



Strengthening South-South cooperation and exchange within the framework of LIFE and CONFINTEAVI

Transnational report on ISESCO's achievements
in the field of literacy in Member States

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ISESCO's achievements in the field of literacy in Member States

Introduction

Illiteracy is one of the stumbling blocks to the socio-economic development efforts exerted by Islamic countries. Indeed, sustainable development will not be accessible in these countries as long as illiteracy plagues societies at rates ranging between 60% and 70%, and even 80% amid women, especially in villages and remote areas.

However, contrary to the prevailing situation in the Islamic Ummah, Islam urges Man to instruct himself. The acquisition of knowledge is considered as a religious and moral duty of all Muslim, men and women alike. In this respect, the first revealed Quranic verse is a call for literacy. It reads as follows:

- “ 1 Read! in the name of Your Lord who has created (all that exists)*
- 2. He has created man from a clot (a piece of thick coagulated blood).*
- 3. Read! And your Lord is the Most Generous*
- 4. Who has taught (the writing) by the pen*
- 5 . He has taught man that which he knew not.” Sûrat Al' Alaq (the clot)*

Furthermore, Islam establishes the principle of equal learning chances for women and men; it makes of learning an obligation to all Muslims, as it is clearly stated in the Prophet's saying: “the acquisition of knowledge is a duty for every Muslim, male and female.”

In that respect, women occupy a distinguished place in Islam in terms of literacy, not only in their being as learners but as teachers as well.

I- Strategies of intervention

In line with the Islamic vision, ISESCO, which seeks, among others, to foster and encourage cooperation among the Member States in the fields of education, sciences, culture and communication, attaches special attention to literacy. The reasons behind this course of action lie in:

1. The galloping rates of illiteracy in Islamic States;
2. The inadequacy of the financial resources allocated to illiteracy eradication and the lack of qualified human resources in that field;
3. The efforts aimed at illiteracy eradication and adult education remain restricted to non governmental bodies and civil society institutions;
4. The failure to grant due importance to programmes of follow-up and evaluation of literacy projects and activities;

5. The lack of prospective visions, clear strategies and reference structures in the literacy field.

In view of these shortcomings, ISESCO has since its inception in 1982 scheduled literacy programmes throughout its eight successive Action Plans.

Within this framework, in 1986, ISESCO launched several studies which led to the setting up of the “Special Islamic Programme for Literacy and Basic Training for All – SIP in Islamic countries and communities”, which is aimed at:

1. Giving high priority to literacy;
2. Developing pragmatic and functional basic training for the benefit of adults and youths of both sexes over schooling age;
3. Rehabilitating such traditional education structures as Quranic schools, “Zawiyas” and mosques to help mitigate malfunctioning of formal education structures;
4. Rehabilitating national languages;
5. Stimulating and strengthening the spirit of solidarity at both national and international levels.

The Second Special Session of the General Conference of ISESCO, held in Jomtien (Thailand), in March 1990, adopted the “Special Islamic Programme on Literacy and Basic Training for All in Islamic countries and communities”.

In parallel to that Session, ISESCO was co-sponsoring and participating actively in the World Conference on Education for All held in Jomtien. It was nominated as one of the organizations entrusted with the follow-up of the Conference’s recommendations. ISESCO presented its Special Programme to the World Conference which adopted it as the Islamic Literacy Plan.

ISESCO’s General Directorate has then developed six major programmes broken down into subsidiary programmes, which form the framework of the ISESCO’s action in the field of literacy. The details of the programmes and sub-programmes are as follows:

Major Programme I: Using the Arabic script in writing the Languages of Muslim peoples for the purpose of eradicating illiteracy

At this level, the following sub-programmes are scheduled:

- I/1:** Standardizing ten (10) languages of Muslim peoples through the use of the Arabic script;
- I/2:** Preparation of basic literacy books on the use of the standardized Arabic script;
- I/3:** Preparation of booklets for newly literate population on Islamic culture in the standardized Arabic script;
- I/4:** Publishing periodicals on Islam using the Arabic standardized script;

- I/5:** Training Quranic school teachers in the use of the standardized Arabic script in writing the languages of Muslim peoples;
- I/6:** Training primary school instructors in the use of the standardized Arabic script;
- I/7:** Training directors of literacy and adult education institutions in the use of the standardized Arabic script;
- I/8:** Production of literacy posters using the standardized Arabic script.

