

Republic of Yemen
Ministry of Education

Literacy and Adult Education Organization



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Table of Contents

Introduction.....	4
1- Organizational Structures and Institutional Frameworks	5
1-1 Literacy and Adult Education Organization and its Branches in the Governorates	5
1-2 National Strategy for Literacy and Adult Education	5
1-3 Literacy and Adult Education Law	6
2- Analysis of the Current Status	7
2-1 Magnitude of Illiteracy	7
2-2 Additions to Illiterates	11
2-3 Enrollment Levels in Literacy and Adult Education Programs.....	12
2-4 Existing Programs.....	13
2-5 Participating Organizations and Authorities.....	18
2-6 Human Resources	19
2-7 Building Capacities of Human Resources	20
2-8 Governmental Funding	22
3- Challenges	23
4- Vision of the Future of Literacy and Adult Education Work.....	25
4-1 Policies of Future Work.....	25
4-2 Goals	25
4-3 Mechanisms for Achieving Literacy Goals	26
References.....	30

Tables

Table [1]: Literacy as Per 1994 Census and 2004 Census.....	7
Table [2]: Illiteracy in the 10-45-Year-Old Population by Gender and Area of Residence, Distribution of Illiteracy According to Total Illiterates.....	8
Table [3]: Distribution of Illiteracy by Age Group.....	9
Table [4]: Distribution of Illiteracy by Gender and Location of Residence by Governorate, in Ascending Order	10
Table [5]: Numbers of Enrolled Learners and Graduates of Literacy Classes in the Academic Years from 2001/2002 to 2006/2007	12
Table [6]: Enrollment in Basic and Women’s Training Centers in the Academic Years 2005/2007	13
Table [7]: Manpower at the Governorate Level	20
Table [8]: External Courses	20
Table [9]: Exchange of Expertise	21
Table [10]: Training Courses Funded by the Literacy and Adult Education Organization.....	21
Table [11]: Training Courses Funded by the Islamic Bank.....	21
Table [12]: Training Courses Funded by Basic Education Development Project.....	22
Table [13]: Budgets for the Literacy and Adult Education Organization and the Ministry of Education for 2007.....	23

Introduction

Illiteracy is one of the major obstacles that developmental programs and plans face in the economic, social and cultural aspects of development. It prevents citizens from acquiring minimum levels of knowledge and basic learning skills. Furthermore, it prevents its sufferers, i.e. illiterates, from enjoying their full rights and performing their duties. The level of illiteracy is considered an indicator of the educational achievement of a country.

Accordingly, our nation has directed its attention and support to the issue of illiteracy and reduction of its harms. In 1992, an organization for literacy and adult education was established as a major and key institution in the Ministry of Education, whereby it was assigned duties that aim at developing the educational process for adults in parallel with the work of the other institutions of the ministry.

A main priority of the Literacy and Adult Education Organization (LAEO) is the issue of illiteracy, considering it to be a major challenge and threat that stands in the way of any significant progress or societal development. In view of the magnitude of the illiteracy issue, LAEO prepared plans, programs, and current and future visions to fight illiteracy, benefiting from past experiences in Yemen and in many sister and allied nations that have taken major strides toward fighting and eradicating illiteracy. Such successful efforts have enabled many nations to overcome traditional illiteracy (i.e. reading and writing illiteracy) which we as a nation have not yet achieved. These nations are now ready to embark on combating technological illiteracy, the ultimate challenge in this age of globalization, computers and the Internet.

Efforts and activities of LAEO to date can be summarized as follows:

1. Establishing administrative and technical structures concerned with the implementation of literacy and adult education programs, and issuing regulations that organize them.
2. Defining the general objectives and goals of non-formal education and defining its educational curricula and programs.
3. Issuing a national strategy for literacy and adult education.
4. Passing a literacy and adult education law.
5. Preparing LAEO's five-year plans as follows:
 - a. The first five-year plan for the period 1996-2000.
 - b. The second five-year plan for the period 2001-2005.
 - c. The third five-year plan for the period 2006-2010.

Objectives and indicators of these plans were derived from the national strategies both for literacy and adult education and for basic education. Thus the plans have aimed to increase levels of enrollment in literacy classes and centers to 40% of the total illiterate population of the country for the age group of 10 years and above, estimated at 6,245,464, who represent 45.7% of the total population. This is reduced to 4,198,740 for the active age group of 10-45 years.

This document contains a description of the organizational structures and institutional frameworks, an analysis of the current status, the difficulties challenging literacy and adult education efforts, and, lastly, the vision of the future in that field.

1- Organizational Structures & Institutional Frameworks

1-1 LAEO and its Branches in Governorates

The Literacy and Adult Education Organization is a technical agency in the Ministry of Education. It is financially and administratively autonomous and is directly under the leadership of the Minister of Education. It is comprised of a chairman (at the level of undersecretary), vice-chairman (at the level of assistant undersecretary), and eight general departments (at the head of each is an employee at the level of general manager). LAEO has branches (or general administrations) in all governorates and administrative units in the various districts of the country. LAEO, together with its branches, is responsible for the setting of policies, planning, implementation, and evaluation of literacy and adult education programs.

1-2 National Strategy for Literacy and Adult Education

The national strategy for literacy and adult education approved by the Cabinet in 1998 for the period from 1998-2020 constitutes a major cornerstone in LAEO's work and activities. The strategy's implementation is based on the following phases:

- Preliminary phase: preparation and setting up stage, to find out the numbers of illiterates, train teachers and conduct media awareness of the harms of illiteracy.
- Practical phase: divided into two stages:
 - Illiteracy eradication in major and secondary cities (2001-2005).
 - Illiteracy eradication in remote areas (2005-2015).
- Final phase: extends for five years. Objectives and duties that are not achieved in earlier phases should be completed in this phase in 2015-2020.

1-2-1 Basics and Principles of the Strategy

1. Endorsing the civilization concept of literacy and its cultural, social, economic and political aspects, and achieving its nationalistic and functional contexts in a person's life.
2. Adoption of a comprehensive, holistic, confrontational approach, i.e. that literacy work cannot be accomplished in isolation of efforts exerted in the fields of basic education and comprehensive development.
3. Issuing a highest order political decree in the nation to mobilize and organize all governmental and public institutions' efforts and compel them to assume their roles in combating illiteracy as a national responsibility.
4. Setting plans to block sources of illiteracy through generalization and improvement of basic education and reduction of the failure and dropout phenomena.
5. Directing public efforts toward support and self-help and utilize their material, human and technical capabilities.
6. Achieving integration between formal and non-formal education through opening learning channels under the conviction that all learning activities serve the society and development.

7. Adopting scientific methods in monitoring and evaluation to enhance and improve performance.
8. Benefiting from the literature, experiences and programs of the various agencies and institutions that are active in the field of literacy and adult education in the Arab World.
9. Benefiting from the expertise and experiences of specialized organizations in this field and recruiting technical and financial support.

1-2-2 Quantitative and Qualitative Objectives of the Strategy

A) Quantitative Objectives

The literacy strategy targets 4,867,545 illiterates in the 21 governorates of the country in the age cohort of 10-45 years in addition to new illiterates expected to accumulate during the 24-year period of implementation of the strategy.

