

**UNESCO Regional Office
For Education in the Arab States**

**Education for All
The Year 2000 Assessment**

**Regional Report on Education for All
in the Arab States.**

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Introduction:

This report deals with education for all in the Arab States – The Year 2000 Assessment. The Jomtien conference (1990), in which the Arab States participated, adopted in its Declaration and Framework for Action a set of goals calling for their implementation by the end of the decade. Accordingly, the Arab Regional Conference on Education for All was held in Cairo (24-27/1/2000), to assess the progress made by the Arab States and adopt the present report and the Arab Framework for Action to provide basic learning needs during the years 2000-2010. The preliminary draft of the regional report on education for all in the Arab States was distributed during this conference. Taking into account the remarks noted on the draft, the present report was prepared. It is one of the regional documents submitted to the conference on Education for All (Dakar 26-28/4/2000), in preparation for setting the international framework for action.

The preparations to make the 2000 assessment started a year ago and were based on technical guidelines set by the International Consultative Forum on Education for All. The forum had asked the States to submit national reports to assess education for All based on 18 indicators suggested in those guidelines. The drafting of those reports was an occasion for the Arab States to develop the process of the compilation and organization of data on Education for All according to basis agreed upon. It was an occasion for meeting and interacting between national teams working to prepare national reports, in addition to experts from UNESCO assigned to follow up the drafting of such reports, the issue that contributes to develop the national capacities in assessing Education for All; this is one of the goals adopted by Jomtien Conference in 1990.

This Arab Regional Report on education for All-2000 Assessment- was mainly prepared based on the national reports. It benefited from subsidiary studies undertaken by Arab experts on defined aspects of assessment: Early childhood care and development, universalization of basic education, education outcomes, youth and adult literacy, basic skills and education for a better life. The regional report benefited from the statistical data on education in all Arab States, provided by the UNESCO Statistics Department.

The report deals with each of the eighteen indicators, distributed over eight chapters. Each chapter deals also with the equity and gap between genders and closes with exposing the progress of Arab States in realizing the goals of Education for All as well as the challenges that they will face in the future. As for geographical differences between cities and rural areas in particular, the available data in the national reports are limited and can not be used for comparison between States, genders or to estimate the progress in their implementation. Therefore, the report gives some preliminary view once the data are available.

It is hoped that this report will be of use for the proceedings of the Global Conference (Dakar) as for the setting of Framework for Action for the future based on the knowledge of the realities given and what was achieved or not. It is also hoped that every Arab State will benefit from it, so that decision makers will carefully consider the question of Education for All, children, youth and adults, focus on shortages and problems and vitalize efforts aiming at meeting the needs of basic education as soon as possible.

Chapter One

Early Childhood Care and Development

Frame 1: The Indicators for ECCD

Childhood education with all what it entails, such as provision of health and social care requirements to ensure growth opportunities, is considered not only a basic element in providing education for all, but also an element influencing the other elements especially the enrollment in primary education and the improvement of the level of learning achievement.

The Arab States participated in the adoption of the goal of “Early childhood care and development” in Jomtien Conference in 1990, and proceeded to include pre-primary education in the educational “ladder” or expanded their existing programs; they also proceeded to establish legislation and set required curricula.

The general situation today lies in the fact that the opportunities of enrollment in pre-primary education (age 3,4,5 years) are still very limited in the Arab States and that the private sector, including traditional institutions, are in charge of providing such an education, knowing that the public sector in some States (Morocco and Sudan), organizes types of traditional education, and support it financially and technically. In general, the strategy adopted by the families is based on keeping children of that age at home.

Indicator 1: Gross enrollment in early childhood development programmes, including public, private, & community programmes, expressed as a percentage of the official age-group concerned, if any, otherwise the age-group 3 to 5.

Indicator 2: Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme.

1. Gross enrollment ratio in early childhood care programs.

The gross enrollment ratio in early childhood care programs reached 15.3% in all Arab States at the end of the decade (1998). It is a very low percentage compared to the importance of providing pre-primary education agreed upon.

In fact, only in one state (Kuwait) the percentage was above 90% (it reached 99%), while in 13 other states, it remained below 30%. Nine states out of the thirteen above-mentioned, have a percentage below 10%, out of which four are below 1% (Frame no.2). Thus, half of the Arab States are below the Median –12.6%-of the gross enrollment ratio in pre-primary education. In conclusion, the disproportion is very high among Arab States in this respect (Graph no. 1).

Graph No. 1

Graph No. 2

2. New Entrants to primary grade who have attended early childhood programmes

The situation seems to be better in this indicator compared to the previous one. This is due most probably to the fact that the gross enrollment ratio in pre-primary education is calculated based on an age range formed of 2 or 3 years, according to the official definition in each state (3-5, 4-6 or 3-6) at a time when the percentage of new entrants does not take into account the number of years spent by children in pre-primary education, even though for one year. Furthermore that early childhood care programs are adopted by traditional schools and the private sector.

Frame 2: Indicator 1

%	Number of States
90+	1
80-89	-
70-79	1
50-69	-
30-49	4
10-29	4
-9	9
Total	19

Therefore, it is noted that the number of states in which the rate exceeds 90% (Assessment year) is two and the number of states in which the rate is below 10% is four, (compare frame 2 & frame 3).

Among the states in which the rate was above 70%, we mention the United Arab Emirates, Kuwait, Lebanon and Morocco. It is known that the traditional education at the pre-primary cycle in Morocco is widespread. It is not limited to any previous age range of primary education. Therefore, the rate jumps in this state from 46.3% in the first indicator to 70% in the second indicator. In Lebanon for instance, the rate jumps from 71.4% to 95.4 % because pre-primary education in the public sector goes to two years (4-5) while the private sector admits also 3 year old children. (Graph No.2) Taking into account the difference between the two indicators, the general results are: high disproportion among Arab States in providing education for children, less opportunities of such an education in most of the Arab States, and the low gross percentage of such opportunities in the Arab States, taken collectively.

Frame 3: Indicator 2

%	Number of States
90+	2
80-89	-
70-79	2
50-69	-
30-49	6
10-29	4
-9	4
Total	18

3. Gender Equity

The positive aspect of the available opportunities to follow early childhood care programmes, is the increase of the gender parity index to reach 0.9 and above in 10 states and its decrease to 0.7 and below in one state out of the 14 states that provided data about equity of genders of those who are enrolled in the first primary grade and those who attended early childhood care programmes. But among those ten states, eight had a low percentage of enrolled pupils in the first primary grade after having attended early childhood care programmes (45% and below, and sometimes 7, 12 and 4%). This means that equity of genders has no high value since it is limited to the few children who had the opportunity to attend kindergartens for social, religious or economical reasons.

**Frame 4: Indicator 2
Parity index**

%	Number of states
+1.0	7
0.9-0.99	3
0.8-0.89	2
0.7-0.79	1
below 0.7	1
Total	14

Thus, the percentage of boys enrolment in early childhood care programmes is still higher than that of girls. The progress witnessed by girls enrolment appeared in 6 states (compared to 5 countries that witnessed a regression) in the gross enrolment ratio, and in eight states (compared to two countries that witnessed a regression) in the percentage of new entrants in the first primary grade who attended early childhood care programmes.

Frame 5: The geographical disparity

Extent	Ind. 1	Ind .2
0-9.99%	4	2
10-19.00%	-	2
20-29.99%	1	1
30-39.99%	2	1
40-49.99%	1	1
50-59.99%		1
60-69.99%		1
Total of States	8	9

4. The geographical disparity

The data provided about the geographical disparity are limited. The available data (concerning the assessment year) show a greater gap between the city and rural areas, and among geographical regions. The difference between the geographical regions for the second indicator reached 40% and above in three countries (out of nine). It decreased to less than 10% in one state (Kuwait) while in the second state (Djibouti), early childhood care programmes are only provided in the capital (Frame 6).

**Frame 6: Indicator 2
Annual progress**

%	Number of States
Negative Progress	2
0.9 – 0.99	-4
1-1.99	4
+ 2	2
Total	12

5. The progress made during the 90s

The progress made by the Arab States concerning the ratio of the enrolment of new children in the first primary grade, who participated to early childhood care programmes, remained very limited, according to the annual progress ratio that reached less than 1% in four states and between 1 & 2% in four states and between 2 & 3% in two states. It is noteworthy that two states witnessed a decrease of the enrolment ratio at the same time (frame no.6). As for the Arab States taken collectively, it witnessed an increase of the gross enrolment ratio in early childhood care programmes passing from 13.4% in 1990/91 to 15.3% in 1997/98. If the progress persists at that rate in the coming years, most Arab States will need decades to reach the goal of Education for All at this level. Thus, exceptional efforts should be exerted to change the current progress rate and achieve an accelerated progress that would get them closer to the goal in the coming ten years.

Graph no. 3 shows the progress of the gross enrolment ratio in early childhood care programmes in the Arab States taken collectively during the 90s, year by year, since the ratio seems to be below 10% throughout the decade and since the gap between genders seems to have slightly decreased.

Graph No. 3

Chapter Two

Universalization of primary education – Enrollment Ratios

This chapter deals with four indicators (see frame 7).

1. Gross intake rate

The situation of the Arab States is considered as being good as for the Gross Enrolment ratio in the first primary grade, because in 15 states (out of 20), this ratio exceeded 90% (frame 8). This means that Children’s school attendance – first primary grade – became evident in these states.

But it is necessary to admit that in two states (Sudan & Djibouti) this ratio remained below 70%, and that this indicator, naturally, does not accurately reveal the size of enrolment of those who should be enrolled at the (officially) assigned age, as it is based on the calculation of all the students enrolled in the first primary grade irrespective of their age, compared to the number of children (in the society) at the enrollment age in such a grade. Thus, a section of the pupils enrolled in the first primary grade might be at a later stage: either because the children were enrolled at a tardy age or because they are repeaters. Therefore, the

value of this indicator exceeds 100% in 8 States (out of 20). This excess of the percentage 100%, reflects the degree of delay. Hence, 7 (out of 20) states accessing to 90-99% does not accurately reflect the average of enrolment as it comprises tardy pupils.

