not only fully grasp what he is studying, but proficiently apply what he has studied in work or in life.

These breakthroughs came to be known as “Study Technology.” They provide the first fully workable approach to teaching people exactly how to learn. Used throughout the Scientology religion in all its churches, missions and groups, it is also widely used outside the Church, in schools, homes and businesses.

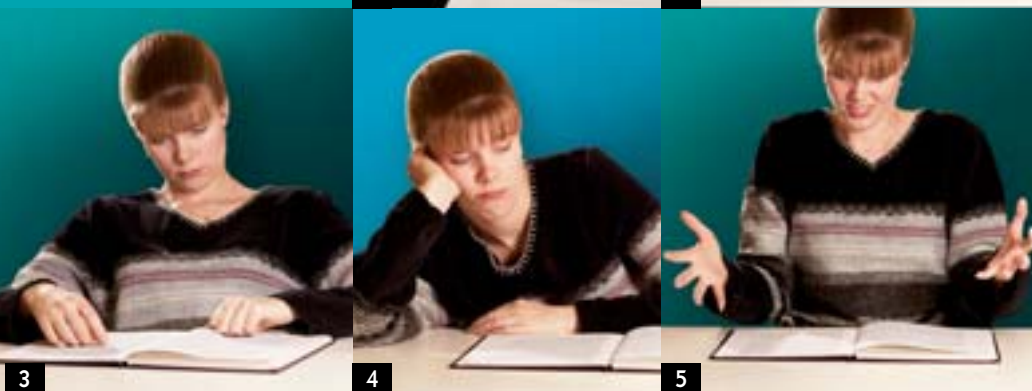
Study Technology is based on fundamental principles that underlie all learning. It delineates the barriers which block a person’s ability to grasp information and provides precise methodologies to overcome those barriers.

## THE BARRIERS TO STUDY

**L** Ron Hubbard discovered three primary barriers which keep one from successfully studying a subject. Despite all that had been written on the subject, these three barriers, simple as they are, had never been isolated as the keys to effective education. For want of this data, the toll in poorly educated students, unfulfilled potential and frustration is incalculable.

### The First Barrier: Lack of Mass

Not having the mass of what one is studying about can make a student feel (1) bent, (2) dizzy, (3) dead, (4) bored and (5) exasperated. The printed page is not a substitute for (6) the actual mass.



### ■ The First Barrier — Lack of Mass

**A**ttempting to educate someone without the mass (or object) that he is going to be involved with can make study exceedingly difficult. This is the first barrier to study.

For example, if one is studying tractors, the printed page and the spoken word are no substitute for an actual tractor. The lack of a tractor to associate with the written word, or at

least pictures of a tractor, can close off a person's understanding of the subject.

Definite physiological reactions occur when trying to educate a person in a subject without the object actually present or available. A student who encounters this barrier will feel squashed, bent, sort of spinny, sort of dead, bored and exasperated. He can wind up with his face feeling squashed, with headaches and with his stomach feeling funny. He can feel

dizzy from time to time and very often his eyes will hurt. These reactions are quite common but are often attributed to poor lighting or studying too late at night or any number of other incorrect reasons. The real cause is lack of the mass of the subject one is studying.

The remedy to this barrier is to supply the object itself — in the example above, the tractor, or a reasonable substitute for one. Some educators have instinctively known this, but usually it was applied to younger students and it certainly was never given the importance it warrants at any level of education.

**■ The Second Barrier**  
**— Too Steep a Gradient**

The next barrier is too steep a study gradient. That is, if a student is forced to undertake the study of a new subject matter without having understood the previous subject matter he studied earlier, confusion results.

There is a different set of physiological reactions which occur as a result of this barrier. When one hits too steep a gradient, a sort of confusion or reelingness is experienced.

Commonly, the difficulty is ascribed to the new subject matter, when in fact it really stems from the previous one. The person did not fully understand some part earlier and then became confused. This barrier to study is very pronounced in subjects in which the performance of physical tasks is required.

Take the example of a person learning to drive. He cannot properly coordinate his feet and hands to manually shift the car into gear while

***The Second Barrier:  
Too Steep a Gradient***

- (1) Learning to ride a bicycle is often too steep a gradient for a child.*
- (2) But a set of training wheels makes it possible for him to progress. This is a proper gradient.*



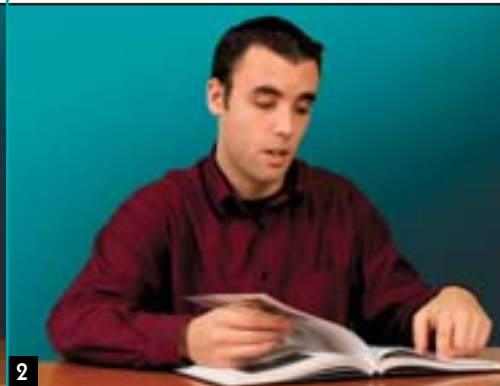
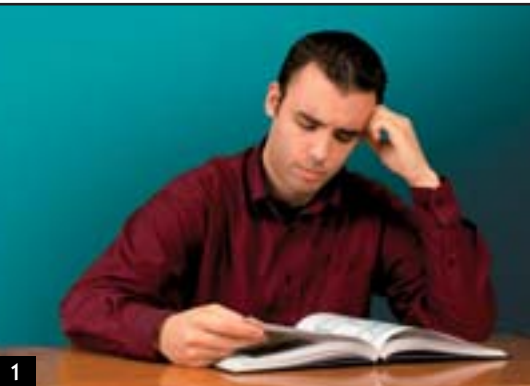
L. Ron Hubbard developed a precise technology on how to learn any subject — a technology that ensures a person will not only fully grasp what he is studying, but proficiently apply what he has studied in work or life.

keeping in one lane. The difficulty will be found to lie in some earlier task he should have learned about shifting gears. Possibly he was not yet comfortable shifting through the gears with the engine off and the car at rest. If this is recognised, the gradient can be cut back and the person brought up to a point where he can easily shift the gears in a motionless car before performing the same task while in motion.

