بــسم الله
الـرحمن

وزارة التربية والتعليم
MINISTRY OF EDUCATION

The Achieved Progress In The Field Of The Eradication Of Illiteracy In Kingdom Of Saudi Arabia From Germany 1997 AD To Brazil 2009AD

Report for the International Organization
for Education, Sciences and Culture

Forwarded by :

The General Administration for Eradication
of Illiteracy Programs

1429 H - 2008 AD

Introduction

The government exerts great efforts in the education field and spread it in all the countries of the kingdom and doing there best to facilitation and (make it available) ,make it obtainable and easy to join it without the disregard of the importance of the quantitative development and the qualitative development to the level of the offered education .

And the Eradication of illiteracy program was not away from those cares but occupied a special position that the social, developmental and economic circumstances imposed to establish an administration responsible for the Eradication of illiteracy and the adult education under the name of the administration of the popular culture in the year 1374 H proof on that care.

Then the succession of organizations and the legislations that confirm the importance of this program as being a right from the citizen rights and a duty the country abided by it, then the system of Eradication of illiteracy and adult education and the education policy document came then the basic system for the rule and other from the legislations besides the commitments and the international advertisements so that they confirm this program and its role in building the human capable of the response of its needs and the needs of its homeland.

And the legislations did not confirm citizen's rights in education but it make it national duty as dictated item thirteen in the system of Eradication of illiteracy (the work for eradicate illiteracy between citizens is duty to every citizen according to his ability and the illiterate must eradication the illiteracy in a limit available way) .

And as a result therefore the top site that the Eradication of illiteracy represents and activation of those legislations represents, it has expanded in creation of the Eradication of illiteracy centers and the insistence of programs that suits the illiterate , provided suitable course of studies and provided incentive encouragement for them, and spent generously on this kind of the education the total what the ministry spends on the Eradication of illiteracy programs is estimated at 190 million rials yearly .

And as a result to the true and faithful efforts the illiteracy ratio contracted to 7 % between males and 19.8 % between the females and a total ratio was 13.4 % during this year 1429 H ,Those efforts and the successes were not absent from the international and regional organizations then the kingdom Became an example it is followed in this field and won five international prizes in the Eradication of illiteracy field an estimation of those successes and driving the rest of the countries for the intensification of efforts and the acceleration of working in the Eradication of illiteracy field .

And the public administration of the Eradication of illiteracy programs will be happy to present in this short paper a definition of the most prominent policies organizing working in the Eradication of illiteracy programs and short summary about the existing programs, as will present a short presentation through the computer that includes the view of administration and the anticipation of the future of the Eradication of illiteracy programs according to a coordination and an integration continuous with the girls sector to reach the desired targets.

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The Kingdom of Saudi Arabia

1/1) the Site and the Borders

The Kingdom of Saudi Arabia located in the Arabian Peninsula, bounded in the north by Iraq Jordan and Kuwait, and from the east the United Arab Emirates Qatar The Kingdom of Bahrain and the Arab Gulf, and Amman borders it from the southeast, and Yemen from the south, and the Red Sea from the West and there is the holiest places , the Holy Mosque in Mecca and the Prophet's Mosque in Al Medina Al Monawara ,So it's called the two Holy Mosques land and the Saudi King named him self as the Custodian of the Two Holy Mosques because of the position and importance of those places .

Arabian Peninsula have strategic site between three biggest continents and it falls in the northern half to the globe and it has been a homeland of many of the civilizations and a cradle of the heavenly messages and the messengers, and the Islamic studies spread in the Arabian Peninsula heart after that it spread in parts of the world and it reached Africa Asia and part of Europe on in the flourishing extent in Islamic state ages, and the Muslims carried out their historic cultural role that crossed on it the new human civilization from its dark ages.

1/2) the Geographical Lineaments

The Kingdom of Saudi Arabia occupied (four) fifths of Arabian Peninsula more than 2.250 .000 kilos of square meter and the kingdom have various gazetteer due to the wide area ,along the Red Sea Tihama's coastal plain and mountains chain of AlSrouat that range rise to the east of this plain between 9000 feet in the south and the rise decreases gradually whenever they headed north until it will reached 3000 feet, the big valleys descend from it heads east and west like Gazan valley, Najran valley and Tathleeth Valley, reshah valley alheemed valley and El Ramma valley Ynba valley and Fatma valley, and from the east of this series is Najd hill and its heights that reach east the dunes of Al Dahna and Al Sman desert and south of it Wadi Al-Dawaser and is parallel to Rub' Al Khali desert , and from the north that Najd plains extend to Hail Area until it will linked in the biggest Nefud Desert then by the borders of Iraq and Jordan, and there are some high mountains like Tweq's mountains and Alaredh and Waja and Salma, as for Rub' Al Khali desert it represents the eastern southern part of the kingdom and it's a desert region consists of sand dunes and (salt) marsh, as for the eastern coastal plain that consists of (salt) marsh and sand regions.

1/3) the Climate

The kingdom climate differs from a region to another for the difference of its topography, and in general the kingdom's climate is continental , hot in summer cold in winter and the rain fall in winter and the climate is moderate on the southwest and southern heights , as for the middle regions its summer is hot and dry and its winter is cold and dry and on the coasts the temperature is so high and the humidity goes up too and the rains fall in winter and spring but it's scarce rains on most kingdom regions except the western southern heights from the kingdom ,it's rain in summer seasonally and more an abundance from the rest of the regions, as for the humidity, it rises up on the coasts and the western heights in most days of the year and decreases whenever we headed to the inside .

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1/4) the Education in the Kingdom of Saudi Arabia

the education systems roots in the kingdom extend in the Islamic history since the inspiration descended upon the messenger of Allah peace be upon him, and the activities of education focused in the past in the mosques then the religious schools or the education's houses that tech reading and the writing and the holy quran reading, and the education just before the start of the regular education in the kingdom has witnessed three stages that consists as follows:

An inherited traditional education consists in the religious schools traditional education that inherited consists in the religious schools and seminars in the mosques and the scientist's places all over the country.

A governmental education we can call it a regular education in Mecca and Al Medina Al Monawara a traditional education in its essence but it tries to renew by entering some of the new sciences in its curricula and you will find this kind of education in some special modern private schools and it will be obtainable more in the eastern and western regions from the kingdom.

1/5) the Stage of the Beginning and Establishing

The real beginning for the regular education in the kingdom was in 1925 AD when the department of the general knowledge's was founded where the educational progress that included the education stages and its kinds started because King Abdul Aziz believed that the development does not take place without the education, and in year 1927 AD the establishment of the Education council took place cooperated with the department of the general knowledge's putting the first educational system for the countries to change the old education system who depending on the religious schools and non complete schools of Turks and Hashemite , and in year 1926 AD the opening of the Saudi scientific institute and the expeditions preparation school took place in 1936 AD and the Dar altawheed in 1945 AD as the department issued a lot of the educational systems, and in year 1950 AD the general administration of the scientific institutes was founded , and the number of the schools that opened in King Abdul Aziz's time have reached 312 government primary schools and 14 private primary schools 11 government secondary schools 4 private secondary schools and a single vocational school and eight institutes for the preparation of teachers And college to be teachers and faculty for sharia and six schools for the education of English language and a single evening school for the education of typewriter ,and it is noticed that the dominant feature to this stage is the establishment of the education institution identity and defining its policy landmarks .

1/6) the Stage of Growth and Diffusion

In year 1953 AD the knowledge's department turned to the Ministry of Education, and in this stage a huge campaign started for the expansion in opening schools and institutes with different its categories and its kinds as the ministry budget remained increasing and expands until it became the most important Ministries of kingdom because it has big issues and their more an achievement, and in this stage also the establishment of the general presidency education for girls took place in 1960 AD then the Ministry of Higher Education (university education) followed it in year 1975 AD and finally the general corporation for the technical education and the vocational training in year 1980 AD, and this stage it was distinguished by the horizontal growth to all the education kinds and on both its general and higher education ,and it was distinguished by the presence of specific targets has been planed by the national development that was coincided with the second part from this stage.

1/7) the Stage of District of the Wide Diffusion and the Diversity of Sources

In this stage some of the ministries and government administrations and private administrations too started to contribute to the supervision in some education kinds like the Ministries of Defense and air force, and the Interior Ministry, the Ministry of Public Health and the Ministry of Labor and the Ministry of Social Affairs, the Ministry of municipal and rural affairs ,and the National Guard, and the Ministry telegraph, the post and the telephone and the Foreign Ministry and all they move according to the educational policy that the highest committee draws for the education in the kingdom , and this stage has been distinguished by the ramification of the horizontal expansion and the vertical by opening of schools and institutes and the faculties and the universities specialties in all of the branches and in most kingdom regions and on a several axis that includes the public education, the higher education ,and the technical education and the vocational training , and it has resulted from this expansion and in this way the need for the establishment of reference combined to these different authorities then they established a lot of the organizational councils took place like the labor forces council and the higher Education Council and committee to the education policy.