Major Programme II: Training various categories of officials in charge of literacy and adult education

The main sub-programmes are as follows:

- II/1:** Training sessions for officials in charge of literacy and adult education programmes;
- II/2:** Training sessions for officials in charge of planning and evaluation in the field of literacy and adult education;
- II/3:** Training session for officials in charge of teaching in the field of literacy and adult education;
- II/4:** Training workshop for officials in charge of curricula and teaching material in the field of literacy and adult education;
- II/5:** Training session for officials in charge of literacy and adult education;
- II/6:** Training workshop for officials in charge of campaigning for literacy and adult education;
- II/7:** Training session for technical supervisors in the field of literacy and adult education.

Major Programme III: Literacy curricula and teaching material

The main sub-programmes are as follows:

- III/1:**Preparation from an Islamic perspective of an inventory of the male illiterates' basic learning needs;
- III/2:** Preparation from an Islamic perspective of an inventory of the female illiterates' basic learning needs;
- III/3:** Elaboration of literacy curricula which take into consideration the complementarity between education and basic training from an Islamic perspective;
- III/4:** Preparation of guidebooks for the preparation of basic and follow-up literacy books;
- III/5:** Preparation of a glossary of Arabic terminology;
- III/6:** Providing technical and material support to some Member States for the preparation of basic literacy books from an Islamic perspective;

III/7: Providing technical and material support to some Member States in the field of vocational training.

Major Programme IV: Teaching aids and campaigning for literacy

The main sub-programmes are as follows:

- IV/1:** Providing technical and material support to some Member States in developing teaching aids which suit basic literacy books;
- IV/2:** Providing support to some Member States in the field of programmed education;
- IV/3:** Designing model frameworks for television literacy programmes;
- IV/4:** Organizing contests for the design of slogans for national literacy programmes within the framework of the Special Islamic Programme for Literacy and Basic Training;
- IV/5:** Designing literacy posters from an Islamic perspective;
- IV/6:** Producing video-tapes featuring popular religious scholars lecturing on the position of Islam on literacy.

Major Programme V: Supporting religious and Quranic schools and improving their educational performance

The four sub-programmes at this level are as follows:

- V/1:** Providing technical and material support to religious and Quranic schools;
- V/2:** Training Quranic school teachers in the modern applications of educational methods and evaluation techniques;
- V/3:** Providing technical support for the development of Quranic school curricula with the aim of preserving their distinct character in keeping with the national educational policies inspired from Islam;
- V/4:** Providing technical support for the development of teaching material used in the Quranic schools of Member States which develop their curricula in the light of Programme V/3.

Major Programme VI: Studies and research work in the field of literacy and adult education

- VI/1:** Conducting a field-study on the reasons behind the failure to join literacy programmes in Member States;
- VI/2:** Conducting a field-study on the causes of drop-out from literacy programmes in Member States;
- VI/3:** Conducting a field-study on practical problems encountered in the field of literacy in some Member States;
- VI/4:** Documentation and evaluation of ISESCO's programmes implemented within the framework of the Special Islamic Programme for Literacy and Basic Training.

II- Implemented programmes

Under the “Special Islamic Programme for Literacy and Basic Training for All in Islamic countries and communities”, ISESCO implemented a large range of literacy programmes including:

1. Using the standardised Arabic script in the transcription of Muslim peoples’ languages for literacy purposes.

Under this programme, twenty-one languages are currently transcribed in standardised Arabic script. These are: Tamasheq, Pular/Fulfulde, Hawsa, Soninke/Sarakolé, Mandingue, Sosso, Kanouri, Songhoy/Zarma, Wolof, Yoruba, Swahili, Dinke, Comoran, Oromo, Lounganda, Loughbara, Tajrini, Nobia, Somalian, Zagawiya and Alamba (Woday);

Basic reference books designed for illiteracy eradication were produced in Muslim peoples’ languages using standardised Arabic script.