■ **The Third Barrier**  
— **The Misunderstood Word**

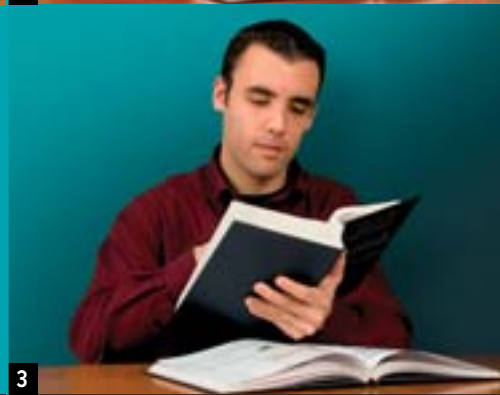
**T**he third barrier to study is the most important of the three. This third barrier is misunderstood words. Misunderstood definitions or undefined words can thoroughly block one's understanding of a subject and can even cause

A reader coming to the bottom of a page only to realise he does not remember what he has just read is experiencing the phenomenon of misunderstood words, and one or more misunderstood words will always be found just before the material became blank in his mind.



**The Third — and Most Important — Barrier: The Misunderstood Word**

- (1) If a person encounters difficulty with what he is reading,
- (2) there will be a misunderstood word earlier in the text. He must go back and locate the word.
- (3) When he looks up the word in a dictionary and defines it,
- (4) the difficulty vanishes and he can progress.



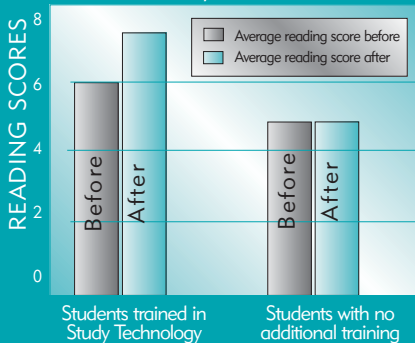
one to abandon the subject entirely.

This milestone in the field of education has great application, but it was overlooked by every educator in history.

Going past words or symbols for which one does not have proper definitions gives one a distinctly blank or washed-out feeling. The person will get a "not there" feeling and will begin to feel a nervous hysteria. These are manifestations distinct from those experienced with the other two barriers.

The barrier of misunderstood words is far more important than the other two. It establishes aptitude or lack of aptitude. A person may or may not have talent as a painter, but his ability to perform the activity of painting is dependent upon definitions. There is some word or words in the field of painting or art that the person who is inept did not define or understand and that was followed by an inability to paint. The same holds true for any endeavour. And it means that the restoration of

### INCREASES IN READING LEVEL BRIXTON, ENGLAND



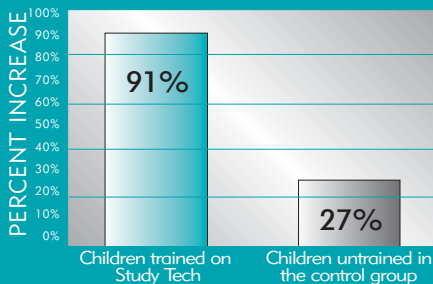
A study on the effectiveness of Study Technology in the classroom was conducted in Brixton, England. Two groups of 12 pupils were given initial tests and then one of the groups was given a short course in Study Technology. The students so trained, when next tested, showed increases in their reading ability of 1.29 years average gain above their previous reading age level. The other group showed no change in reading ability over the same period of time.

### READING GAINS FROM APPLYING STUDY TECHNOLOGY IN ZIMBABWE



A study on Study Technology in Bulawayo, Zimbabwe, showed a 1.2 year improvement in reading age level over the course of a 3-week programme as shown above in graphs of six case studies. Another programme delivered over a 4-week period showed reading level improvements averaging 1.8 years.

### READING GAINS FROM APPLYING STUDY TECHNOLOGY IN SOUTH AFRICA



In the Transkei homeland in South Africa, a programme run in an underprivileged high school documented a 91% pass rate on the country's high school examinations for students trained in Study Technology. The control group, with no such training, achieved only a 27% pass rate.

words. Each method provides a unique procedure for discovering non-comprehension, identifying the underlying misunderstood words and then helping the student come to full understanding of them.

Moreover, tests L. Ron Hubbard conducted in the late 1970s revealed that in American college graduates the problem went even deeper than he envisioned. When examined on common materials they were reading for pleasure, these educated people showed they did not understand much of what they had read. While they could pronounce the words, they either could not define them at all, or had a superficial understanding of their meanings that fell far short of full comprehension. As many of the words they did not understand were the small common words used in dictionaries to define terms, their ability to clear up these definitions was blocked.

How do you convey the meaning of a word to a student who does not even understand the terms you are using in attempting to convey that meaning?

Realising that this crisis in understanding and the cultural decline it foreshadowed required a precise approach, he devised a system of defining the small common words of the language in a way that undercuts the phenomena of the misunderstood word and permits the student — any student — to achieve full conceptual understanding of written and spoken communication.

Mr. Hubbard next drew on his half century as a professional writer and refined the subject of grammar. In the

book *The New Grammar*, he simplifies and clarifies the entire construction of the English language and shows that grammar is the very foundation of meaningful communication.

Taken as a whole, Mr. Hubbard's revolutionary work in the field of study provides a platform from which a desperately needed educational renaissance can be launched. It is available to anyone interested in improving conditions in homes, communities and nations.

### RESULTS AND SUCCESSES

Study Technology is in full use in Scientology churches and missions. Scientologists utilise it to help people from all walks of life: Leaders in government and industry, teachers, students — all have experienced or observed the benefits of this technology.

In Brixton, England, a group of pupils received a short course in Study Technology consisting of approximately nine hours of instruction over a 12-day period, while a control group received no instruction in Study Technology. Both groups otherwise continued their routine studies and both were tested before and after. The experimental group gained an average of 1.29 grade levels in reading ability after the short course. The control group showed no significant change in test scores over the same period.

The benefits of the implementation of Study Technology in southern Africa have been validated by several studies in Bulawayo, Zimbabwe and the Transvaal, South Africa.