1/8) the Stage of Review and Development

After issuing the basic system for the rule in year 1992 AD and after the government pursued to review of all activities and the tasks of the government authorities, the government issued to all the Ministries of kingdom, and specially the one who concerned the educating for creating the necessary changes so that it agrees with the system goals, and those instructions has a positive effect on the accurate level in the curricula and the general philosophy of the education of individual ,and on the general level in the functional performance of the teacher and the educational institution , and this has coincided with the international orientation for the globalization and the information revolution and all that make them reconsideration in the way of the dealing with student's gaining for the knowledge and the benefit way for it and try to discrimination between the suitable to the Arab and Islamic values and what it does not suit , And this stage has been distinguished by the formation of development institutions specialized in the development and continuous evaluation , in addition to the establishment of specialized units by them for the development the follow-up and the modification of the formation on the regulations and the educational systems through the coordination with the concerned authorities , and this stage has been distinguished also by the presence needs for the review of plans for the education from the perspective of the dire need for the development of the performance of the current education institutions for the compatibility between the system's education outputs and the training in the kingdom and the development requirements to a trained labor specialized in the Saudi labor market .

1/9) the Efforts and the Developmental Plans for the Kingdom in Education Field

the beginning of 1970 The Kingdom of Saudi Arabia government decided the allocation of financial credits for the development of the natural, human and economic sources within the field five year plans of the social and economic development, which led to the acceleration of the growth of the different sectors to the national economy, the Saudi economy became diversity significantly in the economic base and the income sources, And the infrastructure and the educational

public services has been completed , and the human resources has been developed until it reached a degree allowed it to see help from national hands for the most of government jobs, and the instructions came to use more of the national labor to the private sector, and preparing the national economy to deal flexible and efficiency with the variables and the new developments for the national economy on the local levels and the regional and international ones, And since the first beginnings for the planning the successive plans put the development of the abilities of the Saudi citizen, the achievement of his ambitions and the response of his needs and the improvement of his standard a successful target for his of development ,and the desiring along the movement of development so it will include all economics and social sectors in all kingdom regions, and in the effectuation of their development strategy the kingdom based on the principles of the Islamic values and the economic freedom and it concentrated on the importance of achievement on the three next targets :

- The development of manpower by increasing the capacity of the universities, and the other education enterprises and the vocational training and the technical faculties with the concentration on the kind and the development of curricula in all the levels of education and training so that they keep up with the development requirements and the private sector needs.

- The achievement of the economic efficiency in the government and special sectors because it is basis condition for the success of the policies of the economic rule variation and the rationalization of governmental expenditure.

- Sector role and its motivation on the investment for the increase of its contribution in the development operation through the policies and the organizational initiatives, and starting the implementation of the allocation programs.

1/10) the Developmental Effects for Education in the Kingdom of Saudi Arabia

The education has left clear impressions on the kingdom's policies for political, social, the economic and the development one and that effect becomes clear as follows:

A - The social dimension:

The education activity is considered as great incentive for the stability where it give the citizens feeling of the hoped functional secure and this happens mostly to who joins the educational programs. and from the most enemies for the king Abdul Aziz was the poverty, the ignorance and the disease and all these demolish the society pillars and the weakness of its entity and he get rid of it by education , in addition to that the students regularity procedure from 6-18 years because their is regular programs requires them the commitment to go to schools or the institutes in specific time periods in fact it is a confirming the social guarantee and security guarantee for their exploitation of their times in proper way and their teaching them skills it will helps them and qualifies them for the entrance of labor market and they will gain a noble living and the achievement is peace of mind , social and economic.

B - The economic dimension:

The experts confirm the importance of education as being an effective educational aids for the qualification of workers that all the production operations practice, because of that the biggest kinds of the capital value is the capital that is invested in the human, and the education forms a productive investment for the capitals when it responds really to the needs of development.

C - The cognitive and technical dimension:

The coincidence between the acquisition of knowledge as a natural result for the education and the skill of transfer the technology to the countries is an important matter and vital and the education policy in the kingdom confirmed that: where the fifteenth material from kingdom policies on " linking the education in all of the stages by the plan of the general development of the country " where the achievement of development does not stop at the availability of natural resources nor the systems and the laws too but it is must by building and the development productive manpower and that will not take place with out the education therefore the relation between the education and the development is strong , and the education and the vocational training have contributed on the preparation of manpower qualified for the response of the society needs .

1/11) the Education Stages
The education is divided in the kingdom into two parts:

- **First** the public education and its divided into three stages:

The primary stage and consists of six academic years.
The average stage and consists of three academic years.
The secondary stage and consists of three academic years.

- **Second** the higher education and consists:

The university study to the BA stage.
The university study to the MA certificate.
The university study to the doctorate certificate.

And the Ministry of Education supervises on the public education stages as the Ministry of Higher Education supervises on the university education stages.

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2/ The Policies & Regulations in Adult Education:

Adult Education & eradication of Illiteracy being based on the following:

1-eradication   of illiteracy & adult education system by the royal decision no.(523) dated 1/6/1392H.which contains 24 items for treating illiteracy problem, that include goals, policies & adult education structures. This system aims to eradicate all illiteracy among all the Kingdoms' citizens and to prepare the qualified citizen ,who could upgrade and help himself and his society.

The system established main lines for policies such as preparing an inclusive plan for illiteracy eradication in 20 days as well as suitable programs preparation for regular classes and usage of all media means.

The system emphasis on the participation of all official & non-official authorities which item no.(14) of this system stated:

" each government should eradicate illiteracy among its employee within six years, starting of issuing this system." As well as it includes formation of illiteracy eradication committees such as:

A/   The high committee for illiteracy eradication   of adult education chairmanship by the minister of education.

B/ The divisions committees in the educational districts chairmanship by educational directors.

2- In view of what the system contains from policies that need and activation in the education field, the executive regulation has been issued to the system of eradication of illiteracy and adult education by the ministerial decision no. 22/m dated 5/2/1399, cares for the executive sides of the system then the modified executive regulation was issued in 1420H.

3- The basic system of government issued on 27/8/1412H stated on the importance of illiteracy eradication   and adults education where the item thirty emphasizes the role of the state in providing the general education and uprooting illiteracy.

4- A document of (Education policy in the K.S.A) was issued in 1389H and gave adult education and illiteracy eradication great importance where it assigned a special chapter, that cares for the eradication of illiteracy for all citizens, where item (180) refers to (the country care for fighting illiteracy and support this kind of education morally, financially and administratively to eradicate the standard of illiteracy and generalizing culture among its individuals).

5- The issuing of the approval of the ministers' council no. 139 on 24/4/1425 H. That it is the education compulsorily from the age of six to the age of fifteen.

6- The issuing of the decision of the Ministry of Interior with the prevention of summoning the illiterate workers and limitate summoning on the ones who have the knowledge of reading and writing.

For the achievement of those policies and the strategies that the country seek their execution in the field of adult education and the eradication of illiteracy, the Ministry of Education has taken several measures as the following:

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A- The provision of education in the main stage:

Where the Ministry of Education expanded in opening the primary education schools. Education became available to each child and the country spent much money on education with generosity. It did not stop at opening schools but exceeded it to the motivation of students for the study then provided the free transport and spent the remunerative rewards that encourage the continuation of the study.

B/ Provision of education for the adults and eradication of illiteracy all over the Kingdom :.

The two general administrations of illiteracy eradication carry out a yearly survey by the education administrations to the assembly places of illiterates and defining their needs and opening centers for them according to the regulations and rules.

C/ Giving promotive rewards for the illiterates and the illiteracies for joining education:

The ministry of finance approves yearly what comes to (190) one million Riyals for the programs of eradication of illiteracy and adult education, part of it is given as rewards for the illiterate that completed eradication of illiteracy program as one thousand Riyals for non-employees and five hundred Riyals for the employees.

D/ Finding the various programs that match the illiterates needs:

The Ministry of Education seeks finding various programs that match needs, abilities capabilities the achievement of ambitions and gives them chance for joining these programs that is distinguished by the flexibility and the ability to reach the illiterates in the place of their presence.

E/ Setting up enlightening campaigns to eradicate illiteracy:

It is directed to a group of the society that lives in the deserts and remote places where their lives are unstable. Educational, religious, cultural, social and healthy programs are offered to them to raise their standards of living in all fields.

F/ Raising the qualification level of teachers and the teachers in the field of eradication of illiteracy and adult education:

And that through the cooperation with the universities by opening departments for the adult education or finding compulsory hours of study in the faculty of Education in the field of adult education.

G/ Training of all of teachers in the field of eradication of illiteracy and adult education:

raising their efficiency, their abilities and providing them with skills, knowledge and ways needed in the field of education and eradication of illiteracy through the activation meetings that are held to the new teachers at the beginning of every term.

H/ To benefit from the results of the continuous reformation to the eradication of illiteracy programs.

And the adult education in treating of disadvantages and enhancing the positive points to achieve the needed targets.

2/2 Eradication of illiteracy goals:

A system defined the eradication of illiteracy and the adult education the programs targets of eradication of illiteracy and the adult education in the kingdom as follows:

1. The development of an Allah love and its piety in the learners hearts and providing them with the necessary amount of the religious sciences.
2. Giving the learners the skills of reading writing and the mathematics.
3. Providing the learners with the information, the skills and the trends that enable the individual to develop himself and his family.
4. Giving chance of the ones who ended the main stage from the eradication of illiteracy to continue his education in the following stages.
5. The provision of opportunities necessary for the continuation of seniors in reading to prevent their return to the illiteracy and providing the educational environment.
6. The organization of various cultural programs for the seniors to satisfy their cultural and social needs and the economic ones.