The programme also included the production of booklets for new literates, the publication of Islamic periodicals, the training of Quranic school teachers in the transliteration of Muslim peoples’ languages, the training of advisors working in primary schools in the use of standardised Arabic script, the use of Arabic script in training directors of literacy establishments, the production of posters written in the standardised Arabic script, the opening of literacy centres. Presently, ISESCO training sessions include a vast range of activities relating to computerizing the standardised Arabic script in literacy.

2. Training different categories of officials in charge of literacy programmes.

This includes the implementation of training activities designed for supervisors of literacy programmes, staff in charge of planning and evaluating literacy programmes, staff in charge of training and producing curricula, programmes and teaching aids intended for literacy and adult education, education and awareness-raising staff, and technical supervisors working in literacy. In order to strengthen the links between its training sessions and the realities on the ground, ISESCO organized many operational training seminars in literacy.

3. Literacy programmes and pedagogical tools.

These activities included designing curricula that provide for complementarity between formal and non-formal education in terms of adult education and illiteracy eradication as well as producing guidebooks and books. They also include the follow-up and evaluation aspects and extending technical and financial assistance to produce booklets aimed at following up and developing vocational education.

4. Teaching aids and awareness-raising in the literacy field.

This programme covers extending technical and financial support to Member States to produce teaching aids and literacy textbooks intended

for primary education, supporting curricular education, staging contests, designing posters, producing televisual literacy material.

5. Supporting Arab-Islamic schools.

This includes extending technical and financial assistance, training teachers in modern education methods and evaluation techniques. It also includes curricula development while respecting national education policies and providing technical assistance to develop educational aids adopted at Arab schools in Member States.

6. Studies and research on illiteracy eradication and adult education.

This axis features field research on the causes of the delay recorded in the implementation of literacy programmes, the causes of relapse into illiteracy and the practical problems facing literacy work. The axis also includes documenting and evaluating the programmes implemented by ISESCO.

7. Technology in the service of literacy.

This programme is relating to the training of trainers in developing computer programmes (computer-internet) and using traditional technologies (radio, television) in the field of literacy;

8. Literacy for homeless children, girls and women.

Under this programme, ISESCO carried out studies on female basic learning needs. It also organised training sessions for executives in Member States on the elaboration and planning of literacy programmes targeting homeless children, girls and women with the aim of integrating them in the society. Besides, the Organization extends support to Member States for implementation of educational projects in favour of these marginalised categories.

Samples of literacy activities implemented by ISESCO are cited in this document's annex.

III- Expanding partnership and cooperation in literacy

During the 5th international conference on adult education, held from 17 to 18 July 1997, in Hamburg (Germany), in which ISESCO participated, an agreement was reached on the concept of cooperation regarding illiteracy eradication. The conference proposed invaluable avenues for partnership and collective action through networking among different stakeholders.

Currently, ISESCO is stepping up its efforts to promote the action of non-governmental organizations in the literacy field. The sought objectives include:

1. Expanding the scope of cooperation with NGOs networks and civil society in the literacy field;
2. Assisting in the diversification of methods for producing literacy programmes through the media;

3. Enabling marginalised categories to benefit from literacy programmes;

ISESCO strives to achieve the above objectives by:

1. Granting financial aid and extending awards to encourage NGOs to participate in the implementation of literacy programmes in Member States;
2. Building bonds of solidarity and cooperation with various partners including international Organisations by exchanging literacy-related information and experiences, holding seminars, forums, conferences and workshops, and producing books and guidebooks;
3. Developing and updating its website devoted to the fight against illiteracy in Islamic countries;
4. Endeavouring to set up strategies suitable for financing literacy programmes.

Conclusion:

In line with the sacred texts of Islam, the eradication of illiteracy in the Islamic Ummah is part of the priority objectives of ISESCO. Thus, ISESCO has always been attaching importance, throughout its Action Plans, to the implementation of literacy programmes.