Therefore, we should look at the results of indicator 4 on net enrolment.

Frame 7: The indicators for enrolment

Indicator 3: Apparent (gross) intake: new entrants in primary grade 1 as a percentage of the population of official entry age.

Indicator 4: Net intake rate: new entrants to primary grade 1 who are of the official primary school- entrance age as a percentage of the corresponding population.

Indicator 5: Gross enrolment ratio.

Indicator 6: Net enrolment ratio.

Frame 8: Indicator 3.

%	Number of states
100 +	8
90-99	7
80-89	3
70-79	-
50-69	1
30-49	1
10-29	-
Total	20

Graph No. 4

Graph No. 5

2. Net intake rate.

Data related to this indicator (no. 4) reflect a less optimistic image than the size of gross enrolment in the first primary grade in Arab States. The percentage of 90% and above is witnessed in the 5 following states: Jordan, UAE, Iraq, Palestine and Libya. On the other hand, in 7 Arab States, the percentage goes below 70% (frame 9). Moreover there are very low percentages: 26.2% (Djibouti), and 43% Sudan). In Morocco, enrollment decreases from 115.3% in the gross ratio to 48.8% in the net ratio. The comparison of the gross and net intake rates in the first primary grade in the Arab States taken collectively reveals the difference: 90.3% for the Gross ratio and 72.6% for the net one in 1998.

Frame 9: Indicator 4

%	Number of States
90 +	5
80-89	5
70-79	3
50-69	5
30-49	1
10-29	1
Total	20

The general view given by the two gross and net enrollment ratios show that $\frac{3}{4}$ of the Arab States haven't reached yet, at the end of the 90s, the goal of Education for All at the official age (see graphs 4 & 5). Thus, there is a dire need to change the situation. It is necessary to exert exceptional efforts to achieve such a change. What is happening at the first primary grade level will undoubtedly have an impact on enrollment in the primary cycle in general.

3. Gross enrolment ratio in primary education

The data on the gross enrolment ratio in primary education are similar to the data on the Gross enrolment ratio in the first primary grade: in most of the Arab States (15 out of 20), the ratio exceeds 90%, in seven states, the ratio exceeds 100% due to school retardation (frame 10). The new element is that the number of states in which this ratio is below 70% is three states here compared to two there. This reflects the negative impact of school retardation in the first primary grade. The remarks mentioned about first primary grade can be applied on the total

primary cycle as for the inaccuracy of the gross enrollment ratio in reflecting the real volume of school enrollment at the official age. Therefore, we will now consider the net enrolment ratio.

4. Net enrolment ratio in primary education

Based on this indicator, the situation of the Arab States is seen to be good with regard to the provision of Primary education opportunities for children. In 11 states (out of 20) the net enrolment ratio reached 90% and even more

Frame 10: Indicator 5

%	Number of states
100 +	7
90-99	8
80-89	2
70-79	-
50-69	1
30-49	2
10-29	-
Total	20

Graph No. 6

Graph No. 7

(frame 11), that is more than half, in addition to 3 states where primary education at the official age is provided to 80 to 89% of the children. Nevertheless, there is a problem in 5 states, where the ratio is below 70% these are: Djibouti, Sudan, Morocco, Mauritania and Yemen. The four indicators related to the enrollment rates in primary education reveal that these states are in need of more efforts, support and exceptional measures to reach the goal of Education for All for the coming ten years.

The good situation of many Arab States regarding gross and net enrollment ratios in primary education, the disproportion between states and the situation of states providing less opportunities for Education for All, are all issues revealed in graphs 6 & 7.

5. Gender Equity

If one examines indicators 4 & 6 related to the net enrollment in the first primary grade and the primary cycle, and calculates the gender parity index, it becomes evident that girls have almost the same opportunities as boys in 12 or 13 states (out of 17 states on which data on both genders were provided). Thus, the overall view of the Arab States as for ensuring equity of genders seems to be as good as it was for school enrollment. There is undoubtedly a close link between both. When equity opportunities increase, enrollment ratio increases in general and vice-versa.

But it is noteworthy that states providing the highest rate of enrollment and equity opportunities are small states (such as Jordan, UAE, Bahrain, and Palestine) while states providing less opportunities and equity are poor states and/or with high population sizes. This makes the image resulting from the comparison of Arab States among each others, different from the image resulting from the study on the Arab States taken collectively: parity index decreases to 0.82 in the net enrollment in the first primary grade and to 0.87 in the net enrollment ratio in primary education.

This means that great efforts should be exerted at the level of the Arab States taken collectively and that the achievement of some states for economical, population and historical reasons are still faced by a failure to realize the goal of Education for All in large populated areas. This involves both all Arab States and the international community as for the cooperation and assistance provision to states that are still far from reaching the goal.

The number of those enrolled in primary education in the Arab States taken collectively is 37.6 million students in 1998. But against this number, 10.5 million children at the official

Frame 11: Indicator 6

%	Number of states
90 +	11
80-89	3
70-79	1
50-69	2
30-49	2
10-29	1
Total	20

Frame 12: Gender parity index

%	Ind.4	Ind.6
1.0 +	4	6
0.9-0.99	9	6
0.8-0.89	3	3
0.7-0.79	-	1
0.5-0.69	1	-
below 0.5	-	1
Total	17	17

age remain out of school (21.8%). This is a huge number taking into account the realization of the goal adopted in Jomtien (Education for All). Among these 4.2 million are boys and 6.3 million are girls. The benefactors from primary education opportunities are more likely to be boys rather than girls (55% against 45%) and those who are deprived from such opportunities are girls rather than boys (60% against 40%) (see table 3-5 in Annex 3).

6. The geographical disparity.

Data are available only for 8 states. Based on the geographical parity index (percentage of the highest ratio over the lowest ratio of the areas), it is obvious that the rapprochement between the areas is achieved in less than half of these states and they are mainly small states of urban characteristics such as Tunisia, Kuwait, Palestine and Jordan with a variation in the situation of each state according to the indicator. The country that has the highest rate of disparity between areas is Sudan where the geographical

Frame 13: index of geographical disparity

Value of index	Indicators			
	3	4	5	6
1-1.49	3	2	3	4
1.5-2.49	3	3	4	3
2.5-3.49	1	-	-	-
3.5-4.49	1	-	-	-
4.5-5.49	-	-	-	-
5.5+	-	1	1	1
Total	8	6	8	8

disparity index between areas in the net enrollment in primary education (indicator 6) reached 7.45 times followed (indicator 3) by Yemen (see annex 1).

7. Progress made during the 70s.

Frame 14: Annual progress Rate

The Gross intake rate and gross enrollment ratio in primary education decreased in most of the countries. This has no significance as it can reflect an improvement of education performance or a reduction of enrollment. Therefore, the comparison is limited to the indicators 4 & 6 related to the net enrollment in the first primary grade and the whole primary cycle. The calculation of the annual progress rate shows that one state (Jordan) witnessed a peculiar progress of the net intake rate assessment between the basic year (68% in 1990/91) and the

%	Ind. 4	Ind. 6
Negative Progress	7	3
0-0.99	2	5
1-1.99	4	5
2-2.99	-	-
3+	1	1
Total	14	14

year of assessment (96% in 1997/98), i.e. with an annual progress average of 3.5%. A similar progress is witnessed in indicator 6 by Mauritania. Four or five states witnessed a progress of one of the two indicators between 1 & 2% per year. Most of the Arab States did not have a concrete progress while, some of them witnessed a regression. Thus, the achievement view at the end of the decade compared with its beginning is not satisfactory in many states noting that the net enrollment ratios were not as high as expected. The seven states that witnessed a regression of indicator 4 were originally far from reaching the goal except for the United Arab Emirates and Syria as the rates at the beginning of the decade were as follows: UAE (98.3%), Bahrain (85%), Djibouti (29.8%) Saudi Arabia (81.2%), Syria (99.3%), Qatar (73%), Mauritania (50.1%).

Graph No. 8

Graph No. 9

Graph No.10

Graph No. 11

Regarding the numbers in all Arab States, the number of new pupils in the first primary grade was 5.3 million at the beginning of the 90s and reached 6.3 million in 1998, with an increase of one million pupils, with an annual average of 125,000 pupils, irrespective of their age range. The annual increase of pupils at the official age for this grade reached around 55 000 pupils per year.

At primary education level as a whole, the number increased from 31.6 million pupils in 1990 to 37.6 million in 1998 with an increase of 741 000 per year. The number of pupils at official age increased from 27.5 million to 33.7 million with an annual increase of 770 000 pupils.

According to the estimations, if the progress of the enrollment ratios persists at the scale witnessed by the Arab countries in the 90s, the number of pupils enrolled in primary education at the official age will reach 44.2 millions, in the year 2010. With a net enrollment ratio of 84.5% which means that 8.1 million children at the official age will be out of school (see annex 3)

To fill this gap, and provide education for all by the year 2010, Arab States should ensure an annual increase of the number of enrolled pupils at the official age amounting to 1.6 millions per year instead of 0.77 million as it used to be in the 90s; hence, they should double their accommodation capacities. This burden is obviously the responsibility of Arab States with high population size.

Graph No. 12

Chapter Three

Expenditures on primary education

This part deals with two indicators related to expenditures (frame 15).