One study showed a 1.2 year improvement in reading ability over the course of a three-week programme. Another programme delivered over a 4-week period yielded improvements averaging 1.8 years in reading ability.

Another three-week programme in the Transkei homeland in South

population illiterate, Study Technology brings about vitally needed improvement.

In the southern United States, children ranging in age from 8 to 16 took part in a seven-week programme utilising Study Technology for the stated purpose of increasing reading vocabulary



“I had never before come across a Study Technology which would enable the instructor to take any failed student and rehabilitate them in that subject to a point where they understood it and could apply it and could continue study in that subject with no further difficulty. This I have done many times since 1973 using Mr. Hubbard’s Study Technology.”

— M.S., Educator, United Kingdom

Africa showed a 2.3 year average improvement. A programme run in an underprivileged high school resulted in a 91 percent pass rate on the country’s Department of Education high school examinations, compared to 27 percent in a control group. With 50 percent of the South African

and comprehension. Pre- and post-programme standardised tests revealed an average increase of eight months per student in vocabulary and comprehension. One student improved from second-grade level to sixth-grade level in five and a half weeks on the programme.

the ability to carry out an activity in any given situation depends in no small part on understanding the terms associated with that situation.

So, too, in human relations, the interchange of ideas between people depends primarily upon words and symbols. These can be written or spoken. Sounds, pictures, emotions and past associations also play a part. While many treatises exist concerning the development and meaning of words, little attention has been devoted to the effect of words or the consequences of their misuse or non-comprehension.

What was not considered or appreciated before L. Ron Hubbard's development of Study Technology is that the flow of ideas in any message or field of learning can be blocked by misunderstood words or symbols, suppressing further understanding or comprehension from that point forward. Further, misunderstood words can act in such a way as to bring about ignorance, apathy and revolt in the classroom and depress productivity in the workplace.

This sweeping discovery is applicable to any sphere of endeavour, and opens wide the gates to education.

From these fundamentals flow a precise technology of application that permits anyone to unlock any subject they are trying to learn. This technology includes exact methods for resolving the purpose for undertaking a course of study, procedures to identify and correct each of the three barriers, methods to teach students to become self-correcting and self-paced learners, and new approaches to teaching grammar, with the purpose of bringing all students to 100% conceptual understanding of the materials they read.

## A TECHNOLOGY TO INCREASE COMPREHENSION

In the years following L. Ron Hubbard's breakthrough on the importance of misunderstood words, he developed a considerable body of technology to enable an individual to deal with misunderstood words or symbols he encounters.



Mr. Hubbard developed a procedure called Word Clearing. Word Clearing is part of the broader field of Study Technology and in itself has many uses and applications. Word Clearing can be defined as the act of clearing away missing or incorrect definitions of words and the barriers to their use and thereby restoring knowledge.

Mr. Hubbard developed nine separate methods of Word Clearing and several related technologies for handling the effects of misunderstood

*Mr. Hubbard's Study Technology enables students to understand everything they read, providing them with the foundation for a successful life.*

# A worldwide network of effective literacy and education programmes

## Applied Scholastics International

More than 3 million people have participated in Applied Scholastics programmes throughout the world. The network of Applied Scholastics schools, groups and community literacy programmes has grown to 94 schools and 476 groups in 56 nations. Applied Scholastics has trained over 66,000 educators, who in turn are bringing this vital technology to millions of students.



Applied Scholastics International Headquarters in the United States

*The expansion of Applied Scholastics International network has been such that in order to meet the growing demand for services, Applied Scholastics established new headquarters and the first university of Study Technology in the city of St. Louis, Missouri. Teachers, educators and trainers from around the world come to partake in the Study Technology training programmes offered there.*

**T**he ability to understand and retain data, to truly be able to learn, is vital for everyone — adult or child — in today's world. Everything from using new and sophisticated technologies to reading the directions for household appliances requires comprehension.

Soon after L. Ron Hubbard released his lectures on Study Technology in the 1960s, it was in use

in all Scientology churches and missions. School teachers who studied it began using it in their classes and reported great improvement in learning ability among their students. In 1971, the first educational organisation specialising in the use of Study Technology was formed by a Scientologist teacher.

Applied Scholastics was founded the following year as a public benefit, nonprofit and non-religious



Greenfields School, Sussex, England

“In my capacity as the reading consultant for the Danish government, I have dedicated my professional life to understanding how to ensure all students achieve a high level of literacy and thus success. After having witnessed firsthand the remarkable results of L. Ron Hubbard’s Study Technology, I believe it is the vital and strong foundation on which literacy can be built throughout the world.”

— Jens Lundby, Advisor to the Danish Ministry of Education

Ability School, New Jersey, United States



organisation to work with governments and schools worldwide.

Churches of Scientology and their members support and sponsor Applied Scholastics in recognition of its proven results and its potential to improve life for the students of today and tomorrow.

To date, more than 3 million people have participated in Applied Scholastics programmes throughout the world. The network of Applied

Scholastics schools, groups and community literacy programmes has grown to 94 schools and 476 groups in 56 nations. Applied Scholastics has trained over 66,000 educators, who in turn are bringing this vital technology to millions of students.

To meet the growing recognition among educators of the vital role of Study Technology in professional development and classroom

*From a single tutoring centre established in 1974, Applied Scholastics in Denmark has expanded to five government-funded schools and 21 study groups.*

“As an educator, I have been able to teach using the methods of L. Ron Hubbard. One 12-year-old boy was sent to me labelled as with [attention deficit hyperactivity disorder]. He had to learn to read from scratch. Five years later he returned to tell me he was now studying at one of the much renowned high schools and was eagerly learning.”