In the same vein, ISESCO will pursue its efforts in providing technical and financial support to the Member States along with the Muslim communities in their fight against illiteracy. In this respect, it will expand its scope of intervention by using original teaching aids, and will also broaden the range of ISESCO Literacy Prize, which it awards annually to an NGO working in the field of literacy.

In fact, according to its vision, ISESCO considers that literacy is not the sole responsibility of international organisations, governments and NGOs. If we are to carry out pragmatic and far-reaching actions, we should also adopt an holistic approach which involve to a large extent the institutions of civil society, clubs, leagues, educational, cultural, artistic and sports institutions, as well as economic and commercial institutions operating in different sectors.

Flexible programmes should also be developed in accordance with the requirements of the socioeconomic development of urban and rural communities.

In sum, literacy for all requires an all-inclusive involvement of the Islamic Ummah.

Annex

Some activities carried out by ISESCO in the field of literacy
and continuing education for adults.

1. Training for literacy officials, Dacca 1990.
2. Training for literacy officials, Sanaa 1990.
3. Training for literacy officials, Dakar 1990.
4. Training for literacy officials, Nouakchott 1990.
5. Meeting of literacy officials in the French-speaking Member States, Dakar 1991.
6. Meeting of literacy officials in the English-speaking Member States, Dacca 1991.
7. Regional seminar on the standardisation of the Arabic script with a view to using it in the transcription of the Muslim peoples' languages, Conakry 1991.
8. Meeting of literacy and adult education officials in Arab countries, Sanaa 1992, in cooperation with UNESCO (UNEDBAS).
9. Regional workshop designed for literacy officials on didactic programmes and materials, Khartoum 1992.
10. Training in the design of literacy education programmes, Burkina Faso 1992, in cooperation with the ACCT (Technical and Cultural Cooperation Agency).
11. Training in computer-assisted publishing, Tunis 1992, in cooperation with the ACCT.
12. Symposium for literacy and adult education officials on work-related problems and the ways to deal with them, Dacca 1993.
13. Consultation meeting on the training of literacy senior staff. International school of Bordeaux (France) 1993, in cooperation with the ACCT.
14. Training for literacy officials in rural areas, Tehran 1993.
15. Training for literacy officials in the occupied Arab territories, Amman 1993.
16. Training on literacy, as well as the development and training of trainers, Bamako 1993, in cooperation with the ACCT.
17. Training in the design of literacy education programmes, Cairo 1993.
18. Training for literacy and adult education technical staff, Amman 1993.
19. Training for typographers in the use of typographical matrices for the transcription of the Muslim peoples' languages in standardised Arabic script, Rabat 1993.
20. Production and distribution of 500 Arab-African typewriters for the transcription of the languages of Africa's Muslim peoples, 1993, in cooperation with the Islamic Development Bank (IDB).
21. Training on literacy, development and methods of assessment of literacy programmes, Djibouti 1993, in cooperation with the ACCT.
22. Training in the methods and means used in literacy and adult education, Bamako 1994, in cooperation with the ACCT.
23. Training in the design of literacy programmes, Bamako 1995, in cooperation with the ACCT.