Statistics related to the expenditures on primary education in Arab States vary in their accuracy and comprehensiveness. Out of 20 national reports prepared, statistics in six reports only are considered complete as for the expenditures indicators and for each year of the 90s. These states are: Saudi Arabia, Bahrain, Qatar, Tunisia, Morocco and Jordan. The remaining reports were either incomplete (not covering all the years), their data were not classified, or they were not abiding by the technical guidelines set by the International Consultative Forum on Education For All. Because some reports were limited to mentioning percentages (without the actual numbers), calculation of averages is made here on the basis of percentages, in spite of all the defects of such a method. Problems that complicated the statistical analysis lie in the fact that some countries undertook their calculations based on basic education (which is wider than primary education), and that the duration of primary education varies from one state to another. All these issues require caution while considering the below-mentioned analysis.

Frame 15: The indicators for expenditure

Indicator 7: Public current expenditure on primary education:

Un) as a percentage of GNP; and

Deux) per pupil, as a percentage of GNP per capita.

Indicator 8: Public expenditure on primary education as a percentage of total public expenditure on education.

1. The public current expenditure on primary education as a percentage of the Gross National Product in the Arab States.

This percentage represents the share of primary education from the value of National Product in terms of merchandises and services during a given year, and thus the interest of the state in this educational cycle. For comparison purposes, we deduced the annual average of this percentage in the 90s, and classified the states according to the value of the percentage. This treatment reveals a high disproportion among the Arab States: Some of them had a percentage below 1% (in two states) and others above 4% (two states) (Frame 16).

What captures attention here is that the category of states that spent the percentage of 3% and above, on primary education comprises poor and wealthy states: Algeria, Saudi Arabia, Yemen, Mauritania and Kuwait. The two states that spent less than 1% are not economically homogeneous Lebanon and Sudan. The reason behind this is that the majority of the Arab States were concerned with the generalization of primary education in the 90s as we have previously noted. There are, however, essential differences among these states. The share of primary education may increase due to the decline of the National Product; it may also increase if the focus is on primary education in the absence of any significant competition of the other educational cycles, as in poor States or, as in rich countries, if the trend is not to expand primary education but to improve its quality.

Frame 16: Indicator 7 a

%	Number of States
0-0.99	2
1-1.99	8
2-2.99	3
3-3.99	3
4-4.99	1
+ 5	1
Total	18

The share of primary education may decrease due to the competition of other educational cycles or may decrease due to the increase of the National Product, as in wealthy states or due to the concentration of efforts on spending on primary education in the private sector, as in Lebanon or due to the sustained expansion of the private sector as in the United Arab Emirates and Qatar. The share of expenditures on primary education may fluctuate due to the variation of the National Product. In Sudan, the share of the current expenditures on primary education may decrease on the one hand due to the decrease of the school enrollment ratio and on the other hand because the contributions of the governmental financing amount only to 43.3%; the rest is the responsibility of the private sector and the “learning support fund”, “tuition fees”, “councils of parents and teachers”, local associations and international organizations. Graph 13 reveal the disproportion among Arab States in this indicator, for the year of assessment.

2. The public current expenditure on primary education per pupil as a percentage of the Gross National Product per capita.

The disproportion becomes more acute in this indicator and percentages of Arab States vary between low percentages (0.21 in Mauritania) and high ones (Saudi Arabia: 30.7% and Djibouti: 39.9%). Half of the Arab States fall in the category where the current expenditures per pupil are below 15% of the GNP per capita. Frame 17 shows once again that this indicator does not reveal the economical level as much as it reveals other factors, such as the GNP (its fluctuations per capita), the size of primary education (compared to the volume of other cycles), the nature of expenditures (on expanding education or improving its quality), among other issues formerly mentioned. If the general average of the Arab States taken collectively is 17.65% in the 90s, the states in which the expenditures exceed this average are: Jordan, Saudi Arabia, Djibouti, Qatar, Lebanon, Morocco and Yemen (see graph no 14 on the assessment year).

Frame 17: Indicator 7b

%	Number of States
0-4.99	1
5-9.99	1
10-14.99	7
15-19.99	4
20-24.99	2
25-29.99	-
30-34.99	1
35-39.99	1
Total	17

Graph No. 13

Graph No. 14

3. Public expenditure on primary education as a percentage of the total public expenditure on education.

This indicator reveals one of the ambiguous aspects in trends of expenditures on primary education in the Arab States during the 90s, because it shows the share assigned to primary education out of the general expenditures compared to the other educational cycles.

For the third time, we note an acute disproportion among Arab States: in one state (Egypt), the percentage of expenditures on primary education, compared to the expenditures on education in all its cycles, reaches 14.1% while in another state, it reaches 80% (Yemen). This clearly represents the interpretation that the variations among states is due to the size of primary education in the whole educational system. In Yemen, where primary education has the biggest volume, its share of the expenditures is increased, while in Egypt, primary education competes with other cycles (Secondary and University) that are well spread and require that the expenditures be guided to them also. The distribution of the states (frame 18) shows that four states have high percentages of expenditures on primary education, compared to the total expenditures on education (60% and above): Djibouti, Algeria, Yemen and Palestine. Three other states have low percentages (30% and below): Kuwait, Sudan, and Egypt. (see graph 15 on assessment year).

Frame 18: Indicator 8

%	Number of states
0-14.99	1
15-29.99	2
30-44.99	6
45-59.99	6
60-74.99	2
75-89.99	2
Total	19

4. Factors revealing the expenditures trends.

The most significant factors that explain expenditures on primary education in Arab States, and the disparities in the volume and progress of such expenditures in the 90s, are related to the National Product per capita, the size of primary education, the number of school years of the primary education, the extent of primary education generalization adopted by the state (net enrollment ratio in primary education – Indicator 6 – basic year), and the average of annual progress in this generalization during the last decade. There are undoubtedly other factors that explain the disparities among the states. But we will stick to these five factors and include information about them for each Arab State in frame 19.

Let us first consider the states that revealed a decrease in one or more expenditures indicator. The United Arab Emirates for instance is a wealthy country (high GDP per capita). It was very close to the sufficiency level in primary education at the beginning of the decade, alike Qatar and Bahrain. Thus, these states did not need high expenditures, while expenditures are considered low compared to the high GDP per capita. There is undoubtedly another category for expenditures on primary education linked to the improvement of its quality, but the available data were not sufficient for the assessment. The absence of any major developments of the expenditures means that the quality of education is either provided since the beginning of the decade or was not considered with extraordinary concerns during that decade.

On the other hand, for a state like Sudan, the three indicators (7a, 7b and 8) reveal low levels of expenditures. Actually, it is a poor state (GDP per capita for 1995 amounting to 1100 USD) and until the end of the decade it had a low net enrollment ratio (39.9%), knowing that education there is mainly primary (78.81% of the total of enrolled pupils).

Frame 19

No. of School years in primary Education ⁽⁷⁾	Primary Education Size ⁽⁶⁾	(Ind.6 Progress rate in the 90's ⁽⁵⁾	Ind.6 (Basic year)	GDP per capita (Thousand) ⁽⁴⁾	Ind. 8 ⁽³⁾	Ind. 7 b ⁽²⁾	Ind. 7 a ⁽¹⁾	
10	77.1	0.38	83.6	4.2	.	.	.	Jordan
6	68.1	0.78	97.1	18.1	.	.	-	U.A.E
6	48.56	- 0.33	99	16.75	.	-	-	Bahrain
6	58.0	1.08	87.1	5.3	.	.	-	Tunisia
6	60.91	N.A	N.A	5.6	+	.	.	Algeria
6	72.89	0.07	32.7	1.3	+	+	.	Djibouti
6	54.25	1.5	64.3	8.5	.	+	.	Saudi Arabia
8	78.81	N.A	N.A	1.1	-	-	-	Sudan
6	67.90	0.57	89.6	5.4	.	-	-	Syria
6	69.98	0.18	92	3.2	.	N.A	N.A	Iraq
6	58.22	N.A	NA	9.4	.	-	-	Oman
NA	78.93	N.A	N.A	N.A	+	.	-	Palestine
6	49.88	-0.88	101	19.8	.	.	-	Qatar
4	32.61	1.14	81	23.85	-	-	+	Kuwait
6	40.6	1.28	88.8	5.0	.	.	-	Lebanon
9	77.96	0.0	96.4	6.3	N.A	N.A	N.A	Libya
5	50.2	N.A	N.A	3.8	-	N.A	-	Egypt
6	55.93	1.86	54.7	3.5	.	.	.	Morocco

N.A: Not available.

(1) (+) means a high percentage (+4%), (-) low percentage (0-2%), (.) in between.

(2) (+) means a high percentage (27-40%), (-) low percentage (0-13%), (.) in between.

(3) (+) means a high percentage (60-90%), (-) low percentage (0-30%), (.) in between.

(4) UNDP: **Human Development Report 1998**

(5) Refer to table 2-3 annex 2 (indicator 6)

(6) Percentage of enrolled in primary education over enrolled in all cycles, Refer to UNESCO **Statistical Yearbook**, 1998.

(7) Or "first education" refer to: UNESCO: **Statistical Yearbook**, 1998.

A state like Egypt reveals limited resources (the GDP per capita was 3.8 thousand USD in 1995), on the one hand, while the load is equally distributed between primary education and the other cycles; this explains the low level of expenditures on primary education there.

In Syria, Tunisia and Lebanon, there are low levels of expenditures in one or more indicators, and they are states with a medium GDP per capita (5.3, 5.4 and 5.0 thousand USD). They had very close enrollment ratios (87-89%) but it seems that Tunisia had slightly higher expenditure ratios and witnessed a slightly higher progress in the enrollment ratio. It also seems that the pressures of other cycles of education were also very strong. In Lebanon, the decrease can be due to the size of private education. These states seem to be in need of additional expenditure efforts. The case of Oman is similar since its GDP per capita can be considered high (9.4 thousand USD) but the expenditure effort exerted remained insufficient to meet the requirements of the universalization of primary education (the net enrollment ratio at the beginning of the 90s was 85.5%).

In conclusion, the low level of expenditures is often linked to other factors and sometimes due to ignoring means required for the universalization of education.