B) Qualitative Objectives

Eradicate illiteracy and achieve, for target population, liberation from both alphabetic and civilization illiteracy together, through enabling them to acquire suitable education, skills, abilities and knowledge, and providing them with training opportunities in the necessary basic life skills. In addition, establish an adult education and training system that promotes sustenance and fulfillment of needs for the various categories (women, youth, adults, special needs individuals), and link adult education with development plans.

The strategy was approved by the ministerial Cabinet in its assembly No. 26 on August 5, 1998 under Decree No.196 of 1998.

Subsequently, the Literacy and Adult Education Law No. 28 of 1998 was issued, declaring the responsibilities of governmental and public agencies and institutions toward the illiteracy issue.

1-3 Literacy and Adult Education Law

This law, which was issued in support of the national literacy and adult education strategy, represents a basic building block in the institutional framework of the Literacy and Adult Education Organization. It has worked on resolving several issues and eliminating obstacles hindering the implementation of the strategy. The law comprises 42 articles in six sections, as described below:

Section I: in 3 articles, outlining “terms and definitions.”

Section II: in 2 articles, describing the “basics and objectives” of literacy and adult education plans and programs, conforming to national strategy goals and positively reflecting on the implementation of relevant plans, projects and programs.

Section III: explaining policies through defining the literacy and adult education fields, programs and phases; and their objectives and methods of implementation starting with literacy and continuing education, then training and rehabilitation (basic and women’s), and finally public culturing.

Section IV: in 9 articles, providing a delineation of the management and organization process, the most important aspects of which stress LAEO’s financial and administrative autonomy, specify its duties and branches, and formulate the literacy and adult education domain and duties.

Section V: in 2 articles, handling sources of funding and criteria of expenditure to carry out work of LAEO and its branches in the governorates.

Section VI: the last section of the law, comprising 22 articles, which describe implementation procedures and criteria, make regular attendance compulsory to illiterates, compel official institutions to eradicate illiteracy among its employees, and define incentives to workers in the field of literacy and to illiteracy-liberated individuals.

These procedures agree with the procedures for implementing the national strategy for literacy and adult education and also support achievement of its objectives.

The law was issued by presidential Decree No. 28 of 1998 in November 24, 1998.

2- Analysis of the Current Status

2-1 Magnitude of Illiteracy

Results of statistics conducted in Yemen indicate a significant reduction in the illiteracy level among individuals 10 years old and above, as seen in table (1) below.

Table [1]: Literacy as Per 1994 Census and 2004 Census

Census Year	No. of Resident Citizens	No. of Illiterates, Age 10 & Above	Illiteracy Level
1994	9456985	5294541	55.99%
2004	13680098	6245464	45.70%

Source: Central Bureau of Statistics, Results of 2004 Census of Population & Households

Table (1) illustrates the following:

- In 2004, the number of illiterates in the age group of 10 years and above was 6245464, which represented 45.7% of the total resident population in that age group.
- In the 1994 census, the number of illiterates in that same age group was 5294541, which represented 55.99% of the total population.

This indicates that illiteracy was reduced by approximately 10% in ten years, which suggests there are efforts exerted to fight illiteracy but these efforts are inadequate for the problem's magnitude, with the result that the absolute number of illiterates is still high (6245464). This means that illiteracy remains a considerable challenge for our nation and accordingly measures have to be taken and strategies capable of combating it need to be adopted in agreement with the EFA goals.

Relying on the results of the 2004 census for population and households, and a study of gender inequality, area of residence, age categories, and governorates to examine the distribution of illiteracy in the age group that represents the working category (the 10-45 year-old population), we observe the following information.

2-1-1 Illiteracy Distribution by Gender and Residence

In reference to population and illiterate population tables in the age group of 10-45 years, table (2) shows the distribution of illiterates by gender and area of residence.

Table [2]: Illiteracy in the 10-45-Year-Old Population by Gender and Area of Residence, Distribution of Illiteracy According to Total Illiterates

Gender	Urban		Rural		Total		Distribution of Illiteracy by Gender
	No.	%	No.	%	No.	%	
Males	190369	9.67	1023161	25.85	1213530	20.5	29%
Females	441646	26.36	2543564	62.2	2985210	51.8	71%
Total	632015	17.34	3566725	44.33	4198740	35.9	-
Distribution of illiteracy by area of residence		15%		85%			100%

Source: Central Bureau of Statistics, Results of 2004 Census of Population & Households

From table (2), the following is observed:

- The total number of illiterates in the 10-45-year age group was 4198740, which represents 35.9% of the total population in that age group population.
- The total number of male illiterates is 1213530, which represents 20.5% of the total male population in that age group. This percentage falls to 9.67% in urban areas and rises to 25.85% in rural areas. Males represent 29% of the total number of illiterates.
- The total number of female illiterates is 2985210, which represents 51.8% of the total female population in that age group. This percentage falls to 26.36% in urban areas and rises to 62.2% in rural areas. Females represent 71% of the total number of illiterates.
- The total number of illiterates in urban areas is 632015, which represents 17.34% of the total urban population in the concerned age group and 15% of the total illiterate population.
- The total number of illiterates in rural areas is 3566725, which represents 44.33% of the total rural population in the concerned age group and 85% of the total illiterate population.

From the above, it is clear that illiteracy is higher among women, particularly in rural areas. This fact indicates a need to focus greater attention to rural women in future programs and plans.

2-1-2 Illiteracy Distribution by Age Categories

The age groups in which illiterates are concentrated can be identified by examining the numbers shown in table (3) derived from statistical data from the 2004 census.

Table [3]: Distribution of Illiteracy by Age Group

Group	Data	Urban			Rural			Overall Total			% of Total Illiteracy
		Males	Females	Total	Males	Females	Total	Males	Females	Total	
10-15	No.	27897	36304	64201	231520	428822	660342	259417	465126	724543	17.2
	%	7.34	10.6	8.88	20.4	42.3	30.76	17.14	34.31	25.25	
16-20	No.	27119	47479	74598	155336	448708	604044	182455	496187	678642	16.1
	%	6.6	13.4	9.78	18.14	52.31	53.24	14.42	40.9	27.4	
21-25	No.	25189	79518	104707	115406	401809	517215	140595	481327	621922	14.8
	%	6.4	25.9	15	20.07	64.8	43.31	14.5	51.9	23.87	
26-30	No.	20647	69873	90520	114854	386909	501763	135501	456782	592283	14.1
	%	7.6	30.4	18.1	24.9	75.5	51.5	18.5	61.6	40.2	
31-35	No.	23913	64415	88328	113558	288925	402483	137471	353340	490811	11.6
	%	13.3	43.9	27	36.8	86.7	62.8	28.1	73.6	50.7	
36-40	No.	30068	76727	106795	130786	312274	443060	160854	389001	549855	13
	%	19.5	55.3	36.5	47.2	92.18	71.9	37.3	81.5	60.57	
41-45	No.	35536	67330	102866	161701	276117	437818	197237	343447	540684	12.8
	%	27.3	62	43.1	71.84	96.6	89.4	55.5	92.06	74.2	
Total	No.	190369	441646	632015	1023161	2543564	3566725	1213530	2985210	4198740	-
	%	0.68	26.36	17.86	25.85	62.20	44.33	21.11	51.80	35.90	

Source: Central Bureau of Statistics, Results of 2004 Census

From a comparison of numbers and percentages of illiterates distributed by age groups in table (3), the following is observed:

- Illiteracy is highest in the older age group of 41-45 year-olds, where the percentage is 74.2% in total and 92.06% for women. This is followed by the 36-40 age group at 60.57% then the 26-30 age group, at 40.2%.
- Illiteracy is higher among women in the 41-45, 36-40, and 31-35 age groups, with percentages of 92.06%, 81.5%, and 73.6% respectively.
- Illiteracy is also higher in rural areas among the 41-45, 36-40, and 31-35 age groups, with percentages of 89.4%, 71.9%, and 62.8% respectively.