24. Training for the trainers of literacy centres in preparing the youth for useful occupations, Tunisia 1995, in cooperation with the ACCT.
25. Training in the production of teaching aids in distance education, Bordeaux 1995, in cooperation with the ACCT.
26. Regional seminar on integrated education in the field of literacy, Rabat 1995, in cooperation with ALECSO.
27. Training for printers in the use of the Arabic script in the transcription of the languages of the African peoples, Guinea 1995.
28. Training in the use of Arab-African typewriting machines, Kano 1996.
29. Training in literacy technical aids (Computer-assisted publishing), Tunisia 1996, in cooperation with the ACCT.
30. Training in resource management and preparation for literacy projects, Conakry 1996, in cooperation with the ACCT.
31. Symposium on literacy as a prerequisite for sustainable development, Morocco 1996, in cooperation with the Ribat al-Fath Association, Morocco.
32. Publication in French, English and Russian of the book « Learn Arabic », 1996.
33. Material support to literacy centres of the Ribat al-Fath Association, Morocco 1996.
34. Material support to the Literacy Institution of Afghanistan for the implementation of pilot projects in literacy and health education, 1996.
35. Regional workshop for literacy and adult education officials on developing population programmes, Tunisia 1997, in cooperation with the United Nations Fund for Population Activities.
36. Workshop on the use of the teaching package elaborated by UNESCO regarding the training of literacy trainers, United Arab Emirates 1997, in cooperation with UNESCO.
37. Training of teachers and guidance counselors in non-formal education, Mauritania 1997, in cooperation with UNICEF.
38. Participation in the Fifth International Conference on Adult Education, Hamburg 1997.
39. Support to the Regional Council for Adult Education and Literacy in Africa (CREAA) for its participation in the Fifth International Conference on Adult Education, Hamburg 1997.
40. Publication of the literacy programme in Fulani transcribed in standardised Arabic script, 1997.
41. Publication of the literacy programme in Hawsa transcribed in standardised Arabic script, 1997.
42. Publication of post-literacy booklets on prayer, in Fulfulde, Swahili and Hawsa transcribed in Arabic script, 1997, in cooperation with Africa's World University.
43. Regional workshop for training in the use of Arabic script in literacy, Conakry 1998, in cooperation with the Islamic Development Bank (IDB) and UNESCO.
44. Report on the situation of literacy in Islamic countries, 1998.

45. Publication of the literacy programme in Comoran transcribed in standardised Arabic script, 1998.
46. Regional seminar benefiting literacy officials, Yemen 1998.
47. Publication of post-literacy booklets on prayer, in Wolof, Loganda and Mandingue transcribed in Arabic script, 1998, in cooperation with Africa's World University.
48. Publication of a guidebook on the social and educational role of mosques, 1998, in cooperation with the Islamic World League.
49. Support for the representative of the PRAVD (Fouta Djallon Agricultural Rehabilitation Project) for his participation in the sub-regional symposium on literacy, Dakar 1998.
50. Regional workshop for teaching material elaboration officials in the field of distance education, Amman 1999, in cooperation with ALECSO.
51. Publication of Arabic-Fulani and Arabic-Hawsa dictionaries transcribed in Arabic script, 1999.
52. Publication of a book on the languages of the Muslim peoples of Africa (Hawsa, Fulani, Swahili). Comparative linguistic study with Arabic, 1999.
53. Support to the literacy programme in Palestine for the publication of books, 1999.
54. Regional workshop for specialists in literacy planning, Libreville 2001, in cooperation with UNESCO.
55. ISESCO Literacy Prize (for NGOs, rural and urban communities within Member States), from 2001 to 2008.
56. Support to the literacy campaign in Guinea of Annour Association, 2001.
57. Seven (7) national workshops on the design of literacy programmes and textbooks in Quranic script: Burkina Faso, the Gambia, Guinea, Mali, Niger, Nigeria and Senegal, in cooperation with the World Islamic Call Society (WICS).
58. Regional workshop to train literacy senior staff in the conception of programmes and teaching aids, Indonesia 2001.
59. Regional workshop for the designers of post-literacy teaching aids, Chad 2001, in cooperation with Munazzamat Al Dawa Al Islamiyya.
60. Support to a national training session for the benefit of the women teachers involved in the literacy process, Kyrgyzstan 2001.
61. National workshop on the elaboration of literacy programmes and textbooks in Quranic script, Chad 2002, in cooperation with the WICS.
62. Support to the elaboration and printing of literacy teaching material in three national languages, namely Songhoy, Fulfulde and Bamanan, transcribed in standardised Arabic script, Mali 2002, in cooperation with the WICS.
63. National training session for women teachers on the new literacy teaching methods, Gabon 2002, in cooperation with the WICS.
64. Support to a pilot experience in the field of literacy using the standardised Arabic script, Burkina Faso 2002, in cooperation with the WICS.
65. Publication of a study on the basic educational needs of women, 2002.