The circumstances of states that revealed high levels of expenditures are various. In Djibouti, the size of primary education lies behind this (73% of the total enrolled pupils), knowing that it has not improved much the very low ratios of enrolment, the reason is the shortage of its resources (the GDP per capita is 1.3 thousand USD). This applies also to Yemen and Mauritania. As for Saudi Arabia, with high economic level (GDP per capita = 8.5 thousand USD) while the net enrolment ratio at the beginning of the decade was very low; therefore, the increase is due to the expansion of primary education that is considered one of the highest in the Arab states (1.5% per year). The result reached during the assessment year (net rate of 76.3%) means that additional expenditure efforts are still required in this state. This is possible based on the available national resources.

5. Expenditure development in the 90s.

The data on the Arab States taken collectively reveal that the public current expenditures on primary education expressed as a percentage of the GNP (the annual average) during the 90s, witnessed no sustained progress. It is noteworthy that a slight progress occurred in the middle of the 90s then started decreasing again, but at the end of the decade it was higher than at its beginning (Graph 16). The expenditures per pupil, expressed as percentage of the GNP per capita, witnessed slight fluctuations and no major increases occurred. It was also at the end of the decade higher than at its beginning (Graph 17). As for the expenditures on primary education expressed as a percentage of the expenditures on education, it is stable and decreasing rather than fluctuating and increasing (Graph 18).

Graph No.15

Graph

No.

16

These data mean that the expenditure effort did not progress to the required stand to provide education for all in the Arab countries, especially after it was revealed that 21.8% are out-of-school in the Arab States taken collectively, and that the enrollment in primary education ratio decreased in some of the Arab States with high population volume and/or poor states. It seems that the progress in providing primary education was higher than the progress of the current expenditures on education, which reflects the existence of some problems related to the quality of education, in states that improved primary education opportunities or in states where primary education was almost completely provided at the beginning of the 90s. Expenditures related to quality issue will be discussed later on.

Considering each state alone within the three indicators, we notice the following:

- The trend of fluctuation – with the increase noted previously in the Arab States taken collectively- applies to all Arab States taken apart regarding fluctuation and to some Arab countries regarding the increase (Tunisia, Saudi Arabia, Morocco and Yemen). Some other states witnessed a fluctuation with a relative regression (Jordan, Bahrain, Algeria, Syria, Qatar and Kuwait). Noting that some states witnessed a greater stand of stability tending to increase (Djibouti) or to decrease (United Arab Emirates and Oman). This is relating to the current expenditures on education expressed as a percentage of the National Product (Table 1-5-2 annex 1).
- With regard to the percentage of public current expenditures per pupil expressed as a percentage of the GNP per capita, the trend towards lower fluctuations and lower increase during the 90s, which was previously noted in the Arab States taken collectively, applies to Bahrain, Qatar, Kuwait, Morocco, Mauritania and Yemen. They are wealthy, prosperous and poor countries. Some states witnessed a sustained increase of this indicator such as Jordan, and Tunisia while some states witnessed a higher fluctuation than others such as Saudi Arabia and Algeria and others suffered a sustained regression such as Oman. In Sudan, the percentage soared from 0.6% at the beginning of the 90s to 17.7% at the end of the decade and from 13.9% to 16.2% in the United Arab Emirates. (Table 1-5-3 Annex 1)
- As for the indicator related to the public current expenditures on primary education expressed as a percentage of the public current expenditures on education, which witnessed a stability in the Arab states, taken collectively, the same phenomenon applies to some states: Bahrain, Tunisia, Kuwait, Morocco and Yemen. The indicator witnessed a regression in other states: Jordan, United Arab Emirates, Algeria, Saudi Arabia, Djibouti, Syria, Iraq, Oman and Qatar, due probably to the pressure of the other educational cycles. The only state that witnessed a zoom of this indicator is Sudan: from 13.7% in 1990 to 43.3% in 1998.

The development of expenditures trends in the Arab States in the 90s reveal the following:

- The states that witnessed expenditure regression or stability in general in the 90s are facing budget challenges between expenditures on primary education and other educational cycles, and primary education opportunities provided and the expenditures required for the improvement of education quality. These states are classified into two categories: a group having high enrollment ratios and facing quality challenges such as the United Arab Emirates, Bahrain, Qatar and Libya; and a group of states having acceptable enrollment ratios and requiring more progress in the provision of educational opportunities in addition to the quality challenges: Jordan, Tunisia, Saudi Arabia, Kuwait, Syria and Lebanon.

Graph No. 17

Graph No. 18

- The states that witnessed an increase of the expenditures are facing challenges to provide the required expenditures to universalize primary education in which enrollment ratios are still very low such as Djibouti, Mauritania, Yemen and Sudan.

While this last group seems to be the most in need of resources to provide the minimum level required to universalize primary education, all other states need additional measures and efforts to improve the exploitation of the available and used resources. The analysis of expenditures data mentioned in the national reports revealed a shortage in the accuracy and fullness of information, which reflects the need to improve the national capacities in data collection, organization, estimation of cost and budget elaboration and classification.

Thus, the tasks of the Arab States for the next ten years are various and diversified: resource mobilization, expenditures increase and rationalization, improvement of national capacities in charge of planning, expending, elaborating budgets, accounting and expenditure analysis according to its sections, to education cycles and grades and education sectors. These national capacities should assess the expenditures periodically. This information was not currently available but should be in the next ten years in order to be able to answer to questions related to the outcome of expenditure, its use, and its relation to achieving nationally defined goals.

Chapter Four

Teachers

This chapter deals with three indicators related to teachers (frame 20)

Frame 20: teacher indicators

1. Required Academic Qualifications

In their national reports submitted in preparation for the conference on Education for All-2000 Assessment, the Arab States included statistical information on the percentage of teachers who have “the required academic qualifications”. Since the qualifications required vary from one country to another, and since what is required in a country at a given time changes and increases generally with time, and since some states assumed that the officially appointed teachers have the qualifications required, in spite of the fact that they were appointed at the previous periods of time, thus the comparison of states within this indicator would be unfair.

Indicator 9: Percentage of primary school teachers having the required academic qualifications.

Indicator 10: Percentage of primary school teachers who are certified to teach according to national standards.

Frame 21 shows that most Arab States (13 out of 19) had a percentage of teachers meeting the conditions required above 75% against one country in which the percentage was below 25%: Iraq. Graph 19 shows the acute disproportion among Arab States in this respect. One can not judge if a state where the percentage goes up to 100% is in a better position with regard to the qualifications of its teachers than a state in which the percentage goes down to 70 or 60%. In one state pre

Frame 21: Indicator 9

%	Number of states
0-24.9	1
25-49.9	2
50-74.9	4
75-100	13
Total	19

service training teachers require three years after the complementary cycle which is equivalent to graduation from the secondary cycle, while in another state training starts after the end of the secondary cycle and lasts for one or two years, in a third, university/or education institute graduation is required for appointment within the teaching staff (such as in Bahrain and Kuwait). Even in those states, a number of non university graduate teachers are being trained through specialized training sessions. Some teaching specializations are sometimes not existent, therefore teachers who do not meet the declared conditions are contracted instead. The obvious disproportion in the mentioned graph does not reflect the disproportion among countries in terms of the required qualifications, but in terms of considerations observed by the national report makers. This accentuates the need to establish criteria and measures agreed upon to train teachers in the Arab States.

Graph No. 19

Graph No. 20

2. Licensing the profession of teaching

The concept of certification (to practice teaching as a profession) is not common in Arab educational institutions. It remains limited to literature. Therefore, the national reports either considered that the certified persons are the qualified, the appointed or the trained teachers, or they adopted the concept as is and denied the existence of such persons or they refrained from providing data on this indicator.

Frame 22: Indicator 10

%	Number of states
0-24.9	2
25-49.9	1
50-74.9	3
75-100	10
Total.	16

All these are significant considerations since the license is a concept taken from liberal educational systems in which employment depends on market conditions and criteria imposed by professional and specialized associations. Graph 20 reveals that states having similarities regarding the governmental role in education (Syria, Libya and Kuwait) witnessed percentages (for the assessment year) varying between 2.6% and 100%. Frame 22 shows the number of states in each category and this information can not be the basis of any clear conclusion.

3. Pupil / Teacher ratio PTR

The decrease of the Pupil/Teacher ratio is in principle a positive indicator in the educational system, unless proofs are provided regarding the useless expenditure of money, due to lack of work and productivity. This is not the concern here:

In general, the common patterns of the average number of pupils per teacher are good in the Arab States: 14 states (out of 20) have a PTR below 25 (frame 23). In two states, this ratio exceeds 35: Djibouti (39) and Mauritania (47). The states with high number of teachers (less than 15 pupils per teacher) are: Saudi Arabia, Qatar, Kuwait, Lebanon and Libya; Except Lebanon, they are all oil countries. (graph 21).

4. Gender equity

The subject of gender equity is restricted to the indicators 9 & 10 related to the persons who are qualified and the licensed. We focus, as usual, on the situation at the end of the decade.

Data (frame 24) reveal that the situation is in favor of females in most Arab states: 8 (out of 16) states in the first indicator and 10 (out of 13) states in the second indicator showed parity index 1.0 or more. Thus,

Frame 23 Indicator 11

%	Number of states
5-14.9	5
15-24.9	9
25-34.9	4
35-44.9	1
45 +	1
Total	20

Graph No. 21

Graph No. 22

Irrespective of the criteria adopted in classifying teachers as for their level of qualification or certification, the same criterion is applied to both genders in the same state. Therefore, one can say trustfully that not only the percentage of females is higher in the teaching staff in the Arab states (the percentage of female teachers is 2.4% in the Arab states taken collectively in 96)⁽¹⁾, but that the qualifications of female teachers are better than those of male teachers, viewed from the angle of what is required and what is defined in the assessment period (end of last decade).

