



## Follow-up of CONFINTEA VI:

### Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

#### National progress report submitted by the Government of Oman

This report is submitted on behalf of the Government of Oman in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education - Directorate General of Educational Programs - Department of Continuing Education
Submission date	25-2-2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others ( <i>please mark and specify below</i> )	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others ( <i>please mark and specify below</i> )	<input type="checkbox"/>

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>            It is a system that enables adults who were forced to leave the regular educational system for financial or social Obstacles to pursue their education by enrolling in adult education which is provided from grade 7 to 12. The students my enroll in regular classes system where they attend regular classes in adult education centers and then write their final exams or they can study at home and then write their final exams in the center or school of their area</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            Basic Literacy: the basics of reading, writing and numeracy            Functional Literacy: literacy for an effective performance in work and society            Civil Literacy:Enlightment on the role of civilians in the economical and social development of the society</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>            National census            School administrative data (years of schooling completed/primary certificate)            Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)            Household surveys            Other methodology (<i>please describe below</i>):</p>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>            New conceptual definition on literacy in place (for policy)            New conceptual definition on literacy in place (for data collection only)            New assessment of youth and/or adults' literacy skills            Increase in the periodicity without significant conceptual changes            Other changes (<i>please provide details below</i>):            Collection of adult education and illiteracy data via internet</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

With regards to question 1.4: A new department was established which is Parallel Education. The department is set up to prepare awareness programs on continuing education, prepare database for literacy and adult education programs through the educational portal and develop programs and material to support literacy and adult education

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ministrial Decision 31/1981 regulating literacy and adult education	1981
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ministrial Decision 31/1981 regulating literacy and adult education -Amendment of the educational plan for grades 1&2 in literacy centers -Establishment of a national committee for literacy -Employment high school graduates to teach in literacy centers	1981
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-Expanded acadimc years from 2 to 3 years - issued a guide on eliminating illiteracy	1986-2007

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group (2010/2011)</i>
Adult education	15+	1959 in regular classes system and 27181 in home study system
Adult literacy	10+	10595

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enrich their knowledge and give them the opportunity to develop their social and economical life targeting 10+ students who missed regular classes to spread and facilitate literacy for all and diversify teaching methods	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>The teaching language is the country's official language (Arabic) according to the Royal Decree No.96/101(Section 1 Article 3)</p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>-</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Opening more classes for adults who want to continue their studies after stopping for economical and social difficulties</p> <p>-Increasing financial incentives for Adult Education Faculty Members</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <ul style="list-style-type: none"> <li>-Expanding literacy programs</li> <li>-Establishing literacy programs for the illiterate employees in the Ministry of Education</li> <li>- Activate the role of Omani women associations</li> <li>- Establishng training programs for Literacy Faculty</li> <li>- Promote incentives for the Faculty</li> <li>- Prepare supporting guide books for literacy programs</li> </ul>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		

Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2006/2010 + 2011/2015	7th five years plan+ 8th five year plan
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

  

<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2006/2010 + 2011/2015	7th five years plan+ 8th five year plan
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?			
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>If Yes, please elaborate how they have been involved.</i>			
<ul style="list-style-type: none"> <li>-Consult teachers on adult education curriculum whom opinions reflect the needs of the students with regards to subjects and contents</li> <li>- survey the students opinions on the subjects and content through field visits</li> <li>- Expanded the acadimic years from 2 to 3 years according to the demands of the teachers and students</li> </ul>			

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.





*If Yes, please provide name and contact details:*

**Adult literacy**

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>  Data, statistics and educational studies are provided to the concerned authorities through an annual statistical book</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>  Data, statistics and educational studies are provided to the concerned authorities through an annual statistical book</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i>  -Enroll faculty into specialized courses and workshops  - Involve them in regional and international conferences  - establish regulations  -prepare training programs and professional development plans</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i>  Enroll Faculty into specialized courses and workshops  - Involve them in regional and international conferences  - establish regulations  -prepare training programs and professional development plans</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>With regards to question 3.5: local communities support literacy programs through:  -suggesting educational areas</p>

- providing financial support to establish those educational areas
- providing locations
- providing education materials
- providing transport
- providing moral and financial incentives for employees and students
- encourage the illiterate to enroll on those education centers