2/3 The organizational formation:

The Ministry of Education undertakes the supervision of the programs of eradication of illiteracy and adult education of both sexes and has assigned this task to similar authorities in the education sectors of boys and the girls as the following:

1. **The general administration for eradication of illiteracy programs.**
2. **The general administration for generation and growth.**
3. **The general administration for educational supervision**.

The general administration for eradication of illiteracy programs cares of planning and execution of the regular and irregular of eradication of illiteracy programs, the general administration for generation and growth and the general administration for educational supervision under take planning and execution of adult education programs in the high and intermediate stages.

2/4 The achievement of equality between the genders in eradication of illiteracy and adult education field:

The Kingdom of Saudi Arabia does not distinguish between the two genders in providing the educational opportunities, it seeks to achieve the equality between the two genders, although girls regular education delay which started in 1960, it could achieve quick growth which made it equalize with males education, the coming statistics indicators confirm with no doubt the credibility of that.

The Kingdom's commitment to the directions of Islam, which does not distinguish between male and female in terms of rights and duties and that the right learning, it emphasizes in all regulations and policies that are so close educational policy of the Kingdom in 1962 and in all material did not differentiate between male and female but is generally no gender disparity and in the provision of services or opportunities between the sexes never.

And seek the Kingdom of Saudi Arabia to provide a special opportunity for females to join education, and to continue learning and literacy Kabirat, believing in the importance of women in society and family, education with education the family become educated, cultured, the society become developed, more care would be given to children and sons and there would be integrated social participation.

Table (1) The equality of readability at both sexes:

Year	Declaration	Number of population (15 years & more	Number of who know reading & writing (15 years & more)	Readability rate (15 years & more	Readability indicator between both sex
2001	Total	4468920	3635466	79	83
	Male	2170721	1870349	86	
	Female	2298199	1642523	71.5	
2004	Total	14.892.017	12.339.189	82.9	87.2
	Male	8.675.137	7.593.524	87.5	
	Female	6.216.880	4.745.665	76.3	

Data from Table (1) about reading rate in 2001 shows that the overall reading rate among adults (over 15 years old) males and females were 79% of the total population of the same category and the rate among males 86%, while the reading rate among females in the same year was 71.5 and the equalizer rate was the data in 2004 for the adult literacy rates indicates that these rates have improved greatly to the percentage of 82.9% of the total adult, and the adult literacy rate of males in 2004, is amounted to 87.5% of the total male population segment (15+) this year to become 76.3%, and improved literacy tie in the index to read 87.2This evident in literacy rates, which requires substantial improvement efforts, shows great interest paid by the Saudi government for the literacy effort, and is making efforts to upgrade these rations which are given high priority in the educational project in the Kingdom of Saudi Arabia, has made efforts and literacy programmers' in the Kingdom of concrete results directed to all segments of society, and the incentives provided to encourage Kabirat on enrolment and literacy programmers' had achieved great success.

2/5 Illiteracy Rate:
Efforts in literacy achieved clear success in reducing the number of illiterate people of both sexes and reduce the illiteracy rate in the Kingdom, and the following table shows the decline in the illiteracy rate over the past years:

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Table (2) illiteracy rate for years (1418H. / 1997 to 1428H./2007)

Year	Illiteracy Rate	Males	Females
1418H. / 1997	22.40	12.03	32.81
1419H. / 1998	20.92	10.54	31.32
1420H. / 1999	19.47	9.10	29.85
1421H. / 2000	18.65	8.77	28.53
1422H. / 2001	17.76	8.41	27.10
1423H. / 2002	16.89	8.08	25.68
1424H. / 2003	16.03	7.77	24.27
1425H. / 2004	15.17	7.47	22.85
1426H. / 2005	14.03	7.9	20.9
1427H. / 2006	14.0	7.6	20.6
1428H. / 2007	13.7	7.3	20.2

2/6 Budget:

The state spends on adult education programmers' about (200) million Riyals annually or equivalent to (54) million dollars and the disposal of this budget is as the following:

- Allowances for workers in the field of adult education and illiteracy eradication .
- Incentives for researchers and students in the literacy programs and adult education.
- Added to this budget what is spent on school equipment such as buildings, textbooks and teaching aides.

2/7 Direct and Indirect incentives in Adult Education:

Believing in the importance of incentives in supporting the programs of adult education and illiteracy eradication , the state has provided a number of incentives such as:

a. Granted able to pass literacy programs informal SR (1000).

b. A student who can end the formal literacy program is given a reward of (1000) SR.

c. A student is given a school certificate for passing literacy community program through a literacy projects is given the primary stage certificate when he finishes the regular program of illiteracy eradication successfully.

d. The illiterate who has passed the primary stage is given the chance to join both secondary and intermediate stages for the adults. Special targets are characterized by both real funding and flexibility. The state facilitated the procedures of spending on these programs. They were characterized by flexibility and following up the illiterates in the place of their presence.

   The adult education system issued in 1392 gave the society the chance to participate in financing illiteracy eradication programs and providing rewards and incentives through the participation of ministries, government dep. And private institutions and opening the war of volunteering for individuals and institutions.

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Studies And Research In The Field Of Illiteracy Eradication And Adult Education:

The studies and research work in the Ministry Of Education occupies a higher rank and greater importance in the Ministry Of Education in recognition of its critical impact on The quality of efforts and the improvement in performance and work development. Therefore the Directorate General For Illiteracy Programs has undertaken a number of studies in the fields of adult education and ill era with the view of increasing the efficiency of in the field of adult education. Every year the services of a team of consultants from the university and from the education experts in the ministry is enlisted to conduct an annual research study in the fields of adult education. Moreover the Directorate General Of Educational Research conduct other types of funded researches to study and evaluate the adult education and ill era programs. Of these studies we mention the following:

A- The Status Of Illiteracy Era & Adult Education Centers In Riyadh City (1998):

This is a field study conducted on fourteen centers in Riyadh city. The study addressed the students absenteeism rate, the school buildings, the enrollment in the literacy centers, the periods of absenteeism and tardiness, the reasons of absence and drop out and the difficulties faced by the students , teachers and supervisors. The objective of the study is to increase the efficiency and effectiveness of these centers and to encourage the students and solve the problems and to address any negative aspects and phenomena .

B- The Proposal Of Establishing Saudi Society For Adult Education (1999):

The question of this study is whether such a society is needed? And what is the plan for it ? the study emphasized the need for the society of adult education to be set up in collaboration with the private sector to supervise the adult education programs and to contribute to its funding and to constitute a channel of communication with the society and to set up the structure of the society and depict the main functions and the expected sources of finance.

C- The Professionalism In Technical Education Project (1999):

The objective of this study is to strike a balance between alphabetical illiteracy and the acquisition of a new craft or profession. The study embraced the idea of the philosophical

frame of reference together with the economic, social and educational justification. The study plan addressed the objectives, the skills, the teacher, the implementation field, the time span of the project, the target group and the mass media supporting the project .

D- The Sources Of Illiteracy And The Combating Plan (1999):

This study addressed the sources and sub-sources of illiteracy. The number of illiterate children in the schooling age has been determined. Also the causes has been revealed. The study included the failing students, the drop outs and children not enrolled in education due to regulatory reasons in accordance with age groups. The study adopted many recommendations, of these:

The importance of statistics regarding the age group 6-12 years and to avail education opportunity for elementary education to all the population of the kingdom and to condone those not carrying an official Saudi identity. It also proposed that a committee to be established in The Ministry to define the educational needs and provide recommendation to eradicate these sources of illiteracy.

E- The Activation Of The Summer Guidance And Illiteracy Era Campaigns (2000):

This study showed the concept of summer campaigns and their objectives as well and delivering some proposals with regard to the activation and development of these campaigns through the workshops, conferences, and evaluation forms. The study produced good views regarding increasing the efficiency of these campaigns. The implementation of the study proposals is underway.

F- Study About The Curricula In Illiteracy Centers (2000):

The most important problems and observations regarding the curricula had been researched in this study. These included the appropriateness to the students, the subject and chapters, the font size, and the lack of attractiveness in the presentations and teaching methods. The study also addressed some observations regarding subjects being taught in the first , second and third grades with regard to the Arabic language, mathematics, and sciences. Additions, deletions and modifications that are in conformity with the adults characteristics had been proposed and referred to the concerned authorities in curricula department.

G- The Teacher In Adult Education (2000):

This study addressed the bases and the standards adopted in selecting the teacher in adult education. The content used in teacher preparation, the teaching and preparing methods has also been addressed.

H- Volunteering The Field Of Illiteracy Eradication And Adult Education (2000):

The objective of this study is to enhance the role of volunteering in the field of adult education as well as the objectives and types of social works. Also an administrative hierarchy for the voluntary work had been proposed together with the types of volunteering and the volunteering programs that can contribute the adult education.