2-1-3 Illiteracy Distribution by Governorates

Yemen is characterized by a scattering of the population, as Yemeni people live in nearly 75,000 living clusters, distributed over 21 governorates. Each governorate is

composed of towns, villages, and localities spread over plateaus, mountains and valleys. This calls for a study of the discrepancies in illiteracy levels by governorates in order to identify those governorates that should be given priority in future plans and programs. This distribution is shown in table (4).

Table [4]: Distribution of Illiteracy by Gender and Location of Residence by Governorate, in Ascending Order

Governorate	Total		Urban		Rural		Males		Females	
	No.	%	No.	%	No.	%	No.	%	No.	%
Aden	44203	11.5	44203	11	—	—	15517	7.5	28686	16.22
Al-Amanah	170505	14.7	163273	14.4	7232	29.5	43743	6.7	126762	24.9
Hadhramaut	149069	24.2	42358	14.3	106711	33.5	36383	11.34	112686	38.3
Abeen	71184	26.5	8498	11.8	62686	32	16761	12.27	54423	41.45
Ibb	375240	30	40425	16.8	334815	33.4	93930	16	281310	43
Lahij	130110	30	6825	17.24	123285	33	28578	13.24	101532	46
Shabwah	85728	31.2	8637	18.8	77091	33.7	15407	10.76	70321	53.5
Taizz	456366	31.6	52709	14.9	403657	37	103984	15.5	352382	45.6
Al-Dalei	87141	31.6	7788	19.6	79353	33.6	15627	11	71514	53.24
Al-Mohrah	18439	34.1	4769	20.6	13670	44.2	8061	27	10378	42.8
El-Baidhaa	122600	36	14092	20.3	108508	40	35193	20.36	87407	52
Sanaa	206529	39	3042	19.7	203487	39.5	43653	16.25	162876	62.26
Maerib	57977	39.8	4721	22.7	53256	42.7	19772	25.03	38205	57.35
Amraan	209999	42.5	21900	24.2	188099	46.7	51599	20.39	158400	66
Dhamar	328175	44.2	24679	21.5	303496	48.4	71865	20	256310	67.37
Al-Mahweit	124266	44.3	4602	20.6	119664	46.4	33235	24	91031	64.2
Al-Hudaydah	627459	49.2	109250	22.5	518209	65.7	246975	38	380484	60.8
Reemah	109683	50.05	564	23.8	109119	50.3	26670	25.7	83013	71.8
Saadah	201203	51	193	29.4	181896	55.3	63009	30.5	138194	73.6
Hajjah	469224	56.3	34654	39.7	434570	58.3	172893	40	296331	74.2
Al-Jawf	153639	83.6	15718	38.6	137921	56.8	70674	45	82965	—
Total	4198739	35.92	632014	17.34	3566725	44.33	1213529	20.5	2985210	51.8

Source: Central Bureau of Statistics, Results of the 2004 Census

From table (4) on illiteracy distribution by governorates in ascending order, listing numbers and percentages of illiterates, the following can be observed:

- Aden is the governorate with the least illiteracy level where illiterates represent 15.5% of the total population, while Al-Jawf has the highest illiteracy level where illiterates represent 83.6% followed by Hajjah (56.3%).
- If governorates are divided into 3 groups by illiteracy level, then:
 - Group I represents governorates with illiteracy levels below the overall average. These are 9 governorates, namely, in ascending order: Aden, Al-Amanah, Hadhramaut, Abeen, Ibb, Lahij, Shabwah, Taizz, and Al-Dalei. These governorates together hold 37.4% of the total number of illiterates.
 - Group II represents governorates that fall within the average illiteracy level or exceed it by no more than 4 percent, which are the four

governorates of Al-Mohrah, Al-Baidhaa, Sanaa, and Maerib. These governorates together hold 9.6% of the total number of illiterates.

- Group III represents governorates in which illiteracy levels exceed 40%. This group comprises the 8 governorates of Amraan, Dhamar, Al-Mahweit, Al-Hudaydah, Reemah, Saadah, Hajjah, and Al-Jawf.
- Female illiteracy levels exceed 50% in the governorates of groups II and III, as well as the governorates of Shabwah, Taizz, and Al-Dalei from group I.
- The highest levels in an urban area are 29.4%, 39.7%, and 38.6% in Saadah, Hajjah, and Al-Jawf respectively.
- In the rural areas in all governorates, illiteracy levels exceed 30%.

From the above it is clear that illiteracy is still high among women and in rural areas in all governorates with the exception of Al-Amanah and Aden owing to their metropolitan nature. This can be explained by several causes, including:

- Lack of schools specifically for girls in many rural areas.
- Inequality of learning opportunities between rural and urban children.
- The higher poverty levels in rural areas than in urban areas.

2-2 Additions to Illiterates

Added to the number of illiterates listed earlier in table (2) are more numbers that are brought in annually from three sources, namely:

(a) Children not Accommodated in the General Basic Education Stage:

The inadequacy of basic schools—in the face of the growing social demand—to accommodate all school-age children results in a large number of out-of-school children. Ministry of Education (MOE) statistics indicate that the rate of admission in basic education at the age of 6 is 60%, which means that annually, out of every 100 children, 40 children are out of schooling. In other words, nearly 236,299 school-age children are out of school every year.¹

(b) Failure and Drop-out

Furthermore, MOE estimates indicate that annual rates of dropping out of school reached 9%² of the total number of pupils registered in basic education classes in 2005, numbering 3744550 pupils. This rate puts 37445 children out of school from each grade of basic education annually. Thus, 149792 children drop out annually from the first four grades of basic education, which are the grades where children have not yet mastered the basic reading, writing, and numeracy skills thus drop-outs are likely to be illiterates.

(c) Drop-outs from Literacy Classes

A large number of learners in literacy classes drop out before receiving their liberation certificates and thus represent added numbers to the illiteracy stock.³

From the above, it can be seen that the number of illiterates is incremented by some 386081 children pouring in from general education in addition to drop-outs from

¹ Source: General Administration for Planning, MOE, *Education Status Indicators*, 2006.

² Ibid.

³ See table (5).

literacy classes. This suggests that the number of illiterates is likely to double within twelve years unless effective measures are taken to combat illiteracy.