66. Publication of a guide to the elaboration of literacy programmes and textbooks in standardised Quranic script, 2003.
67. Granting financial support to four pilot literacy associations and institutions using the standardised Arabic script: Burkina Faso, Guinea, Mali and Niger 2003.
68. Regional experts' meeting on the complementarity between formal and non-formal education in terms of fighting illiteracy and adult education, Sanaa 2003, in cooperation with ALECSO.
69. Granting support to the « Oubour » Association in Morocco.
70. Sub-regional workshop for the benefit of trainers, with the aim of enhancing the guidance and counseling abilities likely to ensure the success of girls and women in the field of literacy, N'djamena 2003, in cooperation with UNESCO.
71. Printing a planning guide in the field of literacy, in Arabic, 2004.
72. Supporting a national training session for women teachers in the field of literacy, Cameroon, 2004.
73. National workshop for literacy executives, Mali, 2004, in cooperation with the WICS.
74. The project of training leaders working in the field of literacy and adult education (the project of illiteracy – free Al-Madinah Al-Munawwarah), the Centre of Adult Education in Ain Shams University, Egypt, 2004.
75. Supporting the production of an educational kit in the field of literacy and adult education (I learn Arabic and memorize the Holy Quran), Morocco (Casablanca), 2004, in cooperation with the Programme of His Highness Prince Bandar bin Sultan.
76. Regional workshop to train trainers in the field of using information technologies in literacy, Egypt 2004, in cooperation with UNESCO (UNEDBAS).
77. Participation in the symposium: “Illiteracy in the Arab World: Reality and Solutions”. Lebanon (Beirut), 2004, in cooperation with the Arab Thought Foundation and ALECSO.
78. National workshop for the officials in charge of mass media in the field of literacy for the benefit of marginalised categories, Jordan (Amman), 2004.
79. Supporting a national training session for the benefit of women teachers on girls literacy, Gabon (Libreville), 2004.
80. National workshop for executives in charge of the out-of-school education of teenagers and adult education, Algeria (Algiers), 2004.
81. Holding a regional workshop for officials in charge of following up literacy projects and programmes, Senegal (Dakar), 2004, in cooperation with UNESCO.
82. Printing a specialized study on teacher training in illiteracy eradication, 2004.
83. Translating a guidebook on planning in the field of literacy (from Arabic to French), 2004 in cooperation with the WICS.
84. Holding a national training session for teachers in literacy teaching methods, Qatar (Doha), 2004.

- 85.** Supporting educational institutions concerned with woman literacy, Afghanistan, 2004, in cooperation with the Programme of His Highness Prince Bandar bin Sultan.
- 86.** Holding a regional workshop to train staff and managers in dealing with street urchins and homeless children, Morocco, Marrakech, 2004, in cooperation with UNEDBAS and the Arab Council for Children and Development in Cairo.
- 87.** Supporting the National Project for enhancing training and expertise in literacy, Mauritania, 2005.
- 88.** Preparing for the National Comprehensive Literacy Programme, Sultanate of Oman, 2005.
- 89.** Regional workshop for officials in charge of follow-up and evaluating literacy projects and programmes, Senegal (Dakar), 2005, in cooperation with the Egyptian Fund for Technical Cooperation with Africa.
- 90.** Experts' meeting on defining strategies and plans in the field of literacy for all, Pakistan (Islamabad), 2005, in cooperation with UNESCO.
- 91.** Sub-regional experts' meeting on developing teaching aids to train facilitators in literacy and non-formal education, Mali (Bamako), 2005, in cooperation with UNESCO.
- 92.** Project of training leaderships working in the field of literacy and adult education (Project of illiteracy-free Al-Madinah Al Munawwarah), Arab Republic of Egypt, 2005, in cooperation with the General Secretariat for Adult Education in Saudi Arabia.
- 93.** National training session for officials in charge of literacy and adult education programmes, Sudan (Khartoum), 2005, in cooperation with the Egyptian Fund for Technical Cooperation with Africa.
- 94.** The project of qualifying local community educational staff working in the field of literacy, Iran, 2005, in cooperation with the Ministry of Education.
- 95.** Support to conducting a national workshop on following up and evaluating literacy programmes, Palestine, 2005.
- 96.** Developing ISESCO's web-pages in literacy.
- 97.** Regional workshop on benefiting from the computer in literacy by using the standardised Arabic script, Sudan (Khartoum), 2005.
- 98.** Extending support to the project of creating five centres of vocational development and literacy for the rural woman, Yemen, 2005.
- 99.** Regional workshop on the evaluation and planning of literacy programmes in Arab countries, Algiers, 2005, in cooperation with ALECSO.
- 100.** Opening 10 leading literacy centres by using the standardised Arabic script, The Gambia and Niger, 2005, in cooperation with the WICS.
- 101.** Ministerial Meeting on the defining of general policies of literacy strategies and plan, Iran, Isfahan 2006, in cooperation with UNESCO.
- 102.** The National Comprehensive Programme for Literacy (first stage), Sultanate of Oman, 2006, ongoing.

