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Literacy Programmes in Oman The Perspective of Female Adult Learners

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Commitment at the National Level

Since the 1970s Omani adult literacy programmes have been a crucial component of the national agenda to spread education, and combat illiteracy throughout the country. The national commitment to eradicate illiteracy was evident in the early speeches of H.M Sultan Qaboos where he reiterated the urgent need to eradicate illiteracy ‘We aim to extend education throughout the Sultanate so that everyone may have the chance to study according to his abilities. We are also working on a plan to eradicate illiteracy...’ (Ministry of Information, 2005). National strategies guided by an unwavering commitment to eradicate illiteracy paved the way to the establishment of a variety of adult literacy programmes. The dynamic strategies that were adopted to address illiteracy included setting policies that prioritized the eradication of illiteracy in national documents, one such example is the Basic Statute of State which is regarded as the legal framework for all government sectors. In Article 13 of the Statute, eradication of illiteracy is clearly addressed within the general scope of education,

Education is a cornerstone for the progress of society which the state fosters and endeavours to spread and make accessible to all...The state provides public education (basic and general education), works to combat illiteracy and encourages the establishment of private schools and institutes under its supervision and according to the provisions of the Law (Ministry of Education, 2006).

In addition strategies were put in place to increase primary enrolment rates and reduce dropout rates while spreading adult literacy programmes across the country. All these efforts combined with the innate thirst for education by the Omani people materialized into one of the most commended educational systems in the region. A 2001 report published by the World Bank describes Oman’s progress in education since 1970, as ‘massive and unprecedented.’ With a population of 2,340,815 and a PGR (Population Growth Rate) of 1.84% according to the 2003 national census Oman has succeeded in decreasing the illiteracy rate by 44% between 1970 and 2003 (Ministry of Education, 2006). Annex A illustrates the most recently documented indicators on illiteracy levels. Despite all the phenomenal success in the eradication of illiteracy, few studies have been conducted to look at the actual impact of literacy programmes on the lives of learners in general and female adult learners in particular. The aim of this qualitative study is to obtain an inner perspective on the effect of adult literacy programmes on Omani female learners.

The Structure of Omani Adult Literacy Programmes

The Omani Ministry of Education centrally supervises Adult Literacy Programmes through the Department of Eradication of Illiteracy and Special Education. The scope of responsibilities for literacy education extends further to the regional level where Eradication of Illiteracy and Special Education sections in eleven educational regions oversee the programmes. The adult literacy programme is a three year programme that aims at infusing basic literacy skills, as well as cultural awareness and other functional skills. The structure of adult literacy programmes is diverse in order to grant adult learners more alternatives and thus encourage attendance among them. Over the years there has been a shift from conventional approaches to adult literacy programmes exemplified in learning centres and classrooms to more community-based approaches that function by forming partnerships with the local community and the private sector, while giving agency for these programmes to members of the local community. These approaches are apparent in recent programmes such as literacy villages, cooperative schools, and other joint ventures with the local community. Currently, the adult literacy umbrella contains several ambitious programmes that can be classified into several categories; first and most common are conventional adult literacy centres which are directly supervised by the Ministry of Education; second are the community-based learning villages and there are currently six learning villages spread out in different regions; third, are

cooperative schools and there are currently 55 cooperative schools, fourth, are literate wilayats (provinces) and regions; finally there are informal undocumented efforts from local citizens to provide their communities with adult literacy Annex A illustrates the various adult literacy approaches.

Theoretical Framework

The theoretical framework for this study was based on Literacy for Life, EFA Global Monitoring Report (UNESCO, 2005). The concept of literacy has evolved from merely being basic skills of reading and writing and numeracy to a more situated or socio-cultural concept where attaining literacy empowers individuals to transform their lives in the most comprehensive way, politically, socially, economically and culturally. A literate individual needs to be equipped with skills, attitudes, and knowledge that will allow him or her to participate fully in society. This translates into the ability to attain various skills required to function effectively in society including skills for accessing knowledge through the use of technology, and other networks within the community. The changing concept of literacy places higher expectations on curriculum developers, educators and researchers to find means of transforming the traditional curriculum frameworks that met the needs of adult learners several decades ago into more dynamic, functional and community-based curriculum.

There is a dearth of studies conducted in the area of adult literacy in general, (UNESCO, 2005) and this is particularly true in Oman. Despite the outstanding accomplishments in this sector of education few studies have been conducted to assess or analyze the effect of adult literacy programmes on the lives of the learners and the immediate benefits to society. As part of the global commitment to further improve the delivery of services in this sector, and amidst the rhetoric of adult literacy calling for directed research in this area, it was felt that designing a study that would investigate the perspectives of learners on the adult literacy programmes could be a cornerstone to activating more in-depth research in the field.