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Omani Rial

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input checked="" type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	986637	1084443	Ministry of Education
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>	986637	1084443	Ministry of Education

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>	640/-	160/-	<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>	7200	2400	<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>	2560	9280	<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>	29666		<input type="checkbox"/>

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

<i>Private companies</i>	5940	13015	<input type="checkbox"/>
<i>Learners/households</i>	105050	132450	<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

<b>Public sector organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Women	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i> There are others areas which are addressed including islamic education, national education and physical education	<input checked="" type="checkbox"/>	All of the mentioned above	<input checked="" type="checkbox"/>

<b>Private companies</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	all of the above	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	all of the above	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	all of the above	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
<b>On adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>On adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>The Ministry of Education has done a number of surveys on literacy programs such as:</p> <p>-One: males reluctance to attend literacy classes:</p> <p>a study done in the second semester of the academic year 2006/2007. it covered all educational regions.a descriptive approach was used. The survey included directors, deputy directors, heads of continuing education departments and faculty members in all educational regions. Another survey was also distributed to the reluctant males. The survey of the employees in the field showed that the problem is:</p> <ol style="list-style-type: none"> <li>1- the working conditions of the illiterate and the preference to rest after work rather than study</li> <li>2- lack of awareness on the benefits of enrolling in such programs</li> <li>3- lack of legislations necessitating literacy</li> </ol> <p>The survey given to the reluctant males showed that the problem is:</p> <ol style="list-style-type: none"> <li>1- no financial incentives to encourage them to study</li> <li>2- lack of legislations necessitating literacy</li> <li>3- working to take care of the family doesn't allow enough time to study</li> </ol> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>1-encourage the illiterate morally and financially to enroll in literacy classes</li> <li>2- spread more awareness on the benefits through media</li> </ol> <p>-Two: Evaluating utilising high school graduates to teach literacy classes: the study was started on the academic year 2006/2007 and ended in 2007/2008. It studied the possibility of hiring high school graduates to teach literacy classes, especially for grade three and the training needed to achieve that. The study had short term goals and long term goals. The short term goals were to identify the training needs of these graduates. The long term goals were to upgrade the grade three curriculum and to develop a developmental program for the teachers.</p> <p>Applying this project has resulted in gathering indicators that will help in developing the faculty members of literacy centers.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>1- provide extra support for those studies for better future practices in various fields</li> <li>2-train high school graduates on teaching skills</li> <li>3- spread awareness to the society through seminars, lectures and educational publications</li> <li>4- encourage faculty members to benefits from the regular schools teachers through field visits</li> </ol>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>

Arabic	<input checked="" type="checkbox"/>
English	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

Low levels of achievement for learners due to lack of specialized teachers, leading to poor concentration of older mothers

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

*If Yes, please provide a brief description and references:*

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*



5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

With regards to 5.1:

There are other services by the private sector and the civil society such as:

- incentives and gifts
- transportation
- Locations
- Financing educational areas in some governorates

With regards to 5.6:

Local communities involve in developing letiracy through:

- consult teachers on adult education curriculum whom opinions reflect the needs of the students with regards to subjects and contents

- survey the students opinions on the subjects and content through field visits

- Consult faculty and students on the document of letiracy curriculum with regards to the goals, content and relevant subjects

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
References:				
-Ministerial Decisions identifying the timings of the exams				
- Evaluation documents of adult education students				
- Annual educational statistics book				
-Attendance book of students				

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5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
<b>Adult education</b> <b>Adult literacy</b>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i> <b>Adult education</b> <b>Adult literacy</b>	Yes	No
	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

*If measures have been undertaken please provide a brief description and references:*

- One: Conducting a survey on males reluctance to attend literacy classes (Details in 5.2)

- Two: Establishing the project of enrolling the Ministry's staff which attracted many males:

The project has attracted 992 male and female from the Ministry who studied for a full year during the working hours (2010/2011) and according to their areas. they are then given an exam that tests their ability in reading, writing and math. The project aimed to eliminate illiteracy in the ministry and Oman

- Three: establishing extra programs in the regions like the student as a teacher for his family program

- Four: Awareness programs to encourage enrollement in literacy programs

- Five: Adjust classes timings to fit students schedules

- Six: Open classes in demand areas whether houses, guest halls, schools or any suitable places