- 103.** National workshop for officials in charge of planning and evaluating literacy programmes. Union of Comoros, Moroni, 2006.
- 104.** Financing a study visit on literacy to Morocco and Burkina Faso, Burkina Faso and Kingdom of Morocco, 2006 (6 officials in the Ministry in charge of literacy, headed by the Minister in charge of literacy in Senegal).
- 105.** National training session in the evaluation and planning of literacy programmes for the benefit of educational officials, Guinea Bissau, 2006.
- 106.** Printing the French version of the guide on planning in the field of literacy, Headquarters, 2006.
- 107.** Translating into Arabic and English of a specialised study on the development of database in the field of literacy, 2006.
- 108.** Supporting the National meeting: Literacy as an essential lever for human development, Morocco, Oujda, 2006, in cooperation with UNESCO, World Banks, USAID, the Government Secretariat in charge of Literacy and Non-Formal Education in Morocco.
- 109.** National workshop on the ways to prepare educational material for the benefit of leaderships specialized in literacy and its production, Kingdom of Saudi Arabia, Al-Madina Al Mounawwara, 2006, in cooperation with Arab Bureau of Education for the Gulf States (ABEGS)
- 110.** National training session for trainers in the uses of ICTS in literacy, Rabat, Morocco, 2006, in cooperation with the Ribat Al-Fath Association for Sustainable Development.
- 111.** Financial support to the project of strengthening capacities in literacy techniques for teachers in the Quranic schools, Côte d'Ivoire, 2006.
- 112.** National workshops to eradicate illiteracy among marginalised categories, Mauritania, 2006.
- 113.** National workshop for trainers in literacy using the standardised Arabic script, Guinea, Conakry, 2006.
- 114.** Supervising 10 centres for literacy using the standardised Arabic script, Niger, Gambia, 2006, in cooperation with the WICS.
- 115.** Sub-regional workshop for officials in charge of training of marginalised children in the different non-formal educational approaches. Mali, Bamako, 2006, in cooperation with UNESCO.
- 116.** Financial support to the project on women literacy in the urban area in Niamey, Niger, Niamey 2006.
- 117.** National awareness-rising symposium for the benefit of women in preparing educational means in literacy and post-literacy stage. Mauritania, Nouakchott 2006, in cooperation with UNESCO and the Mauritanian Institute for Scientific Research.
- 118.** National workshop for executives in charge of training homeless children to eradicate illiteracy, Egypt, Cairo, 2006.
- 119.** Regional workshop on identifying common objectives to plan literacy and post-literacy activities, Sultanate of Oman, 2006, in cooperation with ABEGS.