Frame 24: Gender equity

	Ind.9	Ind.10
1+	8	10
0.9-0.99	3	1
0.8-0.89	1	1
0.7-0.79	1	1
0.5-0.69	2	-
0.3-0.49	-	-
0.10-	1	-
Total	16	13

Graph 22 presents the distribution of Arab States according to those two indicators.

5. Progress made during the decade

We will focus here on the three indicators and follow the progress of each one between the two basic (beginning of the 90s) and assessment (end of 90s) years, through the annual progress percentage (the percentage of the assessment year – the percentage of the basic year divided by the number of years between the two years).

The most noticeable aspect relating to qualifications is the absence of crucial developments during the decade with respect to qualifications and certification. There are three to four states in which the situation remained unchanged; in two states the ratios decreased and four to five states witnessed a slight improvement (less than 1% per year). Since the states that submitted information about the issue are very limited, only one or two states witnessed an improvement that exceeds the averages of other states. These two states

are Jordan (3.17% per year in indicator 9) and Djibouti (4.1% per year in indicator 10).

Data provided by the Pupil/Teacher Ratio may contribute to explain the previous phenomenon. Most Arab states that provided information in their national reports (13 out of 16) showed a regression of the pupil/teacher ratio i.e. an increase in the employment of teachers that exceeded the increase in the number of pupils. If this is a good sign of the universalization

of primary education progress in Arab states, it reveals that teacher employment (on appointment or contract basis) took place under pressure to meet the need to open more classrooms and schools without being accompanied necessarily with a major and parallel increase of the qualifications required.

Frame 25: Annual progress

	Ind. 9	Ind.10
Regression	-	2
0	4	3
+0.1-1	5	4
+1.1-2	1	-
+2.1-3	-	-
+3.1-4	1	-
+4.1-5	-	1
Total	11	10

Frame 26: Indicator 11

%	Number of states
(-) 1.1-2	2
(-) 0.1-1	11
0	1
(+)0.1-1	2
(+)1.1-2	-
Total	16

(1) UNESCO: Statistical Yearbook, 1998.

In conclusion, the study of the teachers issue in the Arab states shows that the previous decade witnessed a quantitative progress, higher than that of the qualifications required, and a weakness in the concept of certification to practice teaching in addition to its confusion with other factors. Thus, the Arab states will face the issue of teacher qualifications twice during the coming ten years: on the one hand in defining the characteristics, national and regional criteria of employment including pre-service and in-service training , and on the other hand in providing the necessary requirements and employ the greatest number of teachers that meet those criteria. States with low resources will need more help, especially those that still have a high pupil/teacher ratio. Anyhow, these issues have their impact on the internal efficiency of the educational system and on the outcomes of education. These are the topics treated in the next two chapters.

Chapter five

Internal Efficiency

This chapter deals with three indicators (frame 27)

1. Repeating classes

The declined in the rate of repeating classes reveals the good quality of primary education competence and efficiency. It is noteworthy that some Arab states adopt the automatic promotion or facilitated policy in the first grades. This limits the repeating classes rates without necessarily revealing a high efficiency.

It is also noteworthy that information on repeating rules adopted in primary education (or basic) were only provided by nine Arab states: Jordan, United Arab Emirates, Bahrain, Saudi Arabia, Sudan, Palestine, Libya, Oman and Djibouti. The available information indicates that five of these states are adopting the automatic promotion system in the first three primary grades. The states are: United Arab Emirates, Bahrain, Sudan¹, Palestine and Libya. While one state (Djibouti) adopts the policy of limiting repeating classes in primary grades to 10% as a maximum and that one other state (Saudi Arabia) allows the third primary grade pupils repeat their class if they fail to get the basic skills. Moreover, some states limit the number of repetitions authorized in the grades (4-9) to two, while Oman limits it to five in basic education (1-9), and Palestine twice in grades (4-10). Therefore, such data should be taken into account and prudence should prevail in deducing results.

We will focus on repeating classes rate between grades 1 and 5 (see. table 1-8, annex 1). Let us note first that most states known to having adopted automatic promotion system or set certain rules to repeating classes, are those that have low rates (below 8%): Jordan, Bahrain, United Arab Emirates, Palestine and Saudi Arabia. What is remarkable here is that a state like Sudan that adopts the automatic promotion between grades 1 & 4 is not included in this group of low rates, since the rate there reached 11.4% in 1998. If we consider the last rate as the maximum acceptable for repeating classes, five states will exceed the maximum, among which, three states exceeding 14%: Tunisia, Iraq, and Mauritania. The general result is that the situation of the Arab States relating to repeating classes are not considered good because ten states (out of 18) have a repeating

Frame 27: Efficiency indicators

Indicator 12: Repetition rates by grade.

Indicator 13: Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5).

Indicator 14: Coefficient of efficiency (ideal number of pupil years needed for a cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil-years).

Frame 28: Indicator 12

%	Number of states
0-3.9	1
4-7.9	7
8-11.9	5
12-15.9	2
16-19.9	2
	1
Total	18

(1) Sudan adopts the policy of automatic promotion in grades 1-4.

Graph No. 23

Graph No. 24

classes rate exceeding 8% (ref. graph 23, frame 28). These percentages witness a slight increase with the promotion to Grade 6.

2. Survival Rate

How many pupils of the same group attending the first primary grade reach the fifth primary grade? In one state the survival rate goes up to 98.8% which means almost all the group. In another state, only 65.8% of the original group remains. There is an evident disproportion among Arab states in this respect (Graph 24).

But less than half of the Arab states (8 out of 18) have high survival rates (95% and above) and this is partially due to the fall-off of the repetition rate, which usually accelerates, by its increase, early school drop-out.

It is noteworthy that in four states, the survival rate to the fifth grade goes down to 76% and even below. This means that one of every 4 children drops-out school before reaching primary grade 5 in the following states: Sudan, Morocco, Mauritania and Yemen.

Frame 29: Indicator 13

%	Number of states
+ 95	8
85-94.9	5
75-84.9	2
65-74.9	3
55-64.5	-
- 54	-
Total	18

3. Coefficient of efficiency

The ideal situation would be that all students who enter in the first primary grade reach the fifth primary grade within five years. If the number of pupils is 100, the ideal pupil-years number will be 500. But actually since some pupils repeat grades and reach the fifth primary grade only after six or seven years or even more, the actual number of pupil-years is normally higher than the ideal one. The coefficient of efficiency reflects the percentage of the ideal number to the actual number.

Frame 30: Indicator 14

%	Number of states
95-99.9	1
85-94.9	8
75-84.9	3
65-74.9	3
55-64.9	2
-54	1
Total	18

This coefficient is considered very good only in one state where the ideal number of pupil-years is very close to their actual number (97.3%): Jordan, is a state where automatic promotion is adopted for the first three years. Yet, this promotion is not a sufficient cause, otherwise, the other states applying the automatic promotion system should have joined Jordan. At the second level of efficiency, where the percentage varies between 85% & 95%, 8 states are classified in this category (out of 18). While in 6 states, the coefficient of efficiency goes down to 75% and below. The general image given by the coefficient of efficiency is very close to the general picture given by the repetition rate (compare the frames 28 & 30): the internal efficiency of primary education tends more likely to decline in Arab states, this decline reaches the lowest levels in three states at least (graph 25).

4. Gender equity

The comparison between genders takes us from the assessment of the primary education system efficiency to the comparison of the performance of both genders in terms of repetition

Graph No. 25

Graph No. 26

and survival or the number of pupil-years. We will calculate the gender parity index in accordance with the three indicators in the same frame.

Frame 31: Gender equity

	Ind.12	Ind.13	Ind.14
1+	2	10	14
0.9-0.99	1	4	2
0.8-0.89	2	-	-
0.7-0.79	5	-	-
0.5-0.69	4	-	-
0.3-0.49	-	-	-
below 0.3	-	-	-
Total	14	14	16

The data of the three coefficients of efficiency are clear: the performance of female is better than that of males in the three indicators and in the majority of Arab states.

In 12 states (out of 14), the repetition rates of females are lower than those of males, with a huge difference sometimes: Four states have a parity index between 0.5 and 0.69, which means that the repetition rate of females is twice or once and a half lower than that of males.

These states are: the United Arab Emirates, Algeria, Qatar and Egypt. It is strange that Jordan had an internal efficiency of primary education relatively higher than all other states had a gender equity indicator of 1.1. This means that repetition rate of females is higher than that of males. Sudan is the second state where the repetition rate is higher for females.

In 10 states (out of 14), the survival rate to the fifth grade of females is relatively or slightly higher than the male survivals. In the other states, the difference between both genders is insignificant. These states are: Algeria, Syria, Oman and Yemen.

In 14 states (out of 16) the coefficient of efficiency of females is equal to or higher than the coefficient of males. The two remaining states, where the difference is considered insignificant are Mauritania and Yemen.

Graph 26 shows the difference between genders in the repetition rate and the graphs 27 & 28 show the status of the indicator of gender equity in indicators 13&14.

5. Geographical disparity

Data related to urban and rural areas, and geographical regions are very rare. The available information show that the disparity reaches its utmost level in Sudan where the disparity among geographical regions as for the repetition rate reached 14.3% at the end of the 90s. (see table1- 8(4), annex 1). Data on the survival rate and the coefficient of efficiency were provided only for one state and both, therefore, were ignored.

6. Progress made during the 90s

Most Arab states (8 out of 14) witnessed a regression of the repetition rate (1-5) or an improvement of the internal efficiency from the repetition angle. The situation remained unchanged in one state and the rates increased in five states. In both cases, improvement and non-improvement, the change was insignificant (less than 1% per year).

As for the survival rates to the fifth grade that was good in most Arab states by the end of the 90s, this was generated by a progress witnessed in all Arab states. But four states witnessed a regression between 0.1 and 2% per year. The states are: Jordan, Djibouti, Mauritania, and Yemen knowing that Jordan had good rates at the end of the decade.