I- Evening Schooling At The Intermediate And Secondary Levels (2001):

The questions of the study are:

What is the objective of the intermediate and secondary evening schooling? What is the study plan applied in these schools? How teachers are selected and hired in these schools?

The study reviewed the philosophy of adult intermediate and secondary evening schooling as well as the teaching objectives related to such type of education, the teaching plan, the admission rules, testing system, the teacher recruitment standards and the number of students enrolled at these schools. The study reviewed the status of adult education in general , made comparisons with similar systems in other countries, addressed the negative aspects and suggested a developmental approach.

J- The Project Plan For Eradicating The Remainder Of Alphabetical Illiteracy (2001):

The study dealt with the concept of this program and its objectives as well as the plan and the stages of this plan (preparation and implementation - finishing and the overall evaluation). This plan had been prepared and presented to the High Commission For Ill Era And Adult Educ. It has been ratified after conducting an extended study by specialized sub-committees

K- Factors Attracting The Illiterates To Enroll In The Adult Education Centers (2002) :

In view of the sufferings of the Ministry Of Education from the disinterest of the illiterates in enrolling in the ill era programs, the Directorate General Of Ill Era Programs, through the national committees , has conducted study on the factors that contribute to the attraction of the illiterates to enroll in the ill era centers by tackling the problem and studying the reasons behind this phenomenon.

The study objectives had been defined by understanding the real status of illiterates and the mechanism of attracting them through stimulating the motives of attraction represented by the religious, social, economic and cultural motives as well as understanding the negative stimuli represented in the social and personal factors

L- Determining The Percentage Of The Illiterates By Age Groups (2002):

In view of the great importance of statistics which represents the precise data and constitutes the basis for planning and performance evaluation, this has been listed with the other important studies for national families review and decision making.

In this study the official statistics had been presented and analyzed in accordance with various classifications of which we mentioned the most salient: age – the percentage of illiterates based on 1413 A.H population statistics – the percentage of male illiterates - the percentage of illiterates based on 1420 A.H (1999) population statistics – determining the age group for calculating the percentages and comparing these percentages with the previous ones as well as developing graphs and charts for the Saudi and non-Saudi illiterates in the kingdom.

M- Logging Adult And Continuous Education Programs (2003):

In view of the fact that adult and continuous education programs are organized by several agencies and sectors and in order to log these programs , its types and the beneficiaries, this topic has been presented to the national families for study and research.

The study has defined the objectives of logging these programs as well as determining the implementation aspects of the project . a questionnaire ha been developed for this purpose.

N- Examples Of Adult Education Systems (2003):

In interest for developing performance in adult education through acquaintance with the modern systems, a number of systems in some of the advanced and Arab countries had been studied. These included: United Arab Emirates- Bahrain – Oman Sultanate – Kuwait – Egypt – Morocco – Jordan – Japan – United state

O- Proposed Regulations For Adult Education (2003):

Because Adults Education Regulations were issued long ago in 1392 H. – 1972 A.D, and due to recent developments occurred in this field, the Adults Education Directorate has made a study of a project proposal for adults education regulations, which stands for an extension to the Adults Education System and Illiteracy Eradication issued in 1392H., in which local and global changes in the previous years, were taken into account, so that it could be able to fill the needs of whole country development in the future. The study has ended up with a full visionary perspective about the nature, objectives, terms, sample subjects, academic plan, curricula, courses, application and evaluation of that project, which later was presented to the Higher Committee of Illiteracy Eradication and Adult Education (HCIEAE). Another committee, too, was formed by members from MOHE , MOE, MSA, and TVTC.

Eventually, in view of rapid changes in the world, the study has concluded with a recommended emphasis on developing illiteracy-free society programs (IFP) that would become not only in balance with those changes, but confrontational too.

P- Activation Of Adult Education Programs Via The National Forum For Learning For All

The study aimed at introducing (NFLA), and its objectives, and at eliciting the concept of "sharing" between the government sector on one hand, and the private sector on the other, in adults' education programs. In addition to enumeration of the programs that both the government and private sectors can possibly provide, the study targeted bringing up some suggested ways headed for activating government and private sectors participation in the field of adults' education.

The study, after all, has arrived at the implementation mechanisms of government and private sectors' contribution, among which comes the coordination, strategic planning, and execution mechanisms

Q- Evaluation Of IE Centers' Output Through Statistical Data (2004)

The study aimed at making possible the following targets:

- Recognition of the status and progress of IE centers program, through the stages in which program courses and enrollment procedures had passed.

- Recognition of internal capability of IE centers via the count of the enrolled, drop outs, and graduate students.

- Recognition of the approximate financial cost per student at IE centers by means of the annually approved budget.

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- Recognition of the difficulties that the program encounters.

The study, after all, has arrived at several outcomes as follows:

1- There is a remarkable waste in adult male education represented in the higher rates of failures and drop outs at the various education directorates

2- Drop out and failed female cases are remarkably less than male cases.

3- Passing rate among female subjects in the IE centers is remarkably higher than that among male cases.

R- Activation Of The Vocational Training Programs At The Ill Era Centers (2004)

The objective of this study was:

- to define the vocational training and its objectives

- to provide a briefing on the beginnings and development of vocational training for girls

- to present a proposed project to benefit from the vocational training programs and to adapt these programs to suit the elder females. The study revealed some of the difficulties and obstacles that hold back females from benefiting from the vocational training programs. Some of these obstacles are related to the family and society and others are related the education system.

The study concentrated on three important issues for fostering and promoting the vocational training programs for women. These are:

- coordination between the training institutions, the regular education system and the labor market

- the importance of orientation, counseling and guidance in vocational training programs

- emphasizing the quality and content of training taking into consideration the fact that the percentage of female participation in the vocational and technical training in still very low

S- A Study On Post Ill Era Strategy In Saudi Arabia (2005)

In view of the information explosion witnessed in our present world as well as the scientific discoveries, technological advancement and economic growth, adult education is no longer considered a second chance or a diminishing program. On the contrary, it is now considered a first step in a framework of a continuous and lifelong education. Keeping the literate from recourse back to illiteracy and pushing them forward in the educational process has become the greatest issue in this respect. Therefore the objective of this study is to predict the state of affairs in the post literacy era in Saudi Arabia and to reveal the achievements and obstacles encountered in this field.

Also the objectives of the study were:

- to get acquainted with the status quo of the ill era program in Saudi Arabia, its achievements and the obstacles confronted by the program
- to understand the attitudes of the trainees in ill era programs towards continuing their future education
- to understand the ways and means of keeping literate as literate so that they do not recourse to illiteracy status once again.
- to understand the available opportunities for continuing the education of the literates in a framework of a continuous and lifelong education.

The study reached the conclusion that the development plans in Saudi Arabia is in need for an effective and interactive labor force that is responsive to the demands of the modern age and the labor market requirements, and the provision of new job descriptions and new skills in shorter terms. Of course, such demands entails a continuous education for the adults, whatever their educational level, so that they can gain the required skills.

الفصل الرابع

THE QUALITUY OF ADULT LEARINING AND EDUCATION

4/1) Building The Capabilities Of Adult Education And Ill Eradication Workers

Adult education is considered a standalone profession. In boys education the teaching process is in the irregular ill era programs is discharged by full time teachers, while in girls education the teaching process in regular and irregular education is discharged by full time adult education female teachers. Due to the importance of the continuous training of the male and female workers in the field of adult education for enhancing the level and improving the performance , the Ministry Of Education is making efforts to develop and sharpen out the skills of the workers in this field through the following:

A. Convening training workshops in planning ill era programs , educational aids and technologies, ill era programs administration, obstacles facing adult education etc.

B. Convening scientific symposiums in adult education with participation from specialized persons in the field from university professors and international experts

C. Preparation of training packages and distributing these packages to the adult education officials for training the workers in this field. These packages shall include education experiences in its design by specialized experts in a professional manner and coordinated in a way that assist the trainees in achieving the educational objectives in accordance with their needs and interests

D. Implementation of qualifying programs in the field of adult edu and ill era for an academic term (four months) in the Saudi universities for senior teachers. Two training programs had been convened one in the college of education in Al Madina for the intermediate leaders who actually conduct adult education. More than one hundred trainees participated in this program and the other was conducted in the college of education in Makkah Al Mokarramah.

E. Implementation of short training courses for two weeks at the beginning of each academic year for the new males and female teachers

F. Convening of training courses for the new female teachers at the intermediate a and secondary stages

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G. Implementation of specialized training coursed for the senior and intermediate leaders in adult education: the reason is that qualifying and re-qualifying is a major quest in upgrading the capabilities of the workers in the field in adult education and ill era, specially the senior and intermediate leadership from both sexes . Cooperation is established with the international organizations in implementing qualifying training programs for the senior and intermediate leaders in the field of adult education . These organizations include (Alisco, unesco , and the Islamic Organization For Education, Science And Culture)

H. Implementation of a training program for the senior officials in adult education when the Ministry Of Education agreed with the Adult Education Center In Sarslian to train the senior officers in the field of planning for the programs and projects of adult education as well as evaluating these programs. Six leaders had participated in these programs for thirteen days. The Ministry Of Education beared the full cost of training and boarding.