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

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## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1998-2012	<ul style="list-style-type: none"> <li>-The development of life skills such as health, population and environmental awareness</li> <li>-Develop the ability to interact with others and participate socially</li> <li>-Develop an awareness of global trends in various aspects</li> <li>-Development of thinking skills and employment of science in life to take appropriate decisions.</li> <li>-Awareness of career development.</li> <li>- develop standard Arabic/English language skills</li> <li>-Develop the skills of using modern technology</li> <li>-Increased focus on teaching the subjects of science and mathematics.</li> <li>-Put optional subjects at the stage of post-basic education (grades 11-12) (2008-2012).</li> </ul>
Learning materials	<input checked="" type="checkbox"/>	1998-2012	<ul style="list-style-type: none"> <li>-Decrease theoretical subjects and increase practical ones</li> <li>- concentrate on digital contents</li> <li>-Re-design textbooks in line with modern educational developments</li> <li>- add More books and educational materials in the learning resource centers in schools</li> </ul>
Facilitators' training	<input checked="" type="checkbox"/>	1998-2012	Teacher training in modern methods of teaching and learning techniques

			<ul style="list-style-type: none"> <li>-Raise the qualifications of English teachers of English (diploma to bachelor holders), in collaboration with the University of Leeds.</li> <li>-Human resources development by providing opportunities for Masters and PhD.</li> </ul>
Teaching/ learning methods	<input checked="" type="checkbox"/>	1998-2012	<ul style="list-style-type: none"> <li>-Attention to ways and means of student-centered teaching</li> <li>-Employment of modern technology in teaching</li> </ul>
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1998-2012	<ul style="list-style-type: none"> <li>- Participation in international tests such as (TIMSS)(2005-2012)</li> <li>- Apply national exams(2006-2012)</li> <li>- Development of materials with focusing on continuing education principles</li> </ul>

<b>Adult literacy</b>			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input checked="" type="checkbox"/>		<ul style="list-style-type: none"> <li>-Enable students to read, write and perform simple calculations.</li> <li>- Enable them to continue their education afterwards.</li> <li>- provide them with the skills needed in their careers</li> </ul>
Learning materials	<input type="checkbox"/>		Preparation of high quality teaching materials to accommodate their levels and needs
Facilitators' training	<input checked="" type="checkbox"/>		Preparation of a training team for continuing education programs capable of designing and implementing training programs that meet the needs of workers
Teaching/ learning methods	<input checked="" type="checkbox"/>		The preparation of teachers able to teach with the methods and techniques of modern

			educational
Assessment of learning outcomes	<input checked="" type="checkbox"/>		The ability to read and write and perform simple calculations to ensure that the benefits are achieved and to help them continue their education

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	annually according to needs and types of training
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	<i>Mark if yes</i>	Typical duration (months)	<i>Mark if yes</i>	Typical duration (months)
Governmental institution	<input type="checkbox"/>	2 weeks prior academic year	<input checked="" type="checkbox"/>	annually according to needs and types of training
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? ( <i>academic year ending in 2010</i> )		
Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	-RO 1.200 per class for grades 7 to 9 -RO 1.500 per class for grades 10 to 12 - allowance was raised in 2011-2012 to RO3 per class, supervisors' allowance was also raised from RO1.5 to 3 and the head of the center was given RO75+ teaching allowance	MOE
<b>Adult literacy</b>	-RO 1.5 per class, raised in 2011-2012 to a monthly allowance of RO150. -Head of center is given extra RO45	MOE

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? ( <i>If yes, mark all that apply</i> )		
	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide a brief description and references:</i> facilitators and teachers are evaluated for their ability to perform the functions and find out their training needs through supervision and monitoring of performance by filling forms and reports set up for this purpose		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input type="checkbox"/>
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

*If one or more of the boxes is marked, please provide a brief description and references:*

National Studies:

- One: males reluctance to attend literacy classes (Details in 5.2)
- Two: Evaluating utilizing high school graduates to teach literacy classes (Details in 5.2)

International Studies:

(World Bank study on Oman Education status): in progress

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

on question 6.2 with regards to adult education:  
 Adults education faculty are the same faculty of morning regular educational system; thus they are qualified academically and readily trained as the Adult education's curriculum is the same used in the regular system