Graph No. 27

Graph No. 28

As for the coefficient of efficiency, i.e. the ideal number of pupil-years to the actual number, and which was supposed to increase to reflect the improvement, this took place in five states only while seven others witnessed a regression (frame 32)

In conclusion, concerning the internal efficiency indicators of primary education, the Arab states realized an improvement during the 90s, but it was limited and its product was also modest.

A lot should be achieved in the coming years mainly in Tunisia, Iraq, Djibouti, Yemen, Morocco, Sudan and Mauritania.

Frame 32: Annual progress rate

%	Ind. 12	Ind. 13	Ind. 14
(-)2 or above	-	-	2
(-) 1-1.99	-	3	-
(-)0.01-0.99	8	1	5
0	1	-	-
(+)0.01-0.99	5	7	3
(+) 1-1.99	-	-	-
(+) 2+	-	1	2
Total	14	12	12

Chapter six Education Outcomes

Frame 33: Indicator 15

The outcomes of education are those measured by tests and final exams. They represent the knowledge and skills or what is called competencies acquired by pupils at the end of a grade or an educational cycle. Thus, they represent the utmost criteria of the education efficiency and quality. The investigation is limited to the skills acquired by pupils who completed the fourth primary grade and is not restricted to this grade only, as it covers what was acquired until the end of this grade. These competencies were classified in three fields for assessment purposes: Arabic language (written and spoken), mathematics and life-skills.

Indicator 15: Percentage of pupils who reached the fourth primary grade at least and have acquired a group of basic learning capacities agreed upon at the national level.

Yet, the available information provided by the national reports on the skills of pupils at the end of the fourth primary grade are not homogenous because the ceiling of skills to be acquired depends on each state. They are not based on one standard or one test adopted by all the Arab States. The Arab States on which information is available constitute almost half of the group (11 states) with a disparity among them related to the embracement of the fields covered. Moreover, they disagree in the way to calculate indicators, and thus they can be divided into two groups:

The first group: it comprises states that used criteria conceived especially to measure the mastery of primary cycle pupils of a series of skills. The prepared tests were given to a sample of target group students selected except in one of these states (Egypt) at random where both genders were represented as well as urban, rural areas and geographical regions (and the authorities in charge of education in most of the cases). These tests covered the linguistic skills (literacy, writing, and sometimes dictation and listening comprehension) in Arabic (and sometimes in French, like in Lebanon), in mathematics and life-skills (and sometimes in sciences like in Jordan and Oman). The Arab states included in the group are the following: Jordan, Bahrain, Syria Oman, Palestine, Kuwait, Lebanon, Morocco and Egypt. Except for Bahrain and Egypt, the sample was selected from fourth grade pupils that are about to finish it. In Egypt, the sample was selected from the fifth grade pupils, in Bahrain, a sample was taken from third grade pupils and another from the sixth grade pupils. These tests were applied in the frame of Monitoring the Learning Achievements sponsored by UNESCO and UNICEF in the 90s.

The national reports of these states except for Bahrain and Egypt included reports on the performance of the national samples in the prepared tests. The national reports of Bahrain and Egypt presented a general brief description of the performance of the sample in these tests. Oman did not submit the percentage of fourth grade pupils who acquired the required skills in the sample but gave averages of the performance of the sample pupils in each test used.

The second group comprises Arab states that adopted the results of school exams, final or general exams, in defining the percentage of pupils who have full mastery of the selected skills. The group includes the United Arab Emirates, Iraq, Saudi Arabia, Qatar, Libya, and Mauritania. The National report of Saudi Arabia did not include any information about the

percentage of pupils of fourth grade or any other grade, who succeed in the school exams in any subject matter. Except for Mauritania, that submitted success percentages in the fifth grade exams in Arabic, French, Mathematics and Environment, the other states submitted reports on the percentages of students in the fourth grade (or in the fourth grade sample) who succeeded in the scholar exams. Sudan adopted the success percentages in Arabic, Mathematics and life-skills in the basic cycle certificate exams (grade 8). Djibouti adopted the entry exam to grade 6, but its report did not mention the success percentages in the exam subjects.

Based on this, the purpose of the analysis is not to compare Arab states to each other since such a comparison is useless and insignificant. The principal skills are not similar; moreover, the tests used are not identical in their structure, questions nor in the skills they measure. The purpose of the analysis is to reveal the level of success realized by the Arab states in the field of learning achievements, i.e. in the mastery of pupils of a series of knowledge, analytical, personal, and social skills according to the definitions and standards proper to each state.

1. Mastery levels

As shown in the graphs 29, 30, 31,32, the percentage of fourth grade pupils who acquired some skills varies between 32% and 98.5% in Arabic, between 16.7% & 98.8% in Mathematics, between 12.9% & 93% in life-skills and between 17.2% & 98.7% in all those skills. These percentages are very disproportionate and not encouraging.

The rating of states according to the mastery level shows that two states reached the percentage of 80% and above in Arabic language, two in Mathematics against two in Arabic and of five states in Mathematics where percentages fell-off to below 40% (frame 34).

As for life-skills, the states that submitted information were fewer (8). One state had a mastery percentage of 80% and above, and three states in the total skills (frame 35).

Frame 34: Command averages

%	Arabic	Math
80+	2	2
60-79	4	1
40-59	3	3
20-39	2	4
0-19	-	1
Total.	11	11

Frame 35: Command percentages

%	Life skills	Fields Total
80+	1	3
60-79	3	3
40-59	2	1
20-39	1	1
0-19	1	1
Total	8	9

The general view derived from the previous available information on some Arab states shows that the majority of them is still suffering from serious problems regarding the quality of education as expressed by the levels of mastery of the nationally defined skills.

Graph No. 29

Graph No. 30

Graph No. 31

Graph No. 32

2. Gender Equity

After the efficiency indicators (previous chapter), the performance of females seems to be better than that of males: in all states in Arabic, in five states (out of 8) in Math and in all states in life-skills and in five states (out of six) in the total skills (Frames 36 & 37). Thus, females are more disadvantaged than males as for their

Frame 36: gender equity

%	Arabic	Maths
1.0+	8	5
0.9-0.99	-	3
0.8-0.89	-	-
below 0.8	-	-
Total	8	8

Enrolment in kindergarten, and primary education (chapters 1 and 2) but when they are enrolled they achieve better than males.

Frame 37 Gender equity

%	Life-skills	Skills total
1.0+	5	5
0.9-0.99	-	1
0.9-0.89	-	-
below 0.8	-	-
Total	5	6

3. Geographical disproportion

Disproportion exists between urban and rural areas, in favor of urban areas and among geographical regions, in all fields of skills and in all the Arab States. The disproportion reached a maximum level in Arabic language 23% (Jordan), Mathematics 32% (Sudan) life-skills 23% (Jordan), the total skills between 37 & 38% (Sudan, Saudi Arabia, and Morocco) (see. table 1-11(2) in annex 1).

4. Progress during the 90s.

The available information on the beginning of the 90s is very limited noting that most information dealt with in this chapter is taken from the results of the national tests undertaken under the sponsorship of UNESCO and UNICEF. These tests were conducted once for the fourth primary grade; Consequently a proper study of the progress in educational outcomes during the 90s was not possible.

Chapter 7

Youth and adult literacy

The question of adult education and literacy has been a major concern for the Arab States since the 50s. In 1964, the Alexandria Conferences targeted a 15-year period to eradicate illiteracy. The “Arab panel for adult literacy and education” (Arlo) was established in 1973 and “the strategy for literacy in the Arab countries” was erected in 1976, the “Arab Fund for adult literacy and education” was created in 1980 and “the project of the plan of literacy and generalization of primary education in the Arab Nation” was formulated in 1985 etc...ALECSO was assigned to look after all these panels and plans, in collaboration with the UNESCO. The efforts exerted focused on redefining the goals, concepts and principles, and the period expected to eradicate illiteracy was repeated successively for the years 1976, 1992, 1995 and 2000. UNESCO launched Regional Programs including “The Regional Programme for the Universalization and Renewal of Primary Education and Eradication of Adult Illiteracy in the Arab States by the year 2000”. Since 1987, this program has become, a permanent program entitled ARABUPEAL. The report issued by the consultative committee of this program admits that adult illiteracy still constitutes a serious problem in the Arab states where the number of illiterate persons amounts to 65 million, the illiteracy rate in 1995 reached 43% in the region in general, 32% for males and 56% for females. If the situation remains as is, the illiteracy rate will not be reduced to less than 30% for both genders by the year 2010”. Jomtien Conference had called the states to exert the required efforts to reduce illiteracy rate to 50% by the end of the 90s, compared with the beginning of the decade..

And now, ten years after the World Declaration on Education For All, and the framework for action to meet basic learning needs, what do the national reports say about youth and adult literacy? Before answering this question, it is noteworthy that these reports do not provide enough numeral information about the issue to gather the figures and deduce general figures about the Arab World, due to the lack in the national statistics. Knowing that the declaration of Jomtien had explicitly called (in the framework for action) for the “assessing needs and planning action” especially undertaking “studies for the evaluation of existing systems” and defining indicators and procedures to be used to monitor progress in reaching the targets” (framework for action, para 17), the lack in statistics or regular estimations constitutes a weak point in the performance of the administrations in some Arab states. The incompleteness of the available information in the national reports kept us from having a general view of the Arab states, compared to other countries, based on national reports. Therefore, it was replaced by the regional estimations provided by the periodical of UNESCO” World Report on Education, 1998.

Frame 38: literacy indicators

Indicator 16: literacy rate of 15-24 years olds.

Indicator 17: Adult Literacy rate: percentage of the population aged 15 + that is literate.

Indicator 18: Literacy Gender Parity Index: ratio of female to male literacy rates.