I. The implementation of the intermediate leaders project in the adult education center in Aein Shams University in Cairo in cooperation with the Islamic Organization For Education, Science And Culture. The duration of the program was for two years. Twenty Saudi educational supervisors participated from the kingdom of Saudi Arabia

J. The implementation of various training programs and workshops inside the kingdom of Saudi Arabia for the male and female supervisors in the field of ill era in coordination with the General Directorate Of Training and the private sector training institutes and centers.

The Future Plans For The Training Of The Leaders And Teachers In The Field Of Ill Era :

In view of the importance of training, the General Directorate For The Ill Era Programs is adopting two programs for training. These are:

1) The training program for the leaders in ill era and adult education

2) The training program for the teachers in ill era and adult education

Following is the plan of the two programs:

First: The Proposed Training Program For The Leaders In Ill Era And Adult Education

A. The general objectives of the program:
- to provide the participants with the basic information and concepts used in adult education disciplines
- to let the participants acquire a number of technical skills and practical experience in the preparation, design and implementation of ill era and adult education programs
- to enable the participants to introduce themselves to the experiences of the other countries in the fields of ill era and adult education programs

B. The detailed objectives of the program:
- the trainee shall acquire the basic theoretical knowledge in adult education
- the trainee shall introduce himself to the history of ill era and adult education in the kingdom of Saudi Arabia
- the trainee shall be proficient in dealing with problems faced in the implementation of adult education and ill era programs
- the trainee shall acquire the skills of planning and administering ill era and adult education programs
- the trainee shall prepare a package of scientific research tools appropriate for the ill era and adult education programs
- the trainee shall introduce himself to the basics and standards of building and developing the ill era and adult edu curricula
- the trainee shall acquire the skills and competencies of selecting the methods and procedures used in adult edu
- the trainee shall be able to prepare forms and templates for the evaluation of the ill era and adult edu programs
- the trainee shall participate with his colleagues in implementing a plan for the training of the ill era and adult educ workers
- the trainee shall understand the various frameworks for using the educational technology in the ill era and adult programs
- the trainee shall acquire the field work skills in ill era and adult edu programs

C. The Duration Of The Program
25 days, four hours per day, which will be one hundred training hours in total

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The Training Topics

To achieve the general and specific objectives of the program, the following training topics have been selected in accordance with time schedule specified for each training topic:

Table (3)The Training Topics

The Training Topics	Hours
1- Adult Education: concept- stages – historical, intellectual and psychological principles – its fields of enquiry – its functions	6
2- education for all: the historical, social, cultural and economical roots of illiteracy – approaches used in the field of ill era – education for all approach	6
3- scientific research in the fields of ill era and adult education	6
4- the psychological build up of the adults	4
5- the history and the system of ill era and adult edu in Saudi Arabia	4
6- the planning and administration of ill era and adult edu programs	8
7- ill era and adult edu curricula	6
8- the methods and procedures used in adult education	10
9- the educational technology used in ill era and adult edu programs	6
10- supervision, evaluation and follow-up in ill era and adult edu	8
11- the problems of ill era and adult edu and how to deal with	8
12- the training of the worker in the field of ill era and adult edu	8
13- field work	20

The Target Group:

The supervisory leaders in the General Directorates Of Ill Era Programs – male and female ill era supervisors in the education directorates and districts

Program Evaluation:

Attendance –Researches and Reports-Questionnaire for evaluating the whole program

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Second: The Proposed Training Program For The Teachers In Ill Era And Adult Education

The General Objectives Of The Program:

- to provide the trainee with the information, values and skills that will enable him to discharge his duties as an adult teacher
- to provide the trainee with the appropriate techniques suitable for adult education
- to enable the trainee and expose him to the practical problems that he might confront in the field of in ill era and adult education programs and how to deal with them

The Detailed Objectives Of The Program:

- the trainee shall introduce himself to the development of ill era and adult education
- the trainee shall deepen his understanding of the various aspects of ill era and adult education in Islam
- the trainee shall introduce himself to the psychological background of the adults
- the trainee shall acquire some of the skills that are required for dealing with adults
- the trainee shall be able to translate the general objectives of ill era program into special procedural objectives that can guide the teaching process
- the trainee shall acquire the skill of developing and implementing a teaching plan compatible with the objectives of the ill era
- the trainee shall be able to implement the methods and techniques of adult education in teaching the various subjects
- the trainee shall be able to discuss the problems of ill era and adult educ in the kingdom with his colleagues in the field.
- the trainee shall be able to revise with his colleagues the administrative systems that organize ill era and adult educ programs in the kingdom
- the trainee shall be able to produce and implement the educational technology in the appropriate educational setup
- the trainee shall be able to develop, utilize and analyze the various educational evaluation techniques
- the trainee shall be able to implement practical lessons at the ill era centers

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The Duration Of The Program

10 days, four hours per day, which will be forty training hours in total

The Training Topics

To achieve the general and specific objectives of the program, the following training topics have been selected in accordance with time schedule specified for each training topic:

Table (4)The Training Topics

The Training Topics	Hours
1- the basic concepts of ill era and adult edu programs	4
2- ill era and adult edu in Islam	4
3- the psychological background and basics of the adults	4
4- the methods and techniques of dealing with the adults	4
5- the teaching methods used in religious, Arabic language and mathematics for the adults	4
6- the basics and techniques of utilizing the educational media	4
7- the techniques of evaluation and the utilization of these techniques	4
8- the problems confronting ill era and adult edu programs	4
9- field work	8

The Target Group:

Male and female ill era teachers - Male and female directors in ill era centers

Program Evaluation:

Attendance – reports- teaching skills evaluation cards – a questionnaire to evaluate the whole program.

4/2 The Outputs Of The Ill Era Programs

In order to determine the level and quality of the ill era and adult edu programs with the view of reinforcing the positive aspects and to overcome the difficulties and obstacles, the results of the trainees are evaluated annually through the following steps:

   A. conducting a continuous evaluation throughout the whole academic year
   B. recording the marks of male and female students, tabulation and sending it to the central organization for study and review

C. conducting an evaluation studies on the results of the male and female students at the central organization for the males and females to determine the levels achieved by the students and ensure the quality of the educational process in the ill era centers

D. conducting statistical studies on the male and female applicants, enrolled, drop outs and successful male and female students at the ill era centers

E. the questions and the continuous evaluation are considered as a tool for evaluating the capabilities, achievements, academic and performance levels of the male and female students in the light of the educational objectives upon which the curricula have been built.

Therefore some of the most important objectives that are subject to evaluation are:

- measuring the level of achievement after studying a unit or a topic and then determining the points of strength and weakness

- classifying the students into groups and measuring their level of progress in a certain subject

- predicting their performance in the foreseeable future

- discovering the person to person differences between the students

- activation of the impetus for learning, the transfer from one level to the other and receiving marks and certificates

- determining the developmental venues for the curricula, study programs and subjects

one of the measurement techniques that are used in the evaluation of the topics and study units in ill era and adult education centers is the continuous evaluation technique which is used in measuring the knowledge and skills acquired by the student during a term or an academic year. In this technique the observation tool could be used to measure the actual behavior of the the students and to measure the skills that they have achieved in certain subject.

Also the Directorate General Of Ill Era Program in the girls educations has several training programs for the female teacher supervisors and leaders which will be executed during the years 2008 – 2009, these are:

1- the basics of planning for the adult females ill education programs

2- the skills of administering the ill era campaigns

3- innovative techniques in educational supervision in ill era

4- the strategies and techniques of educating adult females

5- the techniques of recording and classifying the illiterate females

6- the   skills   of   administering   ill   era   programs

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Progress & Innovations
Illiteracy-free Society Program

Even though the MOE could successfully constrict illiteracy rate among adult males/females, however, a group of hard-to-reach illiterate people still was unable to benefit merely from regular programs: Illiteracy Eradication Centers (IEC), hence, the idea concerning "Illiteracy-free Society Project (IFSP)" had first come out to light.

The idea of the project is based on serving the illiterates at their own work places, creating up some flexible and attractive teaching program, supported by enough incentives as a motivation towards joining such program. In this regard, several oriented programs have been designed to fill the needs of the illiterate at their own places and work locations, in order to act positively in the community. In addition, a number of sub-projects branch out of that source program. These projects, although each one of them separately aims at a certain category of illiterate men and women, have one single common objective: to eradicate illiteracy.

(5/1) Illiteracy-free Ministry Project (IFP):

This project is exclusively designed for the benefit of government employees and laborers. Practically speaking, the idea is to devote two hours out of the illiterate's duty-time for the sake of having some illiteracy eradication lessons. This project is first put into effect at the MOE as an experiment, which afterwards was widespreaded to the rest of the government sectors. The IFP has passed several stages as follows:

(5/1/2) Collecting data & Enumeration Stage:

A particular count form was designed for counting the number of illiterate male and female workers at the MOE. That form was rapidly distributed to the entire directorates of education in KSA. Then, each directorate has done its mission. Eventually, the grand total number of the illiterate was 4797 males, and 4540 females, both were elected from different ages.