— R.S., Danish Teacher



Kildeskolen, Denmark



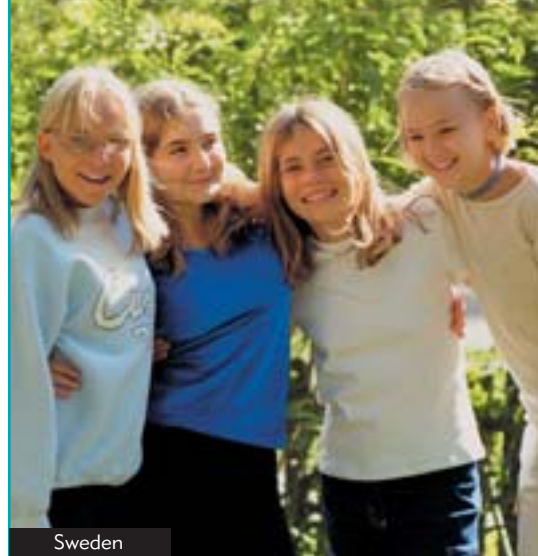
application, Applied Scholastics International opened a 100-acre campus near St. Louis, Missouri in 2003. It is the site of the first university of Study Technology as well as the international headquarters of Applied Scholastics.

Applied Scholastics International coordinates the many programmes throughout the world that utilise Study Technology. These include a broad range of free tutoring

centres at neighbourhood level; private schools using Study Technology as a base for full educational results; and training for teachers in the use of Study Technology — individually and through government programmes to restructure the educational systems of entire developing nations.

The following are a few of the many Applied Scholastics activities around the world.

*Swedish students of Applied Scholastics centres, as is the case across Europe, learn how to learn and so are able to master their school subjects because they understand how the materials relate to their lives and can apply them.*



Sweden



Sønderjyllands International School, Denmark

### Denmark

The first Danish Applied Scholastics study group was established in 1974. Today, Denmark boasts five government-funded schools and 21 study groups, serving an average of 1,000 students per year.

One Danish public school teacher, dissatisfied with the traditional methods being used to teach children to read, contacted

Applied Scholastics for help. After receiving training in the Study Technology, he made significant progress teaching his first grade class to read. "I had never experienced such remarkable results," he stated. By the second grade, all of his students were one year ahead of their grade level in reading — some two to three years ahead. Test results showed that 100 percent of his pupils were "confident readers," the term applied to those in the highest reading level for their grade, exceeding the national average by 53 percent.

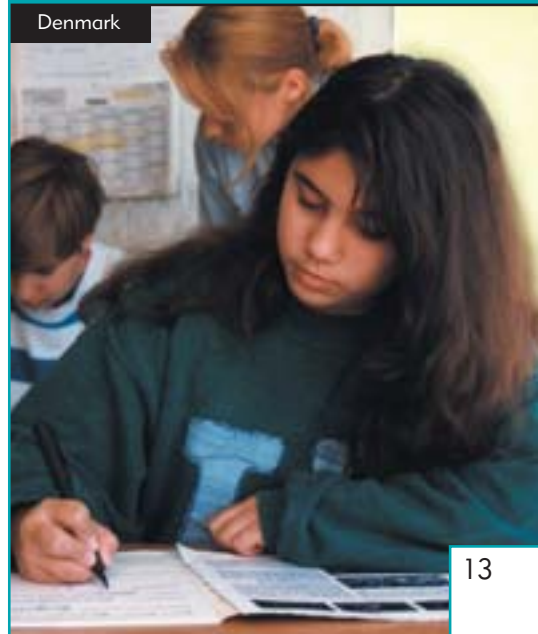
Amager International School in Copenhagen is a government-funded school utilising the Study Technology in its curriculum. It has attracted students from 30 different countries, teaching in both Danish and English. So effective are its methods, Amager's student body has increased by over 60 percent in recent years.

### Italy

Applied Scholastics first began in Italy in 1978, when a group of teachers from a state school founded the Centre for Modern Education.

"The methods offered by L. Ron Hubbard form the fundamentals of 'learning well' and can apply to the study of any subject, whatever the age or the level of the student. It appears that the main concern of Hubbard was to make it possible for everyone to fully understand the world around him and to play a constructive role in it. This information should be made known to every teacher and be made available to all students of all levels."

— Paul Guth, President of the Academy of French Provinces, Paris



Denmark



From 1993 to 1999 I ran a research project on 'The quality of communication in the learning and teaching process' for the Italian Ministry of Education in Rome, during which the Study Technology was broadly tested in teacher training and student projects. The activity is fully documented in the research report with teacher and student statements, material and tests which show not only the full workability of the technology but the urgent need of it to improve the quality of the Italian education system....

"In one school, for example, where I have been consulting a group of teachers in charge of 'handicapped students,' the improvements have been astonishing. One child who couldn't speak at all (he communicated only in writing), after one school year was fully recovered. Another teacher I met 10 years after her training reported to a new group of teachers in training that thanks to the Study Technology she had salvaged her daughter's education.

"An Inspector from the Ministry of Education who has been following my research project stated the following in the preface he wrote for my final report: 'The content of the report looks like something we have been waiting for a long time; it is an effective and concrete synthesis capable of putting into reality what is expected today of educational reform.'"

— Professor Giuliana Modonesi,  
Expert on the formative process,  
Rome, Italy

Today, there is an Applied Scholastics office in Milan with 25 groups throughout the country, including schools, Study Technology centres, tutoring centres and individual tutors.

In 1999, the Ministry of Education approved a course on Study Technology for delivery to Italian teachers as part of their continuing education.

In 2001 and 2002, Applied Scholastics Italy conducted a project called "Giovani in Divisa" ("Youth in Uniform") with the support of the National Syndicate of Police. This project tutored young people who wanted to enlist in the police force but whose education was lacking.

The project began in September 2001 with 43 students and five trainers learning Study Technology. When the pilot project concluded the following month, every graduate of the project who took their law enforcement qualification exams passed them.

In 2002, some 300 students participated in the "Youth in Uniform" programme in 12 cities: Pompeii, Milan, Turin, Genova, Bologna, Forli, Vicenza, Florence, Rome, Salerno, Avellino and Agrigento. Again, every pilot project graduate who took their state examinations passed.