1. Youth and adult literacy

The literacy rate among those who are above 15 years old in the Arab states taken collectively at the end of the 90s is estimated at 61.5%. The whole number of illiterate is estimated at 67.9 million. Therefore, the Arab States are considered as one of the regions that gather the highest number of illiterates. States that have the highest population have the burden of such an amount of illiterate people. Ten Arab states: Jordan, Emirates, Bahrain, Djibouti, Oman, Qatar, Kuwait, Lebanon, Libya and Mauritania comprise 2.5 million illiterates while Egypt comprises for itself 17 millions. The highest number of illiterates is found in five states only: Egypt, Sudan, Algeria, Morocco, and Yemen comprising 48 million illiterates i.e. 71% of the total number of illiterates in the Arab states.

This is with respect size. As for the percentage, a huge disparity is witnessed among the Arab States. In 9 states, the literacy rate of 15 years old people and above goes up to 80%

or above and in seven states, the rate goes to below 70%. In one state only, Mauritania, the literacy rate goes to below 50%. The majority of states that have high rate of literacy: Jordan, Emirates, Bahrain, Saudi Arabia, Syria, Palestine, Qatar, Kuwait and Lebanon, have a small population while the majority of states with large population have low literacy rate: Algeria, Djibouti, Sudan, Egypt & Mauritania, in addition to Yemen on which information about the first half of the 90s was only provided (44% in 1994). Refer to graph 34.

Frame 39: literacy

%	15-24	10 or 15+
90 +	8	-
80-89.9	1	9
70-79.9	3	
50-69.9	1	6
30-49.9	-	1
below 30		-
Total	13	16

When looking at the 15-24 age-group (frame 39), the literacy rate in the Arab states in general is noticed. This is natural due to the high impact of the spread of primary education during the three last decades on the new generations, in comparison with the negative balance of literacy of older generations due to the lack of primary education opportunities previously. This shows that a group of states is going forward to promulgate literacy among inhabitants, with the increase of literacy rates (90% and above) they are states “with abundance literacy”: Jordan, Emirates, Bahrain, Syria, Palestine, Qatar, Kuwait, and Lebanon (see. graph 33), in addition to Libya that had a literacy rate for the same age-group amounting to 98.7% in 1995 (see table 1-12, annex 1). On the other hand, another group of states that are still facing serious problems in promulgating literacy is shown – they are states deprived of literacy: Tunisia, Sudan, Egypt, Morocco and Mauritania, in addition to Djibouti and Yemen that did not provide information regarding this indicator. This means that there are seven states in the deprivation category against 8 states in the abundance category, noting that the deprivation states have higher population. This is what made the Arab States, taken collectively, to be considered in general suffering from deprivation in literacy.

Graph No. 33

Graph No. 34

2. Gender Equity

The huge disparity in literacy between genders is the most shocking phenomenon in the Arab states in comparison with other regions worldwide, where, if taken collectively, this indicator was estimated at 0.69 at the end of the 90s. This average is the lowest after South Asia, and lower than Sub Saharian of Africa average that is poorer than the Arab World, and weaker in other educational indicators especially in the enrollment rate in primary education. Therefore, the disparity between genders could be the reason of the decrease of literacy rates in the Arab states. These disparities could be due to cultural (behavioral) reasons including discrimination between genders, in favor of males since the economical and educational changes can not explain the disparities between the Arab region and other regions.

Frame 40: Gender equity.

	Ind. 16	Ind. 17
0.95 +	7	3
0.85-0.94	2	3
0.75-0.84	1	3
0.65-0.74	2	4
0.45-0.64	-	2
Below 0.45	-	-
Total	12	15

Therefore, disparities among Arab states are not attributed only to the economical dimension - although poor states have greater disparities between genders - because states having such disparities (equity indicator less than 0.8 at the 15 + age-group) are not all poor: Tunisia, Algeria, Djibouti, Saudi Arabia, Sudan, Syria, Oman, and Mauritania, in addition to Egypt and Morocco since the gender equity indicator of the 15-24 age-group is lower than 70% in each one of them. The total would thus be 10 out of 15 states.

But it seems that things tend to improve since two states (out of 12) have an indicator of gender equity amounting to 0.75 and below, for the 15-24 age-group, while 7 (out of 12) have an indicator of 0.95 and above. The seven promising states are: Jordan, Emirates, Bahrain, SPalestine, Qatar, Kuwait and Lebanon. They are all small and not poor countries.

Graphs 35 & 36 represent the states that are most far and the closest states to the group of seven. The far states or most discriminating are those that were previously classified as deprived in terms of literacy. There is a close relation between the decrease of literacy indicator and the decrease of gender equity indicator.

3. Geographical disparity

No sufficient data were provided about the disparities between rural and urban areas and among geographical regions in the Arab states. Therefore, we will skip this part of the analysis, knowing that the reality of geographical disproportion in literacy is a scientifically proven fact.

4. Progress during the 90s.

The literacy rate in the Arab states taken collectively had increased by 11% in the 80s (from 40.8% to 51.3%) and by 10% only in the 90s (up to 61.5%) which means that the last decade was not different from the preceding one and that Jomtien Declaration did not lead to serious changes in the achievements of the Arab states in terms of literacy and that the expected goal taken to the end of the decade (reducing the illiteracy rate by 50% of what it was in 1990, by year 2000) was not realized. If the situation remains unchanged, i.e. with a 1% progress per year, the Arab states taken collectively will need 39 years to eradicate illiteracy.

Graph No. 35

Graph No. 36

The gender equity indicator increased from 0.48 to 0.59 in the 80s and to 0.69 in the 90s, which is equivalent to the progress of literacy rate in general (1% per year). The disproportion between genders remains unchanged at the end of the decade.

At the level of the Arab states taken separately, the disparity in progress are either insignificant or the states that did not witness a high progress are originally in a good situation. The real question is related to the states that are not included in the group of high literacy.

Frame 41: average of progress per year

%	Ind. 16	Ind. 17
Below 0.5	5	1
0.51-0.99	1	3
1.0-1.49	1	5
1.5-1.99	1	1
2.0-2.49	2	1
2.5+	-	3
Total	10	14

Six states in indicator 16 and four in indicator 17 had rates of a slight progress (less than 1%). Five of these states were classified in the group of states with high literacy: Jordan, Emirates, Bahrain, Qatar, and Kuwait. But there is a state that witnessed an insignificant progress, although it had low literacy rates: Sudan (where the literacy rate was 57.2 at the end of the decade). Two to four states witnessed high progress rates (above 2% per year), Tunisia, Mauritania (indicator 16) Djibouti, Syria, Oman, Lebanon (indicator 17). In these states – except for Lebanon – this progress constituted a serious contribution to the improvement of literacy rates. As for Lebanon, the difference between the figures of the basic year and the assessment year comes from the source of the figures. It can not thus be considered as a progress.

No state has reached yet a progress rate per year that corresponds to the suggestion of Jomtien Declaration (5% per year), the deprived states, mainly the great states, did not succeed in achieving a major progress of their situation: Tunisia, Algeria, Djibouti, Sudan, Egypt, Morocco, Mauritania and Yemen.

Chapter 8

Basic skills and education for better life

In order to be more informed about the results achieved by the Arab states during the last decade concerning the two dimensions of youth and adult life-skills and provision of better living through the mass media, reports of 20 Arab states were examined to define the efforts, programs and activities provided by each state as well as their efficiency and the progress achieved, the challenges met and future prospects for the expansion of Basic Education for All.

Education of basic life-skills means the provision of programs and activities aiming at increasing the acquisition of knowledge, skills and attitudes in the fields of health, employment, productivity as well as the vocational and technical skills provided by training sessions, rehabilitation programs and technical formation in addition to other essential life-skills provided by states to the youth and adults inside and outside school.

The second dimension related to education for better life, through modern communication means, comprises programs made available through all education channels including the mass media and other forms of modern and traditional communication, and social work that aim at providing information, skills and values to individuals and families to support the educational process inside and outside school.

In light of this background, the assessment of these two dimensions will focus on two issues:

- 1) The progress and trends in the direct provision of programs aiming at increasing the acquisition of basic skills and education for better living and their impact on the Arab states.
- 2) The disparity aspects in the opportunities of the acquisition of basic skills and education for better living among these states, as mentioned in the reports of the states.

Given the lack of quantitative indicators for these two dimensions and the difficulty to evaluate the efficiency of the available programs and activities, the importance given by each state to these dimensions in the 2000 assessment reports was examined in addition to the disparity aspects among these states according to the following six qualitative indicators, as shown in the national reports.

- 1) Targets and goals set by each state regarding the two dimensions of basic skills and the use of modern communication means in education for better living.
- 2) The state strategies and plans in this respect.
- 3) The diversity programs and activities covering each dimension.
- 4) The progress made by the state in providing such programs during the previous decade.
- 5) The cooperation in these fields at the national, regional and international level.
- 6) Future prospects.

The quantitative data concerning all the above-mentioned items were classified in two tables, the first concerning life-skills and education for better living and the second related to the use of modern communication means to realize this goal.

1. Life-skills and education for better living

The data mentioned in frame 42 related to life-skills and education for better living represent the interest shown by the Arab states in this, while making the assessment of year 2000. Three levels of interest emerged, each comprising a defined group of states as follows:

The group of states that had a report responding clearly to the six items: Bahrain, Morocco, Tunisia, Emirates, Kuwait, Saudi Arabia, Sudan and Mauritania.

The group of states that had a report responding directly or indirectly to five or six items: Egypt, Oman, Yemen, Lebanon, Libya, Syria, Iraq, Djibouti and Qatar.

The group of states that had a report comprising direct or indirect information about four items or less: Jordan, Palestine.

As for Algeria, its report did not deal with any of the items.

It is noteworthy that the lack of information on this dimension in the national report does not mean the absence of interest at the level of policies, plans, programs, and activities and future prospects. This does not also mean that no progress was made during the last decade or that there was no cooperation in this field at this or that level. It is probably that the interest in life-skills and education for better living did not come through the widest door of traditional education interests to reach the reports issued by states on its ambitions, achievements and difficulties faced. This is very obvious in the reports of states that suffered from various difficulties during the previous decade, they focused their reports on efforts and achievements made to provide educational opportunities as well as the basic requirements to school enrolment.