## 7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input checked="" type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Yes, there are 3 projects supporting Adults Education programs:

1- Literacy for MOE staff:

The project has attracted 992 male and female from the Ministry who studied for a full year during the working hours (2010/2011) and according to their areas. They are then given an exam that tests their ability in reading, writing and math. The project aimed to eliminate illiteracy in the ministry and Oman, help the illiterate achieve their aspirations in promoting their functional levels, activate volunteering and applying the project in all governmental, civil and private sectors. The department of continuing education with cooperation with the general directorates of education in all regions are evaluating the project through field visits and analysis of the reports received from the educational regions on the project and submitting regular reports to the higher authorities to promote the advantages and facilitate the processes of the project.

2-Cooperation with Omani Women Associations in Literacy programs

The project aims at benefiting from the Associations spread over every region to contribute in literacy by providing classrooms (in and out of the association) and supervising the processes or teaching for a fee defined by the number of classes. Moreover, the associations can help in spreading awareness among the society and urge them to combat this serious problem.

The main target of the project is activation of the partnership between various government and private institutions to eradicate illiteracy as the eradication of illiteracy is a national duty everyone must contribute to.



other special targets are:

A- Build bridges of communication and cooperation between the Ministry of Education and the Ministry of Social Development.

B- Take advantage of women's associations in spreading literacy for people living in areas served by these organizations or affiliates of these associations.

C- Build bridges of communication and cooperation between women's associations and the community.

D- Access to illiterates in these areas to achieve continuing education.

E- Help illiterate people in the community to achieve their needs and increase their level of education.

F- Planting the foundations of effective participation in society and the principle of responsibility for all.

G- Activating the principle of voluntarism among the members of the association and the surrounding community.

H- Create a spirit of cooperation and shared responsibility among the people of the town

I- Contribute to reducing the percentage of illiteracy in the country.

J- Expansion in the activity of literacy.

Pros of activation of the project:

Positive interaction between the Ministry of Social Development and the Ministry of Education in joint efforts to eradicate illiteracy was evident through:

-expansion in the number of classes in the current academic year 2010/2011 reaching (56) class 888 student, compared with 7 classes accommodating 77 student in the academic year 2009/2010.

-some associations provided classrooms outside the headquarters building - in residential neighborhoods -and in turn provide support to them.

-promote cooperation between women's associations and departments of continuing education in the educational governorates.

-training members of the association on methods of teaching adults.

-carry out a survey on the illiterate in badaa village in A'Sharqqiya region

-Visits to the villages to encourage woman to enroll in classes

-adoption of supporting projects like sewing project in A'Sharqqiya region

3- Project: the student is his family's teacher:

students become the teacher of the family members who are reluctant to join literacy centers, for various reasons. The project uses students' abilities and talents to serve the community and aims to spread literacy and involve students in this national activity.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i></p> <ul style="list-style-type: none"> <li>-Teaching the subject of Life Skills</li> <li>- Sewing and embroidering programs</li> <li>- cooking and housework programs</li> <li>- handmade and traditional crafts programs</li> <li>- first aid and home safety programs</li> </ul>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i></p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
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*If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:*

Yes, the UN Literacy Decade helped to strengthen our efforts in advocating for literacy in the following areas:

•General Policy:

- Designing the policy framework along with a program of incentives to ensure cooperation between the various government agencies.

- involving local communities and civil society organizations

- involving literacy in the discussions, planning and implementation of educational elements relating to all areas of society in the Sultanate and including literacy in the state's strategies.

•The Form of literacy programs:

Implementing and designing literacy programs and activities that serve the student economically, socially and culturally

•Capacity-building:

Building training strategies for those working in the field of literacy and adult education as applied in the Sultanate through the development of training programs that are incorporated into professional development plans.

•Research:

Taking advantage of studies and research that aim to improve policy formulation and continuing education programs and identifying the most important obstacles that may prevent access to the desired goals.

The ministry has a number of studies including:

1- a survey study on males reluctance to join literacy classes

2- an evaluation of involving high school graduates in teaching (2009)

•Community participation:

Through support in all aspects (administrative, financial and awareness) . for example, the support of the University of Nizwa to the village and also the support of Oman LNG, Oman Telecom and other centers for continuing education. Moreover, some members of the community support this area through the

provision of accommodation, school supplies and awareness campaigns that help enroll more students.