### United Kingdom

In 1981 a Scientologist English teacher, inspired by her own use of Study Technology as a teacher, founded the first Applied Scholastics school in England, Greenfields School. A day and boarding school located on 11 acres of woodland in the Ashdown Forest, near East Grinstead, Greenfields teaches students from preschool to university entrance



Greenfields School, England

levels. After a thorough grounding in Study Technology, they receive a traditional English education. The school has attracted educators such as Professor Brian Holmes of the Department of Alternative Education, London University, who wrote, "You are making a success of education in a way I have never seen before."

Since then another 23 tutoring centres have been established throughout the country, with still others now in operation in Scotland.



Greenfields

“Perhaps the greatest challenge any teacher faces rests in the fact that we have, for the most part, a captive audience: Up to the age of sixteen, pupils have to be at school. It is obvious that if learning from the written word is going to take place, one must get one’s audience to want to be there and wanting to read. It is here that the Study Technology of L. Ron Hubbard is so effective and so revolutionary.”

— Lady Joan Hort, Founding Trustee  
Greenfields School

*The first Applied Scholastics school in the United Kingdom – Greenfields School – was founded in 1981 as a day and boarding school. Since then another 23 tutoring centres have been established.*

*Since 1978, Applied Scholastics Italy has expanded to 25 groups throughout the country, including schools, Study Technology centres, tutoring centres and individual tutors.*

Italy





Mongolia

“Many of the principles of the Study Technology are common sense; brought together and codified, they form a highly practical methodology for the exact diagnosis and remedy of difficulties in study.

“There is no doubt that students trained in Study Technology find their study faster and easier, and apply what they have learned more effectively.”

— Katharine Beckett, Ph.D.  
Research Associate  
Cambridge University  
[graduate of Greenfields School]



*Applied Scholastics offers a wide range of professional development training seminars and workshops which have been attended by educators in Egypt, Japan, Russia, Mexico, China, Mongolia, Venezuela, Zimbabwe, South Africa, The Gambia, Ghana, Italy, Denmark, United States, Pakistan, India, Thailand and others.*

*These actions have helped teachers from around the globe to better serve their students.*

### Hungary

The Learning How to Learn Centre, founded in Budapest in 1997, established an inner-city programme to help disadvantaged and Gypsy children and adults. The main objective of the programme was to help the students catch up in their studies, clear up past areas of confusion and raise their moral values. At the start of the programme, each student was

tested and interviewed to find out their attitude toward study and to isolate the problems they were having in school. The students received help in clearing up their most problematic areas, and they learned Study Technology. At the end of the two-week programme, students' IQs improved a remarkable average of 10 to 12 points.

Today Study Technology is used in 28 schools and tutoring centres



Bangkok, Thailand: Volunteers travel the world to introduce teachers to Study Technology

throughout Hungary — in Urhida, Budapest, Miskolc, Paks, Szeged, Nagykanizsa, Szodliget, Veszprem and Pecs — delivering more than 200,000 tutoring hours per year.

### Commonwealth of Independent States

Soon after the Iron Curtain fell, Applied Scholastics organised seminars to bring the Study Technology to Russian educators.

The spring of 1992 saw the introduction of Study Technology through the establishment of an L. Ron Hubbard Study Hall in Moscow State University.

By 1994, Applied Scholastics was delivering seminars and working with officials of the Moscow Education Department, the Russian Ministry of Education, the Russian Institute for Teacher Qualification and many Russian schools.



[After a seminar on Study Technology] “I learned more about study in one hour than in my 51-year career as a teacher.”

— M.Q., Vice Principal, Karachi University, Pakistan



Russian Federation

*When the Iron Curtain fell, Applied Scholastics organised seminars to bring the Study Technology to Russian educators. Today, groups and tutors are active throughout the Commonwealth of Independent States.*

“It is my honour to recommend the programme and staff of Applied Scholastics. I know the programme. The programme gave important knowledge to the students....

The programme has many international recognitions and their humanitarian world view and technology are having a positive effect.

“They are very dedicated and well-trained teachers....”

— Dr. L.T., Professor of Public Education Miskolc University, Hungary

Today, Applied Scholastics groups and tutors are active throughout the CIS. In 2002 and 2003, Applied Scholastics tutors delivered more than 100,000 hours of tutoring each year and helped more than 13,000 students.

#### **Pakistan**

In December 2002, Applied Scholastics staff conducted a series of workshops for top Pakistani educators and Education Ministry officials, teaching them the basics of Study Technology. Many participants expressed their revitalisation as educators as a result of learning the Study Technology and realising they could now truly help their students.

As a result of this programme, the Minister of Education announced the implementation of this technology in 100 Pakistani schools.

#### **United States**

Schools and volunteer tutoring centres utilising the Study Technology are widely available in the United States.



Eight Delphian Academies across the country operate with L. Ron Hubbard’s Study Technology fully imbedded in the academic curriculum. Their students routinely graduate from high school a year ahead of their public-school counterparts, with average test scores 25 percent higher than national norms.



China



United States

The World Literacy Crusade is a network of volunteer inner-city tutoring centres. It was first begun by a Christian minister in his own church in a blighted area of Los Angeles to address the problem of youth being lured into gangs, but soon expanded to take in anyone who wanted help. It has grown to 17 centres in the United States, Africa and Greece,

teaching participants how to learn and impacting positively on the gang problem through education.

The Hollywood Education and Literacy Project (H.E.L.P.) provides free tutoring to all who walk through the doors. H.E.L.P. has grown to 24 centres in three nations: the United States, the United Kingdom and Zambia.



"I apply in my life all of the knowledge I learned on [a basic study course]. I started applying it in my work as an English teacher, and the results are fantastic!"

"Only now do I understand why school training has not been successful: because the students had many misunderstood words. This technology is fantastic and with it I can handle all the barriers to study."

"I realised that... if I apply Study Technology, I can better communicate my thoughts and ideas. I have started to better understand other people."

— Kaliningrad teacher,  
Russian Federation



Italy

“In my 14 years of teaching, the most powerful educational technology that I have come across which equips people to really learn and makes study a purposeful and productive activity has been the Study Technology developed by Mr. Hubbard.”