2-3 Enrollment Levels in Literacy and Adult Education Programs

2-3-1 Enrollment in the Literacy and Continuing Education Program

Table (5) shows the numbers of learners enrolled in literacy centers that provide a literacy and continuing education program during the past academic years 2001/2002-2006/2007, which serve as an indicator for enrollment and drop-out rates.

Table [5]: Numbers of Enrolled Learners and Graduates of Literacy Classes In the Academic Years from 2001/2002 to 2006/2007

Academic Year	Status	Basic Stage									Follow-up Stage		
		First Year			Second Year			Total			Males	Females	Total
		Males	Females	Total	Males	Females	Total	Males	Females	Total			
2001/2002	Enrolled	9268	44113	53381	2513	17795	20308	11771	61908	73679	1518	9244	10762
	Graduated	4426	25495	29586	1337	13148	14485	5763	38643	44406	865	5980	6845
2002/2003	Enrolled	9458	45096	54554	4188	27326	31514	13646	72422	86068	1810	12411	14221
	Graduated	3245	25444	28689	1545	14872	16417	4790	40316	45106	1136	7845	8981
2003/2004	Enrolled	6233	52293	58526	7760	28612	36372	13993	70905	84898	1324	15989	17313
	Graduated	3623	35581	39204	1269	18217	19486	4892	53798	58690	884	10436	1132
2004/2005	Enrolled	6973	56854	63827	7880	36241	44121	14853	93095	107948	1360	16814	16213
	Graduated	3603	41626	45229	1460	21677	231137	5063	63303	68366	764	12502	13266
2005/2006	Enrolled	5636	51020	56656	3273	53173	38446	8909	86193	95102	1469	21617	23086
	Graduated	2718	36895	39613	1962	26268	28230	4680	63163	67843	998	13173	14171
2006/2007	Enrolled	3966	57712	61678	2892	32825	35717	7379	98547	105926	1713	20914	22627
	Graduated	3565	44310	47875	1374	32037	24411	4939	76347	72286	1123	14159	15282
Averages	Enrolled	6922	51181	58104	5123	32629	37752	12634.4	76904	89539	1496	15215	16711
	Graduated	3530	39891	38421	1515	18836	20351	5037.6	51844.6	56882	929.4	9987	10917

Source: General Planning Administration, Literacy and Adult Education Organization

From table (5), the following is observed:

- The average number of enrollment in the first year of the basic stage is 58104, comprising 6922 males and 51181 females. This signifies that:
 - The number of male learners enrolled in literacy classes is low, constituting 13% of total enrollments, as opposed to the high percentage of 87% for females. This is attributed to the high illiteracy levels among women and to men's occupation with earning a living.
 - The average target numbers are much lower than the intended annual targeted illiterates, as stated in the quantitative objectives of the national strategy, which specify 300,000 learners. Actual enrollments represent 19% of the estimated targeted numbers.
- Around 60% of total enrolled learners dropped out before the follow-up stage per year. This is deduced from a comparison of the average number of those

enrolled in the first year to the number of graduates of the second year at the end of the academic year.

- Around 56% of total enrollments in the follow-up stage dropped out per year.
- Around 35% of graduates from the second year of the basic stage had dropped out by the end of the follow-up stage. However, this percentage is justified since not all illiteracy-liberated persons have a need for joining the follow-up stage. Rather, it is typically expected that only young learners would have interest in joining this stage.

2-3-2 Enrollment Rates in Basic and Women's Training Centers

**Table [6]: Enrollment in Basic and Women's Training Centers
In the Academic Years 2005/2007**

Women's Skills					Basic Skills				
Academic year	2005/06		2006/07		Academic year	2005/06		2006/07	
Skill	No.	%	No.	%	Skill	No.	%	No.	%
Sewing	2871	36	2572	32.1	Car Mechanics	203	21.6	124	23.2
Knitting	732	9.2	865	10.7	Electricity	238	25.3	134	25.7
Typing	235	3	145	1.8	Welding & Metalwork	99	10.5	29	5.5
Embroidery	1175	14.3	1148	14.3	Carpentry	147	15.6	60	11.5
Handcrafts	1111	14	1532	19.1	Metal turning	12	1.3	16	3.07
Home Economics	756	9.5	991	12.3	Typing	15	1.6	-	-
Other	979	12.3	757	9.4	Agriculture	22	2.3	-	-
-	-	-	-	-	Plumbing	0	0	20	3.8
-	-	-	-	-	Construction	4	0.4	-	-
-	-	-	-	-	Other	200	21.3	138	26.4
Total	7983	100	8010	100	Total	904	100	521	100

Source: General Planning Administration, Literacy and Adult Education Organization

The following observations are seen from table (6) above:

- The total number of enrolled females in women's skills is 7983 in the year 2005-2006. This number rose to 8010 in 2006-2007, which indicates an increase of 27 trainees only (0.33%).
- The skills women prefer are: tailoring and sewing, embroidery, home economics, and, lastly, knitting.
- The number of women enrolled in women's skills is higher than the number of persons enrolled in basic skills.
- The total number of persons enrolled in basic skills is 940 trainees in the year 2005-2006. The number of trainees fell to 521 in 2006-2007, i.e. 420 trainees or 45% less. This number is less than the maximum capacity of the centers.
- The preferred skills among men are, in order, electricity, car mechanics, carpentry, typing, followed by turnery then agriculture.

2-4 Existing Programs

For education objectives in the literacy and adult education field to be achieved, the literacy and adult education law specified the following programs:

2-4-1 Literacy and Continuing Education Program

This program aims to provide education on two fronts, (1) alphabetic literacy and (2) education that parallels and integrates with formal basic education, through moving up an educational ladder of three educational stages, as listed below.

(a) The Basic Stage (Literacy)

The duration of this educational stage is two academic years, seven months each, and its objective is to eradicate illiteracy of learners and have them reach the level of fourth grade in basic education. Learners need to achieve the following objectives:

- Properly comprehend the principles of the Islamic religion in accordance with the Holy Quran, the Prophet's teachings (the Sunna) and the agreed opinions of scholars.
- Grasp the basic skills in reading, writing, and numeracy (arithmetic) to a level equivalent to that of fourth grade of formal basic education and the ability to utilize them to face and solve problems in everyday life.
- Gain the scientific and practical knowledge and the essential information in economics, social culture and politics to enable them to actively contribute to developing the society.

Textbooks for the basic stage consist of:

- Two textbooks for the first year:
 - Learning for Life, Part I
 - Learning for Life, Part II.
- The second year textbooks are a series titled "We Keep on Learning." Each book in the series has its own title reflecting its contents as follows:

1- Our Public Life	2- Our Social Life
3- Our Economic Life	4- Our Health Life

(b) The Follow-up Stage

The duration of this educational stage is one academic year and its aim is to sustain and follow-up learning acquired by the adults to prevent their regression to illiteracy and enable them to pursue education in later stages. This is accomplished through supplying knowledge and skills equivalent to those of the level of sixth grade in general basic education, through fulfilling the following goals:

- Raise the level of understanding of the proper Islamic religion and the social, political, economic, health, environmental, and population issues.
- Continue developing basic skills and knowledge and confirm those already gained to secure non-regression to illiteracy and to reach the level of sixth grade of basic formal education.
- Gain essential scientific knowledge and information pertinent to the environment to which each category of learners belongs and utilize this knowledge in practice in real life.