- Monitoring and evaluation:

Development of statistical indicators to monitor what has been achieved with regards to literacy in the Sultanate through the functions of the Department of parallel Education and the Department of Statistics and also through coordination with other authorities such as census centers

- Implementation at the national level:

This is carried out through the inclusion of projects, plans and programs to eradicate illiteracy within the plans and policies set by the State five-year plan. Moreover, its implemented through many events in the area of literacy at the regional festivals. Some of the important days are the Arab Literacy Day (8 January) and the International Day for the Eradication of illiteracy (9 September).

- Mobilization of resources:

This is done by allocating a special budget for continuing education within the general budget of the Ministry and support some of the projects and programs of international and regional organizations and the community in order to reach the desired goal.

- International support and coordination:

Oman government coordinates with external international and regional organizations in projects and programs that support continuing education in the Sultanate. These organizations provide physical and moral support. The Sultanate also coordinate with neighboring countries to exchange experiences and projects that contribute to positive results in literacy and this is done through participation in conferences and meetings and through exchange of experts.

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>The literacy policy in the Sultanate of Oman has experienced a number of changes in the past five years:</p> <p>1 – High school graduates were hired to teach in the literacy centers in 2001.</p> <p>2 – The academic year was extended in 2005/2006 from two to three years academic years.</p> <p>3 – The study plan and number of classes were amended (2005/2006).</p> <p>4 - The English language was included in grades 2 and 3 which qualifies the student before joining the seventh grade in adult education.</p> <p>5 – The curriculum is updated in line with the change of the academic year period and the change of students educational needs.</p> <p>6 - Manuals were issued in support of literacy programs in series such as life skills and Iqraa “read” for adults.</p> <p>7- Use of Technology: Registration through Education portal, computerized subjects, data and statistics collection and Literacy reports and related publications</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>The country needs to build capacities through :</p> <ul style="list-style-type: none"> <li>- awareness programs targeting the illiterate</li> <li>-a website to exchange experiences</li> <li>- a series of electronic programs about life skills as a support to literacy programs</li> <li>-adapting regular system curriculum to the needs of the adult students</li> <li>- providing specialized teachers</li> <li>- establishing standardized skill requirements for learners</li> </ul>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>No centers specialized in training the faculty staff or conducting the required researches</p> <p>Lack of financial support for the continuing education program</p> <p>Poor financial and moral support from international organizations</p> <p>Males reluctance to enroll in the literacy programs</p> <p>Inconsistency in classes; thus, inconsistent staff which makes it difficult to establish specific training programs for them</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?  
Which of these areas, or other areas, requires further research?

No

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

With expect that literacy programs in Oman will achieve the goals of EFA and will fulfill Oman's international commitments which is to reach 50% literacy by 2015 in accordance with the recommendations of EFA Conference in Dakar 2000 as Oman has adopted the programs and projects in the eighth five years plan of MOE(2011-2015). These programs are as follows:

1-Literacy system development program: develop and upgrade literacy programs outputs through providing the educational standards that develop the curriculum and the students performances to accelerate the development of literacy.

2-Expansion of Literacy centers program: through opening new classes and centers by encouraging regions to set up related plans, execute literacy projects to accelerate the process of spreading literacy, increase the media role in spreading awareness and the contribution of the community in support of the programs.

3-Expansion of cooperating schools program: involving schools in literacy programs which will promote the level of teaching due to the various experiences and will also promote volunteerism, team work and responsibility among the teachers and residents.

4- Expansions of educational regions program: open more centers and classes and encourage the local community to contribute to achieve that and deepen team work ethics through volunteerism and qualifying women and increase the awareness, social, environmental and economic levels in a set period.

5- literacy support programs: spreading awareness through outreach literacy programs through the media and portal services. Moreover, creating educational materials in support of literacy programs, and encourage students in continuing education programs to use the means of communication and network information Internationally. The program also supports continuing education and electronic publications for students as well as creating databases for students in continuing education programs.

6- Teachers efficiency programs in Literacy programs: training teacher to improve and develop teaching methods. Providing those teachers with an educational kit to act as their reference for the development of different educational skills for them to train teachers to use teacher's aids.