— Caroline Kyhl, Assistant Professor of Education, Texas Lutheran University, U.S.A.



Hollywood Education and Literacy Project — H.E.L.P.



In 2001, H.E.L.P. was awarded the President of the United States' Community Volunteer Award. The H.E.L.P. programme in Harlem, New York was recently awarded funding from the Citizens Committee for New York City and the New York Metropolitan Service Learning Institute.



The Delphian School, Oregon

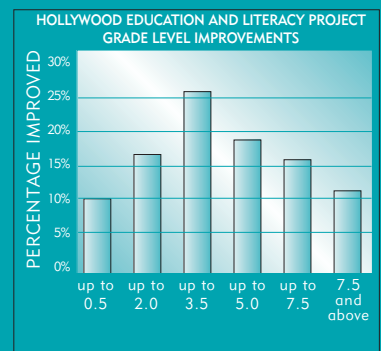
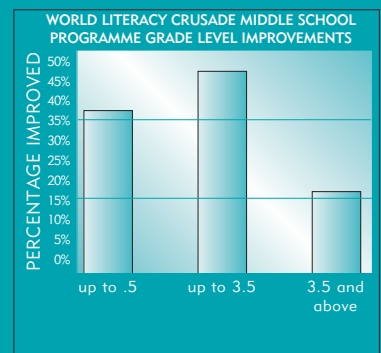
Graduates of World Literacy Crusade and H.E.L.P. programmes routinely improve 2.5 to 3.5 grade levels, with some students achieving as high as 7.5 grade levels of improvement.

In Memphis, Tennessee, the Literacy, Education and Ability Program is now certified by the State

of Tennessee Higher Education Commission to give post-secondary credits for their courses, making them eligible to receive state funds for training of teachers and for those teachers to receive state-required credit to maintain their teaching certificates.



Delphi Academy of Los Angeles



*One of the many schools which uses Study Technology is the Delphian School which occupies an 800-acre campus near Portland, Oregon, enrolling students from around the world in a full-time academic programme.*

# Revitalising the African continent

## Educational programmes open the door to learning

“Scientologists have contributed to the educational base of our country through the ‘Education Alive’ programme and other initiatives for nearly three decades. They delivered the Study Technology of L. Ron Hubbard to hundreds of thousands of students and teachers — even in the face of apartheid-era opposition.

“These methods of study represent a revolution in comprehension and the speed with which education and assimilation of knowledge can be accomplished.”

— Dr. Ben Ngubane, Minister of Arts, Culture, Science and Technology  
South Africa



*Since 1975, Education Alive has introduced the Study Technology developed by L. Ron Hubbard to more than 20,000 teachers in southern Africa.*

**T**he African continent is home to more than 800 million people — a seventh of the world’s population, with the highest population growth rate. Half the population is illiterate. Wars, foreign debt and the HIV/AIDS epidemic are among the daunting challenges to its education

systems, and many of its countries urgently require assistance from industrialised nations.

In response to this crisis, the churches of Scientology and Applied Scholastics have made assistance to African nations a priority, with teams of tutors establishing themselves in Africa since the mid-1970s.



Zimbabwe

“I have attended this Study Technology course and found it to be the best and most helpful course since I joined the teaching profession. My wish is that this technology should reach every schoolteacher in this whole country so that the entire approach to teaching changes for the better.”

— A teacher after graduating a training course in Study Technology, Zimbabwe

### South Africa

In South Africa, Scientologists formed Education Alive in 1975. Education Alive staff and volunteers trained in Study Technology offered lectures, courses and workshops in the townships.

Over nearly three decades — and in the face of oppression from the apartheid-era government —

Education Alive has trained 20,000 teachers who have brought the Study Technology to 2 million children in that country.

### Zimbabwe

Members of the Church brought the Study Technology to Zimbabwe in 1977. Welcomed by local officials, this technology played a



Since its inception, the Applied Scholastics education programme in Zimbabwe has grown solely on the basis of improved learning results, whether they be results in a whole cluster of schools, results in a particular classroom or results in an individual student. Teachers too have exhibited a sense of self-fulfilment because of the methodology's relevance in a classroom situation.

"We are proud to acknowledge our association with your organisation, in its humanitarian and charitable endeavours of raising educational standards and social betterment through the utilisation of Mr. L. Ron Hubbard's Study Technology."

— Hon. Gabriel Machinga,  
Minister of Education,  
Sport and Culture, Zimbabwe

vital role in upgrading the quality of education through the training of more than 12,000 teachers.

A 1998 evaluation of the impact of Study Technology in one school district near the nation's capital revealed that more than 90 percent of the teachers saw an improvement in the literacy and comprehension levels of their students who were trained in the Study Technology. Further, the teachers themselves experienced improved motivation and confidence, enabling them to be more self-sufficient in overcoming the difficulties facing them in everyday teaching.

In 2002, a team of Scientologist educators from the United Kingdom trained 30 Zimbabwean educators to deliver Study Technology workshops who, in turn, trained 3,700 teachers. These teachers have now brought Study Technology to more than 100,000 children in Zimbabwe.

### Ghana

The work of Scientologists and a member of one of the royal families of Ghana has brought hope to a once failing nation. Determined to handle a high illiteracy rate, they arranged for the delivery of Study Technology in makeshift schoolhouses to 1,000 students



and 52 teachers in the region of Ada, in the delta of the Volta river.

With whole classes of previously failing students now passing their tests, the government wanted the Study Technology in the hands of all teachers and students through the creation of a centre to serve as home base for the training of teachers.

When a new 10,000-square-foot training facility opened in 2000, the

*Education programmes employing Study Technology have had a tremendous impact across Africa — opening the doors to learning for more than 2 million students — such as these children from Zimbabwe (below).*



Zimbabwe

“L. Ron Hubbard has developed and left for this generation and posterity, an idea, a principle, an effective learning technology with the intention of recreating the original peace on this planet and an accommodating and caring human heart to manage it. Each one of us should make a decisive, personal pledge, in our hearts, to support it.”