Textbooks for the follow-up stage consist of a series of four parts titled "We Continue Our Learning" Part I, Part II, Part III, and Part IV.

(c) Completion Stage

The duration of this educational stage is two years and is targeted toward youths to enable them to reach the level of ninth grade of general basic education, through achieving the following goals:

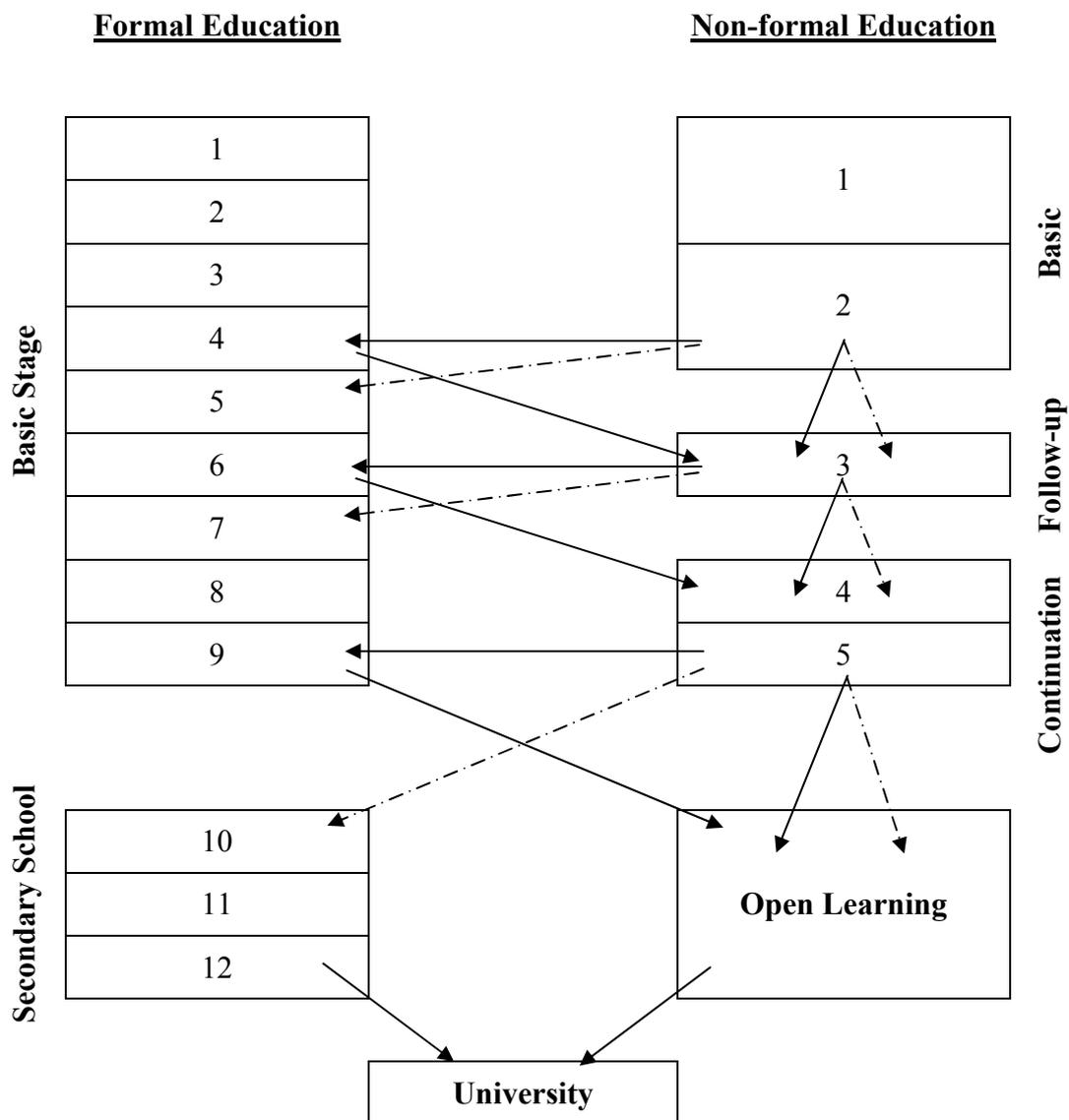
- Providing learners with knowledge in the areas of Islamic culture, public health, nutrition, the environment and population as well as enabling them to acquire the necessary skills to develop their abilities for self-learning and continuing education in order for them to be able to participate effectively in the various social, economic, and political affairs of the society.
- Presenting wide-ranging learning opportunities for learners to enable them to enroll once more in the various educational and training institutions in order to receive enough learning and training to qualify to enter the job market and pursue later stages of learning.

A later diagram illustrates the parallelism and integration between formal and non-formal education.

(d) Relation between Formal Education and the Literacy and Continuing Education Program

The following diagram shows the relation between the two educational systems and illustrates how parallelism is achieved between them by defining the equivalence between each level of the basic and follow-up stages and the levels of general basic education.

Diagram Showing Parallelism with General Education



- ▶ A continuous line arrow indicates parallelism/correspondence.
- - - - -▶ A broken line arrow indicates the grade in which a student can enroll upon graduation from the non-formal education class.

2-4-2 Training and Rehabilitation Program

This program is the second pillar of the non-formal education activities. It focuses on functional literacy in addition to alphabetic literacy. In particular, it aims to achieve the following goals:

- Revive traditional trades (crafts) that are threatened to be extinct and that rely on local materials.
- Build and reinforce relations between trainees and their local environment, especially regarding agricultural guidance and animal husbandry on the one

hand, and increasing their knowledge in religious, health and social aspects on the other hand.

- Enable female learners to acquire skills pertinent to their status as housewives, such as maternity and child care, home economics, needlework and sewing, embroidery, knitting, and similar other skills that enable them to contribute effectively to developing their family and society.

These goals are achieved by providing basic and women's training to the older-age category of men and women through long training courses (a full academic year in length) or short courses (three months long) in which trainees receive training in skills pertaining to one of the fields listed below.

A) Skills for Men

- Car mechanics
- Construction
- Carpentry
- Tinsmith work
- Welding & metalwork
- General electricity
- Plumbing
- Metal turnery
- Hand crafts
- Agricultural guidance
- Typing

B) Skills for Women

- Tailoring & sewing
- Needlework
- Handcrafts
- Knitting
- Food products
- Home economics
- Family awareness
- Agricultural guidance
- Typing

Training courses in these fields are held in Basic and Women's Training Centers. These centers were established to provide basic training to men and women, and are designed and equipped to cover training in all the above fields. Additionally, front units subsidiary to the basic centers were established to offer training in just two or three of the fields offered by the centers.

The idea of establishing the basic training centers and subsidiary units started in 1973 with the aim of supplying the work market with semi-skilled manpower in order to meet the needs emerging as a result of the progress our nation witnessed in the various walks of life that led to an increase in demand of skilled and semi-skilled manpower. Thus 14 basic centers, distributed in 14 governorates, were constructed, with 22 front subsidiary units. In addition, a total of 492 women's centers are spread all over the country's governorates.