Frame 42: Life-skills.

	Goals & Targets	Strategies & plans	Programs & activities	Cooperation	Progress	Future prospects
Algeria	-	-	-	-	-	-
Bahrain	~	~	~	~	~	~
Djibouti	~	~	~	~	-	~
Egypt	+	+	~	~	~	~
Iraq	~	~	~	~	-	+
Jordan	~	+	~	~	-	-
Kuwait	~	~	~	~	~	~
Lebanon	~	+	+	~	-	~
Libya	~	~	~	~	~	+
Mauritania	~	~	~	~	~	~
Morocco	~	~	~	~	~	~
Oman	~	~	~	~	~	+
Palestine	-	-	~	~	-	+
Qatar	~	~	~	~	-	+
Saudi Arabia	~	~	~	~	~	~
Sudan	~	~	~	~	~	~
Syria	+	+	~	~	-	~
Tunisia	~	~	~	~	~	~
UAE	~	~	~	~	~	~
Yemen	~	~	~	~	-	~

~ : Mentioned

- : Not mentioned

+ : Mentioned indirectly.

The detailed review of the national reports on this dimension reveals some general trends of what the Arab states are doing in this respect, in spite of the qualitative disparities resulting from the nature educational problems specific to each state and the nature of programs and activities assigned for this, their quality and diversity. These trends can be defined as follows:

- 1e. Many states showed interest in linking literacy and adult education programs to vocational training and the rehabilitation of human capital, trying thus to link these programs to social development plans and the needs of the labor market.
- 2e. Literacy and vocational training programs focus in the majority of the countries on including in these programs the acquisition of competencies, in terms of skills and knowledge in the fields of health, hygiene, nutrition, environment, family care and mother and childhood care.
- 3e. Many countries introduced new curricula in the fields of health, environment, family and demography. Some countries train medical and social workers and employ them in schools, youth guiding and other contributions in social development.
- 4e. Some states introduced in the frame of civic education subjects related to human rights and related concepts.

5e. Some adult literacy and education programs included services for health, and agriculture guidance and training to traditional industry, production of artisan crafts and income generating projects.

6e. Many Arab states had during the last decade pilot projects such as: “The educated village”, “The educated family” and “remote training” (Egypt), designing and distribution of a general knowledge book dealing with matters related to people needs (Oman), the relief services to the poorest categories through a program of social priorities (Morocco), students participation in international efforts to preserve the environment (Kuwait), introduction of designing and technology in basic education to help the youth to form positive orientation to manual work (Bahrain, Lebanon), providing the nomads with proper skills and sound behavioral attitudes (Saudi Arabia), and traffic education (Syria).

In spite of the expansion of essential skills programs in the Arab states, most national reports (except for Morocco) did not mention any indicator related to the efficiency and output of such efforts. The provision of information and data on the number of enrolled or participants to training sessions and of those who graduated from vocational institutes and centers and the students is not sufficient in itself if information about their levels and the quality and way of training them. This applies also to the definition of the output of such skills embodied in the success to get a job and improve the productivity, income and self-reliance. In addition to all this, it is necessary to recognize the behavioral changes that left its impact on students, trainees and enrolled persons, by adopting qualitative indicators that would substitute the quantitative indicators if these were difficult to reach.

Examples were mentioned in the national reports on the efficiency of life-skills training programs: the improvement of the family economical and living level (Syria), guiding drop-outs towards vocational domains (Libya). Sudan provided us with a study in this respect representing the changes in the nutritional behavioral of the participants to “the project of the promotion of nutritional culture and communication“ established by a team of experts in 1998/1999 to define the feasibility and success of such sessions. The education results revealed clear changes in dealing with the nutritional value while preparing the meal especially those of children. A clear change was shown in the region where the session took place in North Sudan where wheat replaced corn in the meals.

Morocco is the only state that tried to provide qualitative and quantitative indicators to reflect the efficiency of its efforts in this field although not covering all programs and activities provided. The available data on Morocco show that the number of benefactors from vocational training programs in the private sector has duplicated five times. It can also form 20% of the youth to enter the job market yearly. These efforts had a concrete impact on the awareness of youth and their increasing interest in the importance and feasibility of vocational training, as a large number of baccalaureate holders preferred to quit university studies to enter the vocational training system. 95% of the families that have one member taking part to this system, became more convinced about its efficiency and feasibility. On the other hand, data show that the program of social priorities to relief the poorest categories covered 14 regions and 40% of it was achieved. The report says that these efforts are considered limited by “ the time and place”. As for the social changes resulting from health and nutrition programs, the statistics registered a decrease in children mortality rate from 138‰ in 1979 to 45.8‰ in 1997. They also reflected the reduction of malnutrition which passed from 9% in

1990 to 3% in 1997. Data reveal also the increase of breast feeding rates thanks to the campaigns undertaken by the Ministry of Health in this field in the frame of the strategy: “Hospital, a friend of the infant”.

The national reports illustrate the poor interest of Arab states in general in assessing the output and efficiency of their efforts in the field of training on life-skills. To preserve the acquisitions achieved in this domain, such states should show equal interest to locating and defining the impact of these efforts and determine its efficiency as much as possible and whenever possible.

2. The use of modern communication means to provide education for better living.

Data in frame 43 related to the use of modern communication means to provide education for better living shows the interest of some Arab States in this dimension when doing the assessment of year 2000. Four levels emerged each including a group of countries as follows:

The group of states that had a report mentioning clear information on six items: Egypt, Morocco, Emirates, Kuwait, Saudi Arabia.

The group of states that had a report directly or indirectly mentioning information on five items: Bahrain, Oman, Yemen, Lebanon, Libya, Sudan, Mauritania.

The group of states that had a report comprising direct or indirect information on three or four items: Tunisia, Iraq and Djibouti.

The group of states that had a report comprising direct or indirect information only on one item: Syria, Jordan, Qatar, Algeria, Palestine.

The national reports show a clear disparity in the information on the commitment of the Arab states to the expansion of the use of modern communication means to provide education for better living, including the elaboration of targets and goals, the establishment of strategies and plans, and finally the implementation of specific activities and cooperation in this field.

The main trends in this field can be summarized as follows:

- 1e. Many states included the information technology in their curricula.
- 2e. Many of these states counted on various means to fight illiteracy by organizing public awareness campaigns using communication means such as TV, Radio, electronic and printed means, issuing brochures and posters for health awareness campaigns and preservation of the environment, etc some countries had recourse to Mosques to get help in eradicating illiteracy.
- 3e. Many countries introduced audio-visual techniques as well as computers, educational portfolios and videos as educational tools in their formal and non-formal curricula.
- 4e. Some states created special administrations for educational media to coordinate with the competent parties to support their media campaigns to fight illiteracy and enhance awareness.

5e. Some states such as Egypt and Libya created the satellite broadcasting system for educational purposes, some other states introduced educational radio and TV to schools and produced and broadcast programs.

The progress towards the use of modern technologies is at its highest point in Egypt that adopted modern technologies and tended to expand their introduction in the formal education starting with kindergartens, primary education passing to the preparatory cycle. These efforts were illustrated by preparing a video film on the way of operating of kindergartens, producing educational subjects parallel to the primary cycle curricula, introducing the computer to self-education, equipping the preparatory schools with various means, computers and creating the electronic library, and the educational satellite channel.

As for literacy programs, Egypt was the only one to prepare educational convoys and drama seminars for literacy courses (I learn I am informed program), to support remote education (tapes with books) and create the collective watch centers to receive educational channels for literacy.

Libya takes part with Egypt in these efforts such as establishing educational formal channels aiming at providing basic and lifelong education and literacy

Frame 43: the use of modern technologies in education for better living.

	Goals & Targets	Strategies & plans	Programmes & activities	Cooperation	Progress	Future prospects
Algeria	-	-	-	-	-	-
Bahrain	~	~	~	~	-	~
Djibouti	~	~	~	-	-	-
Egypt	~	~	~	~	~	~
Emirates	~	~	~	~	~	~
Iraq	~	~	~	-	-	+
Jordan	-	-	-	-	-	-
Kuwait	~	~	~	~	~	~
Lebanon	~	+	~	+	-	~
Libya	~	~	~	~	-	+
Mauritania	~	~	~	-	~	~
Morocco	~	~	~	~	~	~
Oman	~	~	~	~	~	+
Palestine	-	-	~	-	-	-
Qatar	+	-	-	-	-	-
Saudi Arabia	~	~	~	~	~	~
Sudan	~	~	~	~	-	~
Syria	-	-	~	-	-	-
Tunisia	-	-	~	-	~	~
Yemen	~	~	~	-	~	~

~ : Mentioned

- : Not mentioned

+ : Mentioned indirectly.

As for the vocational training and formation, Egypt showed a special interest in creating technology development centers for educational directorates to organize conferences and training sessions using remote education through light fibers and satellite broadcast in each department. It produced various tools and films by Graphic (computer system) and supplied 10 000 schools with equipment for educational satellite broadcasting and linked 156 schools to Internet.

The data stated in the national reports do not allow to evaluate the efficiency and results of the use of modern communication means especially regarding the changes in the behavioral attitudes that may result from such effort. The need to know the output of such efforts and uncover the difficulties that kept from reaching the goals planned for will undoubtedly help in reconsidering the use of some of them and improve or renovate some others to be more efficient. The average of the reduction of illiteracy rates in general as an indicator to the success of these means is not sufficient in itself. Many factors that can not be enumerated currently are involved in this process. The definition of the output of health and environment awareness campaign as well as the definition of the efficiency of educational programs and training sessions using such tools and the link of each one to the behavioral attitudes targeted and the improvement of the resulting practices, remain a pressing need.