— John Bojang,  
Gambian Ambassador  
to the United States

Minister of Foreign Affairs conducted dignitaries through the facility and the Ghanaian president praised the new centre and L. Ron Hubbard’s Study Technology for “its far-reaching impact to unleash a truly global learning experience.”

### **The Gambia**

In The Gambia from 1999 to 2002, seminars were delivered to

more than 5,500 teachers who then implemented the Study Technology in nearly all of the country’s schools as an integral component of Gambian national education policy. As one of the teachers stated upon completing a course in Study Technology, “Today is the day that I really call myself a teacher. I was in the dark and you have brought me into the light — and this light will shine on me forever.”



*Zimbabwean teachers travel from all parts of the country to study educational techniques at Applied Scholastics training programmes.*

“For over 20 years, I have been searching for some technology to bring home to Ghana that will truly benefit the people.

“This search has not been easy. But, thanks to L. Ron Hubbard’s Study Technology, I am back home now with the most simple and yet effective technology available. Study Technology is the lighthouse giving us bright rays of hope for the 21st century.”

— Princess Asie Ocansey,  
Ghana



Ghana

In her speech at the opening of Applied Scholastics International headquarters, Secretary of State for Education of The Gambia, Ann Therese Ndong-Jatta, stated:

“I would like to express our deepest, most sincere and profound gratitude to Applied Scholastics International, for making available to the teachers and schools of our nation, the

learning technology developed by L. Ron Hubbard.

“In 2001, we launched a two-stage programme to bring L. Ron Hubbard’s Study Technology to all our schools. Six thousand of our lower and upper basic school teachers participated in a four-week national training programme on Study Technology. This was the biggest teacher training programme ever held



Zimbabwe

in The Gambia. Results were unprecedented. We are flooded with teacher accolades.

“Many report that D students are becoming A students. Slow learners are learning quickly. And most important and crucial, our children are now experiencing the true joy of learning. We are proud to be the first country in Africa to have

fully implemented Study Technology on a national scale.

“And so, where do we go from here? Today, more than ever before, Africa must rise to the challenge of liberating its people from illiteracy and poverty. This Study Technology can do just that. Our small children will be able to benefit more from schooling and be able to read, write and think better.

“As minister coordinating Africa’s decade of education in West Africa, it is now my mission to bring this wonderful and vital technology to other nations. The process has already begun. Sierra Leone sent a delegation to learn the technology. Others will soon follow.”

### Sierra Leone

Education officials in nearby Sierra Leone heard of the successes of Study Technology in The Gambia. So, in April 2002, educators from Sierra Leone travelled to The Gambia to be trained in this technology. This included a head teacher representing the Sierra Leone Teacher’s Union, a top government official responsible for the quality of education in the country, and an official from the Ministry of Education, Science and Technology.

“As minister coordinating Africa’s decade of education in West Africa, it is now my mission to bring this wonderful and vital technology to other nations. The process has already begun. Sierra Leone sent a delegation to learn the technology. Others will soon follow.”

— Ann Therese Ndong-Jatta,  
Secretary of State for  
Education, The Gambia

# Teaching

## By L. Ron Hubbard

*In 1951, L. Ron Hubbard outlined the key data to bear in mind to maximise the effectiveness of the instruction of any subject. This outline formed the basis of further research that led to the full development of Study Technology.*

If one wishes a subject to be taught with maximal effectiveness, he should:

1. Present it in its most interesting form.
  - A. Demonstrate its general use in life.
  - B. Demonstrate its specific use to the student in life.
2. Present it in its simplest form (but not necessarily its most elementary).
  - A. Gauge its terms to the understanding of the student.
  - B. Use terms of greater complexity only as understanding progresses.
3. Teach it with minimal altitude (prestige).
  - A. Do not assume importance merely because of a knowledge of the subject.
  - B. Do not diminish the stature of the student or his own prestige because he does not know the subject.
  - C. Stress that importance resides only in individual skill in *using* the subject and, as to the instructor, assume prestige only by the *ability* to use it and by no

artificial caste system.

4. Present each step of the subject in its most fundamental form with minimal material derived therefrom by the instructor.

- A. Insist only upon definite knowledge of axioms and theories.

- B. Coax into action the student's mind to *derive* and *establish* all data which can be derived or established from the axioms or theories.

- C. *Apply* the derivations as *action* insofar as the class facilities permit, coordinating data with reality.

5. Stress the values of data.

- A. Inculcate the individual necessity to evaluate axioms and theories in relative importance to each other and to question the validity of every axiom or theory.

- B. Stress the necessity of individual evaluation of every datum in its relationship to other data.

6. Form patterns of computation in the individual with regard only to their usefulness.



“Teach *where* data can be found or *how* it can be derived, not the recording of data.”

– L. Ron Hubbard

7. Teach *where* data can be found or *how* it can be derived, not the recording of data.

8. Be prepared, as an instructor, to learn from the students.

9. Treat subjects as variables of expanding use which may be altered at individual will. Teach the stability of knowledge as

resident only in the student’s ability to apply knowledge or alter what he knows for new application.

10. Stress the right of the individual to select only what he desires to know, to use any knowledge as he wishes, that he himself owns what he has learned.

# Conclusion



Europeans need not complacently watch as thousands of millions are spent on education only to see each generation facing the same learning barriers that plagued those before them, each losing the wealth of opportunity to be gained in our world of technological advances. It is possible to turn the tide on past educational failures and create truly competent, literate people who contribute to the prosperity and culture of our society.

Something *can* be done about literacy and education.

With L. Ron Hubbard's Study Technology, something *is* being done about it every day, at every strata of society.

**To obtain more information about L. Ron Hubbard's Study  
Technology, please contact the following Applied Scholastics offices:**

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# Discover the facts

## Informational brochure series about the Scientology religion and its activities

This is the third in a series of publications on the Scientology religion and the social betterment activities it supports. Twelve in all, these brochures are being widely distributed, one each month, throughout the year.