The activities of these centers are offered to the illiteracy-liberated either at the center itself or at the centers for alphabetic literacy. The centers also offer their services to literate persons applying to any course with the aim of acquiring basic skills in any of the fields of specialization provided by the centers.

In the beginning, these centers functioned zealously and seriously, but in recent years they started retreating due to shortage of operating costs allocated for them and the outdated tools and furnishings they were initially equipped with that no longer meet market demands. Furthermore, some of these centers were robbed by some parties that provide similar services and some universities that opened branches in the governorates in which the centers are located.

2-4-3 Public Culturing Program

This program aims to provide general cultural information in the fields of religion, society, population, environment, health, and politics, through the written word in booklets or newspapers and magazines, through audio and visual media, and in mosques or lectures that are given in planned public gatherings and held under the supervision of literacy centers in cities and villages.

A set of 12 booklets were prepared for this program, under the following titles:

1. Care for the Pregnant Mother
2. Natural Breastfeeding
3. Caring for Your Child
4. Food Supplements for the Child
5. Vaccination of Children
6. Environmental Health
7. Hygiene, Nutrition and Health
8. Diarrhea
9. Eye Diseases
10. Bronchitis
11. Home Economics
12. A Female Farmer's Work and Health

2-5 Participating Organizations and Authorities

In view of the importance and nature of work in literacy and adult education, the participation of several parties—including the civil society, universities and national and international organizations—is necessary for the implementation of its plans and programs. However, the Literacy and Adult Education Organization carries the burden of the work alone, with minimal and non-organized participation from those parties that work in the field, through running literacy classes, namely:

- Charity and women's societies
- Unions and monetary funds
- Embassies and foreign organizations
- The National Committee for Women.

The number of societies active in the field of literacy and adult education has reached 159 societies distributed over the governorates. They provide classes and bring in learners to attend the classes, while LAEO is responsible for providing textbooks, boards, teacher training, payment of teachers' wages for teachers under contract, provision of inspectors, and handing out of illiteracy liberation certificates after the basic stage and graduation from the follow-up stage.

2-5-1 Unions and National Funds

A) Yemen Women's Union

The Yemeni Women's Union started its activities in the field of literacy and adult education a long time ago, and has, since then, assumed an important position among civil society organizations in the context of general activity. This is because it worked on opening literacy classes in districts, centers and the homes of members of the union with the aim of eradicating illiteracy among women. The total number of classes belonging to the union reached 123 distributed throughout the governorates and accommodating 7000 female learners.

The union performs other activities as well in the literacy classes and centers, such as:

- Conducting awareness seminars and lectures with the aim of raising women's awareness of legal, cultural, social, and health issues.
- Rehabilitation and training of women in some crafts such as sewing, embroidery, handcrafts, hair styling, etc.
- Setting up income-generating projects and linking them to literacy, along with projects for small loans in the Abeen governorate that benefit a large number of women and female learners in literacy classes.

B) Social Development Fund

- This national fund works in the restoration of a number of administration offices and basic and women's training centers as well as furnishing and equipping them.
- It conducts teacher training courses in some governorates. Their work included training 1000 teachers of both genders in the academic year 2002-2003.
- It conducts training courses in women's skills in some governorates including Amanah the capital and the district of Rida' in Al-Baidhaa governorate.

C) Embassies, Foreign Organizations and Funds

There are also some international organizations that provided financial aid on past occasions. These comprise the following parties:

- USAID (CARE international, YALA, ADRA)
- The SOUL organization
- The Islamic Development Bank
- The World Bank: The Basic Education Development Project.

Currently, aid and loans are provided by the Islamic Development Bank within the context of government treaties that end in December 2007. Additionally, there is the continuation of support from the World Bank which provides aid through the basic education development project.

2-6 Human Resources

Institutions rely for their success on human resources, and how proficient and competent they are in the technical work which depends on initial preparation, training, and retraining. The inadequacy of capabilities of non-trained human resources doing the work weakens performance and creates a lack of clear vision between the two authorities—central and field. In this aspect, the Literacy and Adult Education Organization is one of those institutions that seek to improve their performance through training and retraining of their human resources in order to achieve the aspired success. A survey of manpower at LAEO's central level indicates there are 74 employees of both genders. Manpower at the governorates' level in terms of teachers, inspectors and supervisors is shown in table (7) below.

Table [7]: Manpower at the Governorate Level

Year			2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Teachers	Contract	M	491	556	634	489	454	384
		F	3054	3537	3963	4388	4688	4600
	Permanent	M	338	364	402	317	475	396
		F	433	346	553	579	636	566
	Total	M	829	930	1038	860	940	780
		F	3487	3973	4516	4967	5324	5166
Total M/F			4316	4903	5554	5827	6264	5946
Inspectors	Contract	M	127	169	207	287	206	57
		F	116	146	159	249	229	24
	Permanent	M	133	138	126	173	112	287
		F	45	44	51	78	63	103
	Total	M	260	307	333	460	318	344
		F	161	190	210	327	292	127
Total M/F			421	497	543	787	610	471
Supervisors	Contract	M	16	46	41	60	96	186
		F	63	12	30	69	53	258
	Permanent	M	204	235	286	355	288	107
		F	76	85	102	88	96	73
	Total	M	220	281	327	415	384	293
		F	139	97	132	157	149	331
Total M/F			359	378	459	572	533	366

2-7 Building Capacities of Human Resources

Recognizing the major role that the human factor plays in carrying out the activities of literacy and adult education programs and the ensuing need to raise the competence of personnel working in the field, LAEO, using its limited resources and aid from some donors, managed to hold a number of rehabilitation training sessions internally and externally for upper and middle management and teaching manpower in the field, namely supervisors, inspectors, and teachers. Below is an overview of this training.

2-7-1 External Courses

Table [8]: External Courses

Course Topic	Target Group	No. of Participants	Venue of Course	No. of Courses	Funding
Planning & Work Leadership	Upper & middle management for LAEO (central & governorates)	80	Sirs El-lyan Center for Adult Education	4	Islamic Development Bank

2-7-2 Exchange of Expertise

Table [9]: Exchange of Expertise

Countries	Target Group	No. of Participants	No. of Sessions	Funding
Egypt, Sudan, Saudi Arabia	Exchange of expertise of upper & middle management personnel of LAEO	12	3	Islamic Development Bank
Egypt, Morocco, Oman	Upper & middle management	14	3	Basic Education Development Project

2-7-3 Internal Training Courses in 2006-2007

A) Training Courses Funded by the Literacy and Adult Education Organization

Table [10]: Training Courses Funded by LAEO

LAEO Branch	Target Group	No. of Participants	Course Topic	No. of Courses
LAEO's central offices	Administration managers of LAEO & governorates	31	Rehabilitation of Administrative Cadres	1
Amanah the capital	Inspectors	30	Same as above	1
Sanaa, Manakha district (Heraz)	Teachers	40	Same as above	1