- 120.** National session for the benefit of educational supervisors on free reading books, Sultanate of Oman, 2006, in cooperation with the Ministry of Education in the Sultanate of Oman.
- 121.** Regional meeting of experts enhance human resources competencies to improve the financial means allocated to education (literacy), Yemen, Sanaa, 2006, in cooperation with ABEGS.
- 122.** Providing support to establish five centres dedicated to vocational development and rural women literacy, Yemen, 2006.
- 123.** Announcement of ISESCO Prize for Research on literacy- Headquarters, 2007.
- 124.** Regional meeting for preparing coordinated societal policies for the literacy centre. Senegal, Dakar, in cooperation with UNESCO.
- 125.** The comprehensive national literacy programme (second phase), Sultanate of Oman, 2007, in cooperation with the Ministry of Education, Sultanate of Oman.
- 126.** Regional workshop on enhancing managers competences in the field of literacy and non-formal education – Egypt (Charm El-Cheikh) 2007, in cooperation with UNESCO.
- 127.** Participation in the fifth meeting of the Regional Arab authority for following up education for all, Jordan, Amman 2007, in cooperation with UNESCO.
- 128.** Meeting of literacy experts of the Broader Middle East and North Africa and the Group of Eight (G8) countries, Yemen, Sana'a, 2007, in cooperation with DIFD, Yemen Ministry of Education and the British Cultural Centre in Sana'a.
- 129.** Sub-regional workshop for executives specialized in the preparation and development of teaching means in the field of literacy and adult education, Tunisia, 2007, in cooperation with the World Islamic Call Society.
- 130.** Sub-regional experts' meeting to study the characteristics of a reference guide to preparing and elaborating post-literacy programmes and teaching aids. Burkina Faso, Ouagadougou, 2007, in cooperation with the WICS.
- 131.** National training session on the use of information and communication technology in literacy and adult education, Morocco, Rabat, 2007.
- 132.** National training session for directors of literacy centres in the utilisation of typewriters using the standardised Arabic script. The Gambia, Banjul, 2007, in cooperation with the WICS.
- 133.** National Training session of trainer in the field of the follow-up and assessment of literacy programmes. Niger, Niamey 2007.
- 134.** Sub-regional operational training seminar for literacy officials in the field of the follow-up and assessment of literacy programmes. Niger, Niamey 2007.
- 135.** National training session for literacy staff, Gabon, Libreville, 2007.
- 136.** National training session for literacy staff, Senegal, Dakar, 2007.
- 137.** Supporting the publication of post-literacy documents in standardised Arabic script. Niger and the Gambia, 2007, in cooperation with the WICS.
- 138.** Evaluation of ten literacy centres activities by using the standardised Arabic script, Niger and the Gambia, 2007, in cooperation with the WICS.

139. National expert meeting on the methodology of women literacy and the establishment of motivating literacy structures for women, Côte d'Ivoire, Abidjan, 2007.
140. National workshop for trainers in the field of the standardised Arabic script, in pular language. Senegal (Medina Gounass) 2007.
141. Granting ISESCO's prize for research on literacy – Headquarters, 2008.
142. Collecting national literacy plans from Arab member states, Headquarters, 2008.
143. Sub-regional workshop on the planning and evaluation of literacy programmes, Syria, 2008.
144. Workshop for the benefit of Saudi Arabia officials on modern approaches in literacy and adult education programmes planning, implementation, follow-up and evaluation. Egypt, 2008.
145. National training session on the elaboration and production of literacy textbooks, Djibouti, 2008.
146. Preparation of a guidebook on the approaches and steps of elaboration of post-literacy programmes and materials. Headquarters, 2008.
147. Sub-regional workshop for the benefit of literacy and non-formal education officials in the field of preliteracy. Niger, Niamey, 2008.
148. Regional workshop on literacy training methods and techniques. Niamey, Niger, 2008.
149. Support to a literacy institution in Afghanistan for elaboration and broadcasting programmes, Afghanistan, 2008.
150. Support to the NTIC literacy project of the Ribat al-Fath Association, Morocco, Rabat, 2008.
151. Sub-regional workshop in the field of computer-based literacy programmes. Iran, Tehran 2008.
152. National workshop in the field of computer-based literacy programmes. Mali, Bamako, 2008.
153. Updating ISESCO's website in literacy. The headquarters, 2008.
154. Support to the "Academy Pular" of Guinea. Guinea 2008.
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