The aim of this brief study was to conduct an investigation into the adult literacy programmes. The overarching research question was: does the Omani adult literacy programme meet the learning needs of female adult learners? To achieve this, the researchers designed an exploratory study, which was qualitative in its approach, utilizing two qualitative methods; semi-structured interviews and document analysis (Creswell, 1998; Silverman, 1993; Spradley, 1979). The purpose of this particular research design was to obtain a deeper understanding of the effectiveness of literacy programmes through the emic views of adult learners, volunteer teachers, and administrators.

As mentioned earlier, the two main approaches used in this research design were individual semi-structured informal interviews, and document analysis (Creswell, 1998). Due to time limitations the researchers felt that obtaining the authentic views of subjects followed by a curriculum analysis (Posner, 1995) of the grade one adult literacy curriculum would provide insightful knowledge and deeper understanding of the impact of adult literacy programmes on the lives of the learners, and this in turn could assist specialists in steering the programmes in the right direction for the future. An interview protocol was adopted by the researchers to conduct the interviews, see Annex B. In addition an analysis of selected curriculum documents was conducted.

The subjects were selected through purposeful sampling and consisted of the following: six female adult learners in the literacy programmes in the interior area of Oman with pseudonyms: Aisha, Fatma, Amal, Zakiya, Maryam and Suad. These women had completed the first year of the adult literacy programme and were in the second grade of adult literacy. They ranged in age between 29-45 years of age. All of the women were married with children and like many women in rural communities they were unable to attend regular schools despite the efforts that were put in place after the Modern Omani Renaissance to ensure that access to schooling was granted to all school aged children. Typically most of these women's roles growing up were limited to household chores and herding. The lack of awareness about the importance of education combined with social and cultural norms restricted the participation of these women in schooling. The typical scenario was that the girl grew up in a household where her brothers attended schools while she was confined to herding and household chores.

The second group of subjects consisted of five volunteer adult literacy teachers. All these teachers were general education certificate holders in the region with teaching experiences ranging from 2-10 years of teaching adult literacy. Due to the lack of teachers seeking work in the adult education sector the

Ministry of Education introduced a programme for training general certificate holders to teach adult literacy classes. Many of these teachers were young mothers who volunteered to teach in adult literacy classes. All the volunteers had undergone a two-week training programme to prepare them to teach adult learners. Some of the volunteers started out teaching their neighbours and relatives within the village before joining the formal adult literacy programmes. The incentive for volunteering seemed to be linked to a genuine desire to participate actively in the community rather than to acquire monetary benefits. Some of the volunteers were already involved in community programmes such as parent councils and informal literacy programmes thus their volunteerism was a natural extension of their roles in the community. This initiative was introduced in the academic year 2000/2001 and has proven to be successful mainly because the volunteer teachers are from within the communities, and thus members of the community are more accepting of them, and in many cases the volunteer teachers and the learners are relatives.

Finally an interview was conducted with an administrator, Zaeema, of an adult literacy centre who takes on the role of planning and administrating the programme at the adult literacy centre. Zaeema showed extraordinary dedication to the programme, in addition to her role as administrator she volunteered to transport the learners to the centre.

The learners were from a village in the interior (*Dakhiliya*) region of Oman. This village is characterized by its nomadic and agricultural economic activity, where herding is an integral aspect of daily activities. In the interview conducted with the administrator of the adult literacy centre she describes the typical female learner as a nomad who usually takes on the responsibility of herding. In addition she describes the fact that many of the women learners come from mountainous regions where the terrain is rugged and transportation is difficult.

The documents used for analysis in this study were the basic curriculum documents. They included the first year adult literacy books in Arabic, Mathematics, and General Culture in addition to the adult library series of books that are normally given to learners who successfully complete the three-year adult literacy programme. The curriculum was analyzed for content of topics, and the purpose was to find out whether the selected topics in the textbook addressed the needs of the learners in terms of relevance and impact on their lives.

Findings and Discussion

The Views of the Learners about the Literacy Programme

The adult learners seemed to agree on the importance of 'knowledge' in everyday life. For example Aisha, a 29 year old female learner, had selected to attend the adult literacy classes because she perceived knowledge to be useful in teaching her about the world as well as explaining to her religious practices. Aisha then emphasizes that she could actually do some reading and this placed her in the second year of the literacy programme and she describes her innate love for learning, stating:

I didn't ask to be in second grade, I actually never attended school but I know how to read and write because I like to read and write and I used to write on the walls and I used to see my brothers studying so I loved studying too.

Clearly Aisha's purpose for attending the literacy programme was to develop the basic literacy skills which in turn would enhance religious practice. Fatma another adult learner joined adult literacy classes because she felt that it would enhance her understanding of the world around her and thus she would be in a better position to understand televised programmes. She stresses the importance of knowledge by stating: 'Knowledge is light.' This perspective emphasizes the cultural as well as functional aspect of literacy by linking what is learned in the literacy programme to a better understanding of the media. A different learner Amal, joined adult literacy classes after her children were all grown up and she describes her desire to become literate so that she can read, and write, and understand issues related to life stating:

I joined the first grade four years ago, and now I came back to complete [the programme] I couldn't complete it before because my circumstances at home were difficult, so I told myself I will first raise my children then study, now I came back to complete by joining the centre, so I can know what I didn't know before, so I can learn to write and read and learn about life...