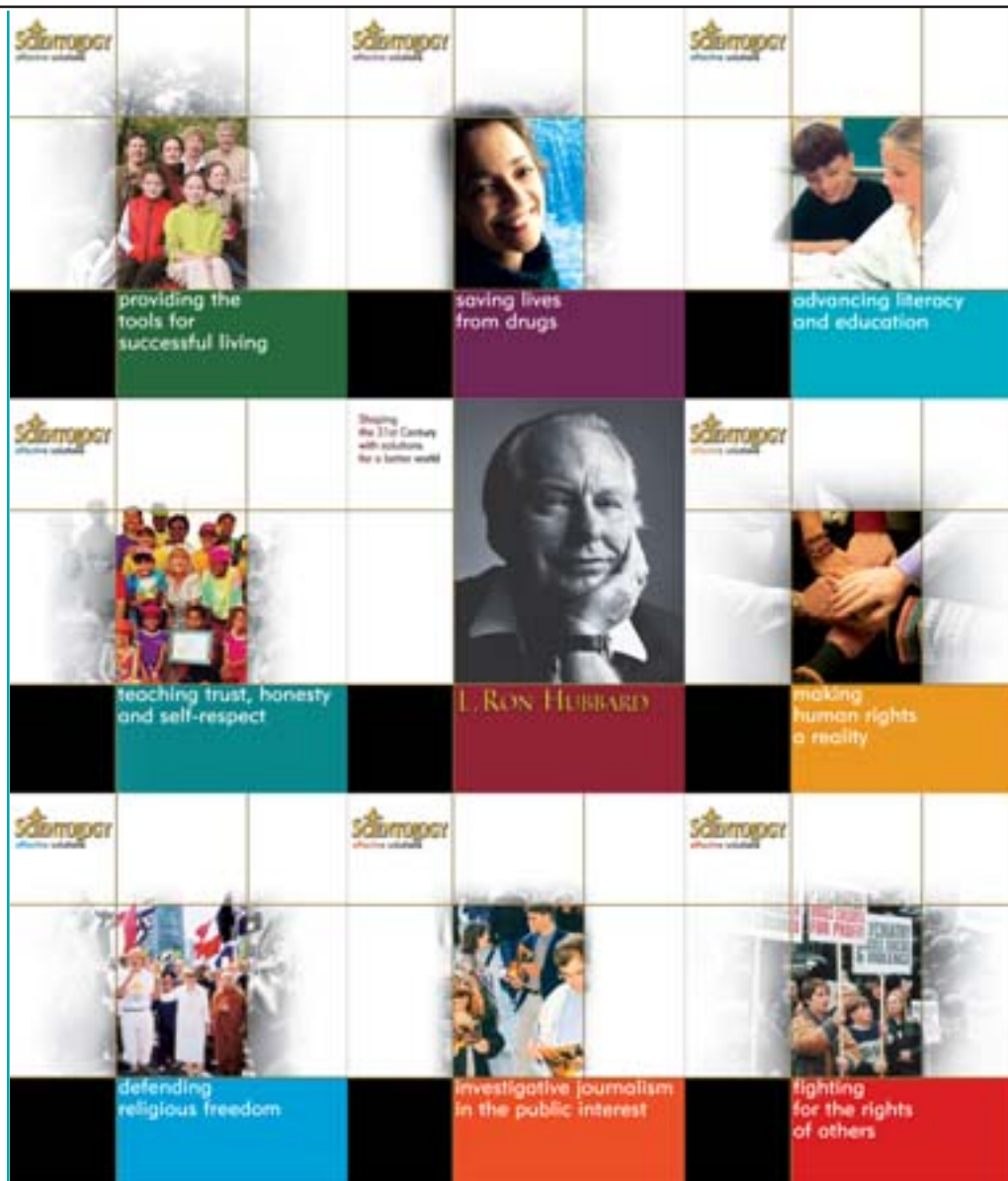
Published by the Church of Scientology International, these publications are intended to fulfil the growing public demand for more information about the Scientology religion, its beliefs and practices and its community activities.

In particular, facts and figures about the wide-reaching social betterment and reform activities supported by churches of Scientology are presented; these are effective solutions, based on the technologies developed by L. Ron Hubbard, that in the hands of Scientologists are bettering conditions across the continent.

It is these solutions and the lasting positive results they bring that have become the hallmark of this, the fastest growing religious movement on Earth.

We trust the information will be of interest — and use.

— Church of Scientology International



# For more information

To obtain more copies of this booklet or to receive other booklets in the series, contact:

**Public Affairs Director**  
**Church of Scientology International**  
**European Office for Public Affairs and Human Rights**  
Rue de la Loi 91  
1040 Brussels, Belgium  
phone: 32 2231 1596  
fax: 32 2280 1540  
email: [csiofficedir@scientology-europe.org](mailto:csiofficedir@scientology-europe.org)

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- January 2004:**  
*Providing Tools for Successful Living*
- February 2004:**  
*Saving Lives from Drugs*
- March 2004:**  
*Advancing Literacy and Education*
- April 2004:**  
*Bringing Effective Help to the Community*
- May 2004:**  
*Teaching Trust, Honesty and Self-Respect*
- June 2004:**  
*L. Ron Hubbard: Shaping the 21st Century with Solutions for a Better World*
- July 2004:**  
*Making Human Rights a Reality*
- August 2004:**  
*Protecting the Public's Right to Know*
- September 2004:**  
*Defending Religious Freedom*
- October 2004:**  
*Investigative Journalism in the Public Interest*
- November 2004:**  
*Fighting for the Rights of Others*
- December 2004:**  
*The Church of Scientology: — Looking Ahead*

To download copies of this or upcoming brochures from the Internet, as they are published throughout the year, please visit: [www.scientology.org](http://www.scientology.org)

Or contact the Director of Public Affairs at these locations:

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“THE END AND GOAL  
OF ANY SOCIETY,  
AS IT ADDRESSES THE  
PROBLEM OF EDUCATION,  
IS TO RAISE THE ABILITY,  
THE INITIATIVE AND  
THE CULTURAL LEVEL,  
AND WITH ALL OF THESE  
THE SURVIVAL LEVEL  
OF THAT SOCIETY.”

— L. RON HUBBARD