B) Training Courses Funded by the Islamic Bank

Table [11]: Training Courses Funded by the Islamic Bank

Course Topic	Target Group	No. of Courses	Governorates	No. of Participants
Teaching methods & methodologies	Teachers	2	Maerib	60
		2	Saadah	60
		2	Hajjah	60
		2	Al-Mahweit	60
		2	El-Baidhaa	60
		2	Aden	60
		2	El-Mokalla	60
		2	El-Ghaydah	60
		1	El-Baidhaa (Rida')	32
		2	Sanaa	60
		2	Amraan	60
		4	Al-Hudaydah	120
		1	Soqatra	28
		1	Dhamar (Wessab)	27
<i>Total</i>		27	14 governorates	807

C) *Training Courses Funded by the Basic Education Development Project*

Table [12]: Training Courses Funded by Basic Education Development Project

S/N	Course Topic	Target Group	No. of Courses	No. of Participants	Governorates
1	Teaching methods & methodologies	Teachers	6	235	Dhamar, Lahij, Al-Dalei, Reemah, Abeen
2	Inspection skills	Inspectors	5	128	
3	Planning and management	Administrators	5	143	
4	Statistics	Statistics managers	1	28	LAEO's administrative office
5	Planning and management	Middle management at LAEO	1	300	Same as above
6	Training of trainers	Training team at LAEO	1	30	Same as above
7	Inspection skills	Inspectors	6	177	Al-Amanah, Hadhramaut, Aden, Ibb, Taizz, Saywun
8	Teaching methods & methodologies	Teachers	6	297	Same as above

- All participants in these rehabilitation training courses received a number of theoretical lectures and practical exercises applied to their work in literacy and adult education, with the aim of improving and advancing their capabilities to maximize their efficacy in performing their duties in adult education.
- Annual field visits for inspectors are performed by LAEO to all governorates to observe their activities, visit classes and centers, and assess their work both positively and negatively. (However, these visits have been reduced due to the lack of funds allocated for this item).
- Certificates are granted to learners liberated from illiteracy and graduates from the follow-up stage. These outputs are documented in LAEO's computer system and are produced in statistical booklets.

2-8 Governmental Funding

Government funding is the basic foundation for steering forward the activities of the Literacy and Adult Education Organization, as is the case with other governmental institutions. But the funds allocated for LAEO do not meet its ambitions that aim at expanding its activities to reach the length and breadth of the Yemeni lands.

The following table shows the budgets of both the Literacy and Adult Education Organization and the Ministry of Education within the national budget for 2007.

Table [13]: Budgets for LAEO and MOE for 2007

Item	Ministry of Education	Literacy and Adult Education Organization	Ratio
Budget's 1 st center	26,054,368	380,090,000	1.4%

From the above table it is clear that the budget for LAEO represents 1.4% of the total budget of MOE. This indicates how small the amount allocated for literacy and adult education is even though the target population for non-formal education represents 45.7% of the total population in the age group of 10 years and above.

A study of a budget for LAEO shows the financial support given by the government to include the following:

- Salaries of permanent employees in the governorates, which amounts to 49,479,792 riyals.
- Seasonal contract wages for governorates, totaling 218,400,000 riyals annually.
- Operation expenses, amounting to 20,407,440 riyals.

This is in addition to the budget's second center items, of 11,802,960 riyals annually.

The government has also contributed large sums to finance the establishment of buildings for LAEO's branches in Saadah, Dhamar, Ibb, etc. Additionally, books pertaining to literacy and adult education are printed annually at the government's expense. It can thus be concluded that the government is the primary financier of LAEO's activities.

3- Challenges

Action in literacy and adult education suffers from several challenges and difficulties that prevent the Literacy and Adult Education Organization from carrying out its plans and programs. These can be summarized as follows:

- Financial allocations to carry out LAEO's activities are insufficient and teachers' contracts pay little in view of the recent rise of prices.
- Furnishings and equipment at the district levels are inadequate.
- Training does not encompass all personnel working in the literacy field (administrators, educators, and inspectors) such that a large number of teachers and inspectors have not received any training courses yet and neither have new teachers.
- The level of education of most teachers is not sufficiently high, especially in rural areas.
- Responsible parties in local authorities and institutions in the governorates are not sufficiently responsive to the literacy issue since the literacy and adult education law is not enforced.
- Society lacks awareness of the harm of illiteracy and the need to eradicate it.

- Work in this field is limited to official efforts, with a lack of active participation in combating illiteracy on the part of the community and civil society organizations.
- Additional numbers of illiterates keep pouring in as a result of both the insufficiency of places in formal education to accommodate all school-age children and the phenomena of failure and dropout.
- Operation expenses for basic training centers are insufficient which led to the closure of some centers.
- Furnishings and equipment in basic training centers are old and need maintenance and updating.

4- Vision of the Future of Literacy and Adult Education Work

4-1 Policies of Future Work

Future work policies for literacy and adult education are defined as follows:

- Reducing illiteracy rates to 50% by 2015.
- Achieving equity in educational services and equality of opportunities between males and females (gender equity), and between rural and urban areas.
- Reexamining the current educational system and modifying it to accommodate the future work volume.
- Creating a real partnership with civil society organizations and local communities in literacy efforts.
- Attaining a political will that is proactive in supporting literacy and adult education programs and activities.

4-2 Goals

The Literacy and Adult Education Organization seeks to set up a strategic framework that includes interrelated and integrated programs and plans capable of reducing illiteracy and securing the right to education for children deprived of it. This could be accomplished through achieving quantitative and qualitative goals concurrently. These goals are described below.

4-2-1 Quantitative Goals

- Reduce illiteracy to 50% of the total number of illiterates in the 10-45-year age group by 2015. This means eradicating illiteracy of 2,493,720 illiterates in eight years, at the rate of 262,421 illiterates annually.
- Provide suitable education to incorporate 50% of education-deprived children in the 10-15-year age group into general basic education by 2015. This means re-including into general education, annually, 193,054 children from among those who had not been able to attend schools from the start or had dropped out of schooling.

4-2-2 Qualitative Goals

Programs and learning curricula in the literacy field seek to empower targeted individuals to:

- Acquire basic communication skills (reading, writing, and numeracy) sufficiently to be able to acquire knowledge on their own.
- Gain knowledge and information related to their everyday life such that they become aware of their cultural, social, economic and political rights.
- Gain awareness of the importance of individual, family and reproduction health as well as population and environmental issues.
- Gain religious knowledge, information and skills; develop a sense of collaboration and group work; and possess human values.

- Acquire, for young learners, the basic skills that empower them to pursue learning in more advanced stages of education.

4-3 Mechanism for Achieving Literacy Goals

In light of the policies stated earlier, these goals can be achieved by observing the measures outlined below.

4-3-1 Reducing Illiteracy Rates to 50% by 2015

This can be achieved by following these procedures:

- ✓ Raising the levels of enrollment in literacy classes and literacy centers to achieve balance between male and female learners in accordance with specified percentages, through expansion in establishing centers that provide learning services.
- ✓ Closing illiteracy gateway through raising levels of admission into general basic education and treating causes of failure and dropout.
- ✓ Improving the type and quality of learning in the literacy and adult education field based on results of relevant research and studies in order to solve the problem of dropouts of these classes.