(5/1/3) Project Plan Stage:

Shortly after the statistical data was collected from the entire MOE sectors, as well as from the schools all over the provinces in the country, a preliminary plan had been compiled, supported by an integral outlook vision about the whole project. Next, a course time was determined for the project to take action, together with the curricula scheme, textbooks, and instructors.

(5/1/4) **Implementation Stage:**

The first stage was implemented at the MOE in the year 2001. Then, after a proper follow-up and evaluation of that experiment, the entire directorates of education all over the country in turn had started applying it for almost three years period.

Table (5): IFP Output throughout four-stage period

YEAR	EXCELLENT	V. GOOD	GOOD	FAIR	TOTAL
2001	449	598	756	1314	3144
2002	100	353	486	551	1490
2003	33	25	38	67	163
TOTAL	582	976	1280	1959	4797

As for the female illiterates, the experiment began in 2004 and ended in 2006. Over 4540 female subjects in the central girls' education sector, as well as at schools, had become extraordinarily literate.

(5/2) **IFP for Public Security:**

The MOE, in coordination with the Public Security, has created out an IFP program, especially designed for the Public Security sector environment. This program involved within all the above-mentioned stages, in the form of the following procedures:

(5/2/1) **Experiment Stage:**

Experimentally, the project was applied at the Public Security Training Center in five areas, during the academic year 2000/2001, which lasted for one full academic year. Moreover, 12 classrooms were opened to serve over 177 illiterate adult students.

(5/2/2) **Expansion Stage:**

The directorate general of IFP programs, in this stage, has made up an evaluation study of the experiment. Right after avoiding all negative points found in the above-mentioned one-year experiment, this stage was put to action in the second semester of the academic year 2000/2001.

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Not to mention, 17 classrooms in eight different areas were hence opened, in which over 301 illiterate adult students were enrolled.

(5/2/3) Generalization Stage:

In this stage, a huge expansion of the project took place to cover all the rest of the kingdom areas. This was done in the second semester of the academic year 2002/2003, in which 528 students were joined-in, and 27 new classrooms were soon opened.

(5/2/4) Refinement Stage:

This stage aimed at declaring the Public Security sector illiteracy-free. A thorough survey to all those (550) remaining illiterate privates was made. Accordingly, this forth stage – refinement stage – was executed in the semester of the year 2003/2004, and 27 more classrooms were therefore opened.

Table (6): IFP Output in four-stage period applied in Public Security sector

YEAR	EXCELLENT	V. GOOD	GOOD	FAIR	WEAK	TOTAL
2001	71	31	40	35	-	177
2002	69	88	67	77	-	301
2003	143	189	132	30	34	528
2004	132	165	127	126	-	550
TOTAL	415	483	366	268	-	1556

(5/3) IFP for Border Guard:

(5/3/1) Project Plan Stage:

Similar to the case of the Public Security IFP, a preliminary plan had been compiled particularly designed for the Border Guard forces benefit, which was apt to their actual needs and capabilities, in order to obtain the sought after goals. Next, a course time was determined for the project to be carried out, together with the curricula scheme, textbooks, instructors, and all other project machineries. Both the (MOE and the Border Guard Head Command) have come to an agreement of commitment. In addition, the quality and quantity of the project's output was submitted to proper follow-up and evaluation.

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(5/3/2) **Implementation Stage:**

The project was applied through two main phases:

a) **Phase 1**: The project began in its first stage at the beginning of the second semester of the year 2003/2004, with a maximum number of 408 students, in 29 classrooms.

b) **Phase 2**: The project began in its second stage at the beginning of the second semester of the year 2004/2005, with a maximum number of 285 students, in 22 classrooms.

(5/3/3) **Evaluation of Students & Outcomes:**

One of the MOE evaluation tools, called: Permanent Evaluation, or (PE), was applied to the IFP students. The table below here shows the extent of how successfully the project had been achieving its goals:

Table (7): IFP Output throughout four-stage period applied to Border Guard

YEAR	GRADE				
	EXCELLENT	V. GOOD	GOOD	FAIR	TOTAL
PHASE 1	178	112	87	31	408
PHASE 2	111	88	68	18	258
TOTAL	289	200	155	49	693

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(5/4) **IFP for Air Forces:**

(5/4/1) **Project Execution Stages:**

This project has passed two main IFP phases:

c) **Phase 1**: Which began in the second semester of the year 2003/2004, with a maximum number of 145 students, in 8 classrooms.

d) **Phase 2**: This took place at the beginning of the second semester of the year 2004/2005, with a maximum number of 120 students, in 8 classrooms.

(5/4/2) **Evaluation of Students & Outcomes:**

Permanent Evaluation, or (PE) was applied to the IFP students. The extent of how successful the project was in achieving its targets throughout the output was spotted as shown in the following table:

Table (8): IFP Output throughout four-stage period applied to Air Forces

YEAR	GRADE				
	EXCELLENT	V. GOOD	GOOD	FAIR	TOTAL
PHASE 1	45	50	44	6	145
PHASE 2	43	36	30	11	120
TOTAL	88	86	74	17	265

(5/5) **IFP for Civil Defense:**

(5/5/1) **Project Planning Stage:**

Right after the students had received their official letters of IFP schooling devotion during duty time by the Civil Defense Head Command, classrooms, instructors, textbooks, supervisors, and all teaching aids were totally provided, together with an appropriate machinery of carrying that out would be most suitable to the students' needs and circumstances.

(5/5/2) **Project Execution Stage:**

The project was taken into effect at the beginning of the second semester of the year 2004/2005, and lasted for one whole semester. 345 students were enrolled-in in 30 classrooms.

(5/5/3) **Evaluation of Students & Outcomes:**

Again, Permanent Evaluation, (PE) was applied to the IFP students. The extent of how successful the project was in achieving its targets throughout the output was spotted as elicited in table (9) below:

Table (9): IFP Output throughout four-stage period applied to Civil Defense

GRADE				
EXCELLENT	V. GOOD	GOOD	FAIR	TOTAL
179	**95**	**51**	**20**	**345**

(5/6) **IFP at the Ministry of Islamic Affairs (MIA):**

Aiming at the illiterate laborers at the MIA, this program was executed, and lasted for one full academic year. Laborers were instructed at their own work locations during duty time. Specialized tutors in adult education and illiteracy eradication were thus carefully selected and devoted for such mission. Over 51 illiterate students joined that program. A while later, the MIA has declared itself illiteracy-free in 2004.

(5/7) **IFP in Al-Madeenah Al-Munaw'warah:**

The IFP has later turned out to cover a whole town area, and declare it an Illiteracy-free place! The MOE began with Al-Madeenah Al-Munaw'warah, in which the concept of adult education and illiteracy eradication has widely expanded to include within the cultural illiteracy eradication instead of mere alphabetical illiteracy eradication. This took place throughout aiming at the whole Madeenah community religiously, educationally, culturally, healthfully, environmentally, and the security side as well.

(5/7/1) **Project Execution Stage:**

During a celebration occasion on April the 20th 2004, his royal highness: Prince of Madeenah region, and the Minister of education, accompanied by other organizations representatives, Madeenah socialites, and MOE head chiefs have released the project to start.

The project work team consisted of the following well-organized groups: the count, classification, and registration team; the educational affairs and labor team; the administrative and financial team; the informational and media team; the supervision and evaluation team; male/female tutors training team.

Total subjects count up has reached a number of 4210 males, and 10125 females, out of which 3255 males, and 6439 females joined the program in its first (execution) stage. On the second (refinement) stage, nearly 1243 males, and 2945 females joined the classes. The grand total number of the illiterate in both stages was 4489 males, and 9384 females. The carefully selected, and well-qualified teachers formed a total number of 360 male, and 520 female teachers. Besides, training cases and instructors' guidebooks were arranged for the teachers as well.

Local society have effectively participated in the implementation of the project supporting programs, such as the Ministry of Health (MH), the Ministry of Culture and Information (MCI), the Ministry of Social Affairs (MSA), the Ministry of Interior (MI), Anti-Narcotics General Directorate (ANGD), Civil Defense (CD), and charitable associations had all best contributions of a significant influence.

Organizations, too, had some input in the evaluation of the project. The Arab Bureau of Education for the Gulf States (ABEGS) had assigned an expert whose mission was to guarantee proper follow up and documentation of the project. Furthermore, a new website on the Internet was released, particularly created for the sake of serving the project. This site, with which many Arab countries, as well as domestic add-ins have been interacting, is regularly updated.

The Arab Bureau of Education for the Gulf States (ABEGS) had also hold a workshop in Madeenah, attended by adult education heads in Gulf States, who admired the experiment. Another workshop was later held by the UNISCO in Madeenah, attended by adult education experts in Arab World.

Madeenah was later declared an illiteracy-free town in 2005 during an enormous celebration, honored by his royal highness Prince of Madeenah, the Minister of Education, and a long list of government and private sectors' officials in charge.