4-3-2 Reexamining and Modifying Systems, Regulations and Strategic Plans in Accordance with New Visions

This can be achieved as follows:

- ✓ Diversifying programs and modifying the educational ladder for the literacy and continuing education program in such a way as to achieve the qualitative goals of non-formal education.
- ✓ Re-assessing and modifying the current strategy in accordance with the new directions.
- ✓ Modifying the current literacy law to include items that support implementation of the plans and programs to be set in the new phase.
- ✓ Incorporating literacy activities and programs into the annual review of basic education.
- ✓ Reconsidering the length of the two-year period in which learners have to attend classes in the basic stage of literacy as a way of combating the dropout phenomenon.

4-3-3 Adopting Scientific Methods in Planning Literacy Programs

- ✓ Preparing action plans in the literacy field such that they form an integral part of the comprehensive social and economic development plans and contribute to fulfillment of human development needs. This should be complemented with mechanisms for planning and coordination between adult education programs and adults' needs and environments, provided that these plans and projects be linked and integrated with local and national development projects.
- ✓ Linking literacy programs and projects with the general development programs and projects at the national level, as well as agricultural and health

guidance, labor culture, women's culturing programs and maternal care projects. Directing all such efforts through coordination with the various concerned parties to generate an integration trend that enables adults to benefit from these efforts, programs and projects.

- ✓ Coordinating with societies for the handicapped and people with special needs, jail administrations and refugee centers to come up with suitable curricula and programs that facilitate teaching and learning, which in turn will contribute to providing job opportunities to each special category.
- ✓ Developing and expanding relations between LAEO and counterpart agencies and authorities in other Arab nations (particularly the Arab Gulf states) in order to achieve mutual exchange of expertise and experiences and shared benefit from them.
- ✓ Strengthening ties with the Arab Education, Science and Culture organizations; the Islamic Education, Science and Culture organization; UNESCO, UNICEF and a range of organizations and funds specialized in this field to benefit from their support in implementing programs, plans and projects and their participation in the planning, implementation and evaluation processes.

4-3-4 Improving Internal Efficacy

- ✓ Conducting studies and renewable research on basic needs and environments of adults and using the results as the main basis for developing literacy and adult education programs and curricula.
- ✓ Modifying the existing curricula of literacy and continuing education programs to fulfill the needs and interests of each of the programs' target groups.
- ✓ Developing the curricula of basic and women's training centers to fulfill the needs of learners there while satisfying the job market needs and accordingly developmental needs as well as individuals' needs, which would lead to reducing poverty and want.
- ✓ Adopting the principle of self-learning and continuing education through making accessible the knowledge sources and programs for new literates thus preventing their regression to illiteracy.
- ✓ Selecting highly qualified teachers who would be capable of working with adult learners.
- ✓ Preparing training programs to each category of employees working in adult education and providing them with adequate training.

4-3-5 Securing Sufficient Human and Financial Resources

- ✓ Providing sufficient numbers of qualified human resources to match the magnitude of expansion.
- ✓ Endeavoring to increase financial allocations for operational costs in the general budget to match the extent of responsibilities assigned to LAEO and its branches.
- ✓ Seeking additional sources of funding.

4-3-6 Directing Public and Formal Efforts to Attain Real Partnership

In this aspect, there should be efforts to achieve the following:

- ✓ Develop an enlightened public opinion among citizens to believe in the gravity of illiteracy and seek to eradicate it.
- ✓ Involve the private sector in supporting literacy activities through including the chambers of commerce in the various councils. Also oblige the private sector to run literacy classes within its premises, and benefit from the material and financial facilities it is capable of providing.
- ✓ Provide opportunities for the various authorities as well as political, syndicate, creative and charity associations to contribute to literacy activities at the levels of planning, implementation, monitoring and evaluation.
- ✓ Open the door for volunteer work in literacy activities.
- ✓ Utilize the offices of various unions, syndicates and societies as sites for literacy activities and programs.
- ✓ Encourage and support societies concerned with literacy and adult education activities and seek to establish them and support their activities.

4-3-7 Utilizing Material and Social Incentives to Eradicate Illiteracy

Incentives play an important role in motivating people who work in literacy and adult education programs and activities as well as in attracting illiterates' enrollment and retention in these programs. Therefore, there should be efforts to achieve the following:

- ✓ Present accredited certificates that have a recognized level of equivalence in the general formal education stream.
- ✓ Grant material incentives for outstanding trainers and teachers as well as supervisors to motivate them to increase efforts and double productivity.
- ✓ Make reading and writing abilities a requirement for nomination in political, cooperative and local organizations at all levels, making the acceptance standard that of attainment of at least a literacy certificate.
- ✓ Show appreciation to illiteracy liberated individuals, in the following ways:
 - Allowing outstanding learners to participate in the Teachers' Day prizes.
 - Distributing certificates of appreciation to learners with outstanding performance in all locations.
 - Specifying a day for an annual event to hold celebrations for graduates in which nominal prizes are distributed (September 8, the International Day or January 8, the Arab Day for Literacy).

4-3-8 Capitalizing on Expertise and Experiences of Others

Efforts undertaken in the literacy field on the international and regional levels should constitute an advantage base from which to benefit in literacy and adult education.

Thus, it is essential to do the following:

- ✓ Develop relations between LAEO and counterpart agencies in Arab countries to achieve mutual benefit from expertise and experiences.

- ✓ Exchange technical expertise with other Arab countries.
- ✓ Coordinate with the Arab Education, Science and Culture Organization; the Islamic Education, Science and Culture Organization; UNESCO and organizations and funds specialized in supporting strategic plans and programs and actively contributing to them in terms of planning, implementation and evaluation.
- ✓ Benefit from international experiences in this field and take advantage of efforts of international organizations concerned with literacy and adult education.
- ✓ Utilize databases and dissemination media in Arab and other countries.
- ✓ Benefit from the experiences of Arab organizations in training and rehabilitation of workers specialized in literacy and adult education.

4-3-9 Promotion Using State-of-Art Media, Communications Technology

- ✓ Develop a unified, enlightened view among citizens to believe in the gravity of illiteracy and seek to eradicate it. Promote volunteer work in the field.
- ✓ Highlight the roles of the various concerned institutions, their activities, fields of work, relation with citizens, and their contribution to literacy and adult education activities.
- ✓ Conduct comprehensive media campaigns that are planned on a scientific basis. They should capitalize on the characteristics of the different mass media—visual, audio or written—and mosques and community newspapers, making sure the campaigns reach all governorates, districts, and villages.
- ✓ Link religious and political awareness to the importance of educating women, via different mass media and religious leaders in mosques.

4-3-10 Monitoring and Evaluation

Monitoring and evaluation processes are considered an integral part of determining the validity of any effort or work. In this context, it is essential to seek to accomplish the following:

1. Establish a database and information system.
2. Set proper standards for evaluation of work progress and modification of implementation procedures whenever the need arises.
3. Regularly and promptly monitor work progress of implementation and attempt to avoid any shortcomings that might appear and immediately deal with them.
4. Prepare a three-monthly monitoring and evaluation report through field monitoring, which enables solving work problems promptly.
5. Set an annual assessment program for literacy, whereby all learners in literacy classes sit for a general exam and, based on the results, receive the illiteracy liberation certificate.
6. Conduct evaluation studies for the different programs and activities, such that these studies serve as the foundation of development of those programs.

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