(5/8) IFP in Makkah (The Holy Land):

Concerning this project, work teams were gathered, and committees were assigned. Calculations of the illiterate number in Makkah city, including all populated areas roundabout, were prepared, too, in accordance with well-organized machinery. In addition, highly qualified teachers were carefully selected, and training cases plus instructors' guidebooks were arranged for them as well. His royal highness: Prince of Makkah region, accompanied by the Minister of education, had released the beginning of the project as follows:

(5/8/1) Project Preparation Stage:

This stage got started in 2004/2005, and lasted over 36 weeks, in which the following works had been done:

a- Planning and executing programs of enlightenment and information.

b- Enumeration, classification, and registration of the illiterate.

c- Enumeration of the project-supporting executive parties, and all other possible volunteering efforts.

d- Making and designing schooling instruments, and teaching aids.

e- Submitting all executive bodies to special training programs.

f- Preparation of suitable classrooms, and having supporting programs carried out.

g- Urging and inviting local and civil society to participate in all project programs.

(5/8/2) Project Execution Stage:

This 34-weeks-stage is the successor of the previous one (see: 5/7/2), in which illiteracy eradication centers and classrooms were opened. Teachers, in turn, were assigned and introduced to their work locations and duty schedules. In addition, textbooks were distributed as planned.

This stage began in the year 2005/2006, in which over 1400 illiteracy cases were served in 93 classrooms. The year 2006/2007 witnessed the release of the third stage, in which over 896 illiteracy cases were served in 47 classrooms. In order to enhance students' living skills, other backing-up programs were also presented by the Ministry of Islamic Affairs (MIA), the Ministry of Social Affairs (MSA), the Ministry of Health (MH), the Ministry of Culture and Information

(MCI), a number of bodies in the security sectors, and other parties in the government and private sectors.

(5/9) IFP for Shaqra Province:

This project aimed at declaring Shaqra state an illiteracy-free place; a place, which was exceptionally elected as a typical model due to a small number of illiteracy cases among females, in such a small geographical area. Worth mention, since 2005/2006, the experiment had passed two main phases: preparation, and execution. After all, the total number of illiteracy cases detected among females was 622 women, 500 of which, so far, had become literate.

(5/10) Enlightenment Campaign and Illiteracy Eradication:

Enlightenment campaign is one means of illiteracy eradication that MOE has been applying within "IFS" project. It is simply one kind of many cultural illiteracy eradication devices, aiming in particular at instable inhabitants and traveling Bedouins, who used to individually live in mountains and valleys, and thus, constant educational services cannot be offered to. With such situation, many specific short-time tutorial and enlightenment programs in health, religion, society, culture, and environment, were offered, in which the majority of government and private sectors contribute. Besides, material and in specie incentives were offered to them for the sake of improving their standards of living, and motivating them to keep up with the program classes.

Over of a million Dollars has been annually confirmed granted to such programs. In addition to MOE, other sectors have been offering prominent involvement all through applying some supporting programs, on top of the list comes the Ministry of Islamic Affairs (MIA), the Ministry of Social Affairs (MSA), the Ministry of Agriculture (MA), and the Ministry of Health (MH), in addition to the assistance of charitable associations and civilian community foundations.

Along with such campaign goals, a variety of other duties concerning important aspects of everyday life were rendered to the subjects as follows:

(5/10/1) Education Services:

Tutors and tutoresses involved in the campaign were assigned to give lessons in religion, reading/writing skills, and arithmetic to increase the subjects' information, and to improve their abilities according to permanent evaluation criteria.

(5/10/2) Enlightenment Service:

The campaign comprised a number of lectures and enlightenment seminars dealing with critical issues like: confining daughters from getting married, dowry extravagance, common mistakes in prayer, how to perform dry ablution (*Tayammum*) via clean dust, rules of wiping stocks and shoes, harms of drugs and smoking, neighbor rights, witchcraft, kids raising, and public rights and duties as well.

(5/10/3) Healthcare and Remedial Service:

- Remedial services:

Each campaign work team contained a physician and a nurse, from both genders, who were operated in dual-shift, and supplied with all medical requirements and medications.

- Precautionary services:

Health awareness and preservation of eating, drinking, and wearing habits is focused on, by way of lectures, seminars, movie shows, and a bit of applied drills in first aid for some common accidents, such as bone breaks, scorpions' and snakes' bites, and sunstrokes.

(5/10/4) Veterinary Service:

A plan was made for scheduled visits by veterinarians to examine livestock in their pastures in the open, and to immunize healthy animals, or treat sick ones. Further, livestock breeders were offered guidance to the right techniques and approaches of breeding cattle, enhancing their production, and the way to protect them from contagious diseases. They were offered, too, a good deal of knowledge about infectious diseases that transfer from animal to human body.

(5/10/5) Social Service:

The administrative team in the campaign surveyed the entire area, and determined the number of poor families and disabled persons who are in need. Then, nearby charitable associations were contacted for supporting the campaign. On the other hand, social supervisors were assigned by MIA to investigate the conditions of those destitute families and recommend urgent help as needed.

(5/10/6) Grant-in-aid Service:

Material and in specie grants were offered to the subjects in need, provided by government sectors, civil society foundations, and charitable associations.

(5/11) Literate Quarter Project (LQ):

- Defining the project:

Literate quarter (LQ) is a program that deals with cultural illiteracy eradication in an innovative manner, since illiteracy eradication is not restricted to teaching the alphabet; rather, it governs all other means for living. LQ brilliantly aims at particular quarters in a certain city, which witnesses high ratios of illiteracy amongst individuals. This program, in addition, is interested in females' illiteracy eradication alphabetically and culturally, along with having them acquire scientific proficiencies, which hopefully would motivate them towards fruitful work attractively in such a way that would raise their awareness of their problems and needs, in order to successfully deal with life care. Another advantage of this program is that it makes possible the objectives of the government five-years-course plan, the eighth, through the expansion of the current illiteracy eradication domains, and make use of the flexible system models available, by evolutional formulae that would go along with illiteracy eradication needs and circumstances.

- Program Features:

1- LQ is launched in a quarter characterized by low living, environmental, and social etiquette standards.

2- LQ is interested in enlightenment and illiteracy eradication activities. It includes lessons about secretariat, computer, speaking in English, artistic and technical skills, first aid, trainees' thinking skills improvement, and other programs as such.

3- LQ comprises female trainees from different learning stages: illiterate and variously qualified ones.

4- LQ is held only at centers where enough facilities are secured.

5- Case studies of the socio-economical aspect of the trainees lives are made to detect their needs and transfer them to those in charge.

6- Throughout the above-mentioned activities, female trainees are eventually qualified to get involved in labor market, through coordinative efforts with the supporting sides.

7- LQ program encourages volunteering work spirit among individuals in the community.

8- LQ is concerned in uplifting the cultural, health, environmental standards, and civilizing inhabitants' conduct and customs.

9- LQ works hard to guarantee improvement in all qualitative aspects of education, so that all LQ subjects accomplish evident progress, particularly in reading/writing and arithmetic skills, as well as all other basic living skills.

10-LQ upholds the idea of (Education for Living), based on mutual respect, and reasonable dealing with up-to-date requisites.

11- LQ is interested in making available the infancy welfare, in order that mothers would have a bigger opportunity to join the program. LQP was taken into effect in 2006/2007 in seven different regions, from which over 3256 female trainees had profited. Again, LQP was soon applied in the year 2007/2008 in eleven more areas, from which 8929 female trainees had profited, as the following tables display (attached):

جدول

(5/12) **Roving Campaign (RC) and Illiteracy Eradication Program:**

- Defining the program:

Roving campaign or (RC) is a domestic strategy aiming at eradication of illiteracy, not only in reachable towns, but also in any demographic grouping and traveling Bedouins areas. The RC idea is to select distant rural communities spreading in the desert, whose life is characterized by instability, among which, high ratio of illiteracy, poverty, and ignorance exist.

- Program execution procedures:

1- Determination of villages and rural communities throughout field survey made by directorates general of female education, to be later approved by MOE powers.

2- Determination of locations where such RCs take place, and all facilities required.

3- Formation of the executive technical and administrative committee, under direct supervision by directorates general of education, cooperatively with IFP department.

(5/13) Roving Illiteracy Eradication Centers (RIEC):

- Defining the program:

RIEC is a program that seeks reaching out the illiteracy core locations, where insisting need for IE services exists. This is performed through holding a number of roving illiteracy eradication centers, covering illiteracy high rate areas in particular. This innovative experiment was launched at the girls' education sector in 2004/2005, and has been annually applied on summertime since then.

- Program execution procedures:

1- Performing a proper field survey to villages and rural communities by directorates general of female education, where a majority of illiterate females exist, and educational service is not available yet.

2- An apt location of the RIEC is selected, with local communities' social participation.

3- Depending on the female subjects' engagements and circumstances, a class time of no less than 4 hours per day is accordingly scheduled.

4- The number of classrooms in the RIE center is determined in accordance with a minimum number of 5 students in each.

5- Only one female teacher is assigned for each class, under IE contract terms.

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6- A male doorkeeper, and a labor maid are assigned to serve at each RIE center.

7- IFP female chief supervisors are assigned to follow up and report RIE centers.

8- Places of charitable associations and girls' social welfare houses in villages, where branches of these do exist is utilized as much as possible, under the supervision of directorates general of female education, in which these centers are opened.

9- With regard to government employee vacation rules and compensations, campaign female chief supervisors within career cadre are treated the same as those coworkers at summer cultural centers.

10- RIE centers can possibly be turned out into eternal centers, in case the constant need for them has been proved to be a matter of must.

11- Submission of a final report about campaign output to the IEP general department. 425 RIE centers were opened in 2007, in which over 11580 female citizens were enrolled. However, those centers were just the seed for a plenty of official schools to open later. Such schools could enable women to get primary education, and thus, protect them from retreating to illiteracy condition.

(5/14) Illiteracy Eradication Program at Qur'an Memorization Houses (IEQH):

- Defining the program:

IEQH is a program designed for the benefit of illiterate females, who are enrolled in Holy Qur'an memorization houses, and wish to teach the Holy Qur'an.

- Program adopted procedures:

1- A circular letter is addressed to directorate general of instructional programs in the national charitable association for Holy Qur'an memorization, to prepare a full count report of Qur'an memorization houses in the country, and the number of illiterate females enrolled there.

2- A convention is held between IEP director general in the region, and principals of girls' houses supervision centers, for coordinative work scheme, and unity in efforts.

3- An IEP female coordinate at girls' Qur'an memorization houses is nominated by the charitable association to do between IEP directorate and the association during all preparation and execution steps.

4- Enumeration of female candidates, who applied for working at those houses, according to contracting standards guide table from outside career cadre.

5- A female committee, composed of IEP educational supervisors, and a supervisor from girls' Qur'an memorization houses, for the purpose of carrying out candidates' interviews.

6- Submission of IEQH hired female instructors name list, together with a paper copy of the program to head manager of instructional programs at the main Qur'an memorization charitable association.

7- Habilitation of nominees for working at Girls' Qur'an memorization houses by acquainting them with their missions and responsibilities, and how to deal best with old women.

- Program execution procedures:

1- IEQH female nominees are directly sent to start duty at girls' Qur'an memorization houses by IEP head director, on the basis of an official letter addressed to the house principal.

2- House principals are supplied with the IEQH program course plan, in addition to other supervising materials.

3- Depending on the number of students, textbooks, classroom environment requisites, and instructional aid are all provided for each house by IEP directorate in the region.

4- Enlightenment of IEQH program is performed via mass media to encourage illiterate women join its classes.

5. Field visitations to girls' Qur'an memorization houses are intensively made by the female supervisors, who were officially devoted to eradicate illiteracy, for better teachers' and students' follow-up, and for better activation of IEQH program to attract the largest number of illiterate women, and create up some contact.

6. Classroom visits to IEQH instructor are occasionally made by an educational supervisor, to provide her with directions and guidance, or perhaps, enrolling her in further training programs. More, the supervisor prepares an evaluation form for each instructor, cooperatively with the house principal.

7. A final report about IEQH program output is submitted to the IEP general department. 5335 illiterate women had benefited from this program in the year 2007.

(5/15) Illiteracy Eradication Program at Redemption Houses (IEPRH):

- Defining the program:

IEPRH is a program designed for eradication of alphabetical illiteracy and for Islamic enlightenment among female prisoners in redemption houses, which are subordinate to MI. IEPRH is also designed for female citizens at firms subordinate to MSA, such as girls' welfare, rehabilitation houses, infirmaries, as well as charitable associations.

- Program execution procedures:

a- Opening of classrooms, or if necessary IE centers, and provide instructors with, guidance, circular letters, and Academic plans.

b- Attendance of illiterate women is followed-up by the beneficiary party.

c- IEPRH is supervised by IEP female supervisors.

d- A final report about IEPRH program output is submitted to the IEP general department. Over 316 female residents, from different countries, had profited from this program in the year 2007/2008.

(5/16) Old Women Vocational Program (OWVP):

Based on the executive statement of the adults and IE education system, in the 2nd article, clause (D): " Organization of a variety of educational programs that could help satisfy their cultural and socioeconomic needs."

Whereas the eighth plan for girls' education development has comprised a number of policies to follow, such as:

1- Providence of parallel educational channels, alternatively to contain those who had suspended from regular educational system.

2- Expansion of current adult women' education domains, and adopt flexible system throughout up-to-date formulae that meet old women' education needs and circumstances.

To fulfill that, and by reason of the significance of cultural IE among female citizens, IEP departments manage up some vocational programs designed particularly for IE centers graduate women, and housewives aiming at:

1- Have the subjects acquire some vocations, and other everyday life skills as well.

2- Publicizing of general culture amongst house wives for the benefit of uplifting their intellectual, scientific, and vocational levels.

3- Helping trainee women overcoming their daily family worries and problems they encounter.

Through the use of intensive educational and vocational programs, the above mentioned objectives and policies are attained in the best way, hence, female subjects become qualified enough to positively engage again in their families as well as in their surrounding society. Depending on the extent of the need in each region, the programs list include:

1. Family healthcare program.
2. First aid program.
3. Use and reproduction of clothes-remaining program.
4. Use of junk and raw or manufactured materials program.
5. Creative arrangements of dry or artificial flowers.

- Program Location:

The programs are applied during the academic year at both old women IE centers and at Qur'an Memorization schools. Furthermore, General Education schools are utilized particularly on summer vacation period.

- Execution Period Assigned:

These programs are applied all year long, in the morning or in the evening, depending on schools' conditions, whenever enough trainees exist.

- Program Female Executants:

According to IE payment article, qualified female instructors, who had been involved in such programs, weather they are from out career cadre or not, are successively hired for work. Other female instructors from in career cadre, who are assigned to regular morning duty, are rewarded off-duty payments.

- Execution Time Long:

Depending on the nature of each program, the execution time long varies, on condition that it does not last beyond a minimum of 1 week, and a maximum of 4 weeks long.

- Certificate Awarded:

OWVP certificate is awarded to the trainee only if she attended 80% of the total program course hours. The trainee is officially informed about her absence only in case she exceeds 10% of the total program course hours. 2089 female trainees had profited from such programs in the year 2006/2007.

(5/17) **Illiteracy-free Society Program (IFSP):**

A while later, after many government sectors, and many deserted areas and towns have declared themselves illiteracy-free tentatively since the year 2000, and soon after entire evaluation of executed IE projects, and overcoming all difficulties and obstacles, it was the time to declare Saudi Arabia as an illiteracy-free country in 2007 towards the end of the current national five-year-plan. True, Such achievement was the most tremendous of ever, and was labeled: " Illiteracy-free Society Project " or IFSP.

(5/17/1) **IFSP Major Objective:**

To eradicate illiteracy in Saudi Arabia, so that subjects become able to serve their individual and social needs.

(5/17/2) **IFSP Minor Objectives:**

a- To help illiterate people fulfill their needs, as well as their country's, and to increase their educational and professional standards.

b- To improve their productive capabilities in a way that would ensure full utilization at work position.

c- To help reduce illiteracy rates in Saudi Arabia, as an introductory step before calibration of last illiterate education.

d- To present a model of a fully educated society.

(5/17/3) **Courses and Academic Plan:**

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Attentively selected courses are determined to be taught to students. These courses were designed to fit both the needs of the students, and the goals of the project. The project weekly plan consists of 20 classes as follows:

a- Religion : 6 classes a week.

b- Reading : 6 classes a week..

c- Writing : 6 classes a week.

d- Mathematics : 2 classes a week.

(5/17/4) Instruction Staff:

New recently graduated seniors who are educationally qualified, and not tied to any job yet are employed for more flexibility, according to contracts of good rewards.

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6/1 Expectations behind the sixth Convention for Adults' Education *(Future Horizons)*:

The sixth convention for adults' education (Future Horizons) occurs considerably in a very momentous time, in that it comes in the middle of the international IE decade, which was released first by UN. In addition, *Future Horizons* takes place coincidently with the international framework perspective about *Learning for All*, which was released first in Dakar in the year 2000.

Expectations behind this convention, which focuses on an important issue about illiteracy eradication and adults education, which forms a real challenge to all countries and organizations, are as follows:

1. Reminding nations about their domestic, regional, and international commitments regarding illiteracy eradication.

2. Call up for official and non-official national and regional efforts for the sake of achieving *Future Horizons'* goals.

3. Evaluation of existent achievements according to specific criteria to spot the factors that could help.

4. Determination of all obstacles and difficulties that some countries are facing in education and illiteracy eradication.

5. Elicitation of prominent efforts and achievement towards minimizing differences between males and females, and to create up some balance towards illiteracy eradication.

6. Unification and familiarization of all terminologies used in the fields of illiteracy eradication and adult education.

7. Determination of age category, upon which illiteracy rate is universally detected, and urging commitment of nations and organizations.

8. Updating of statistical enumerations, ratios, and educational indications in the domain of illiteracy eradication separately in every country.

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9. Detection and documentation of the most prominent experiments and project in the illiteracy eradication and adult education domains.

10. Strengthening of partnership and cooperation between nations and international/regional organizations, together with civil society foundations concerned in illiteracy eradication.

11. Establishment of an international common web site to help in rotational exchange of information and data among nations, with reference to illiteracy eradication project.

12. Declaration of a final statement, focusing on national and international commitments, and determines an executive machinery for an annual follow-up for the *Future Horizons'* suggestions and recommendations.