Once again the perspective here is to learn basic literacy that may lead to a better understanding of life. A different perspective was expressed by Zakiya, a 35 year old woman who describes her experiences as follows:

I joined adult literacy classes so that I can benefit in helping my children study and so that I can be capable of reading and writing...Studying is beneficial to me in my life because when I go to the hospital I know the sections, and mathematics helps me understand money.

It is evident that Zakiya has a functional understanding of literacy, believing that the skills she gained would reflect positively on her participation in the society. Maryam, another learner, felt that she needed to establish an equal status to her literate brothers and she describes this as, 'I joined adult literacy programmes so that I can read the Quran because my brothers can read and I always argued with them that's why I wanted to finish studying.' Maryam then goes on to describe the importance of literacy for religious practice such as praying. Similarly Suad, another learner describes the functional benefits of literacy in her life. She describes how she joined literacy classes to learn to read and write and how this assisted her in reading price labels when shopping as well as helping her to work with her children when they study.

A common thread among all the women was that they all explicitly took ownership for their learning and there appeared to be a sense of wanting to reclaim what was rightfully theirs. In addition the women shared the view that literacy helped them to function more efficiently in the community. One can therefore conclude that the learners' needs that required to be met by the literacy programme fell into the following realms: first the need to understand religion, second the need to acquire reading and writing skills, third the need to acquire functional skills such as reading directions, and labels, and understanding what is going on in the media, finally a need to obtain skills in helping their children study.

In expressing their views about the curriculum the learners generally felt that the curriculum met their needs. Most of the learners felt that the textbooks helped them to learn to read, write and calculate. In addition learners felt that the General Knowledge textbook enhanced their historical and geographical knowledge base. For example, Amal appeared delighted to learn about the different regions of Oman. In addition others felt that the curriculum addressed their religious needs. On the functional aspect many of the learners felt that the curriculum enhanced their religious knowledge.

The Views of the Volunteer Teachers on the Curriculum

The volunteer teachers joined the adult literacy teaching programme for several reasons. The first reason was that many of them wanted to be teachers but were unable to get in colleges of education to become professional teachers; second, some of the volunteers were members in parent councils in the schools of their children and when they were asked to join many agreed to do so; third, some of them were volunteers in their children's schools helping 'at risk' children and through their engagement with parents they realized that the core of the problem was related to the literacy level of the parents, ultimately they decided to volunteer in teaching adult literacy programmes. Finally, some volunteers were already involved in community-based programmes that involved unofficially teaching literacy skills to members of the local community. These programmes targeted relatives, friends and neighbours and thus they decided to continue doing it at the adult literacy centres.

Their views about the ability of the curriculum to meet the needs of the learners were expressed as following: first, there appeared to be a need for an orientation curriculum for the learners to address readiness for reading. The Arabic reading curriculum was based on a whole language approach, and it was felt that the learners were struggling with this approach. Many of the volunteers felt that reading readiness required familiarity with the alphabet and a concentration on phonics. Second, most of the volunteer teachers were concerned about the difficulty level of the second grade mathematics, and it was felt that a gap existed between grade one mathematics curriculum content and that of grade two, which consequently resulted in ill-prepared learners for the grade two mathematics. Third, there was a general consensus among the volunteer teachers for the need to expand the scope of religious studies to cover functional aspects of life. Typically religion is a key part of daily living. Many of the learners felt that their illiteracy had impeded their understanding of the essential aspects of religion, thus limited their full participation in society. The volunteers felt that including procedural aspects of religion in the curriculum would enhance the learners' understanding of religion and this would facilitate their participation in community events such as burials, prayers, and other religious and social events. In addition it was felt that the English language curriculum was too difficult for the learners and most of them did not particularly

wish to study another language. Finally, it was felt that the inclusion and integration of some aspects of technology into the curriculum such as; using Microsoft word to type personal letters and assignments, or learning to use the internet to access information would be beneficial. This is especially true since the Omani community is moving towards e-government where many transactions are done electronically.

The question that presents itself here is how valid are the views of the volunteer teachers about the adult literacy curriculum? Does a general education certificate coupled with two weeks training in teaching methods and a couple of years of teaching qualify them to judge the efficiency of the curriculum? While the views shared by the volunteer teachers provided insightful information that was based on their experience working with adult learners, it was clear that these views needed to be substantiated with technical views of specialized experts in adult literacy.

The Curriculum Analysis

The objective of the adult literacy curriculum is to infuse basic literacy skills as well as address public awareness and socio-cultural issues. This is achieved through a three-year programme; that covers grades one through three. The three-year programme is equivalent to a sixth grade education after which the learner may select to continue in adult education programmes. Over the years a significant number of learners have completed general education requirements through these programmes; however others selected not to pursue adult education classes. In this particular study most of the learners indicated that their intention was to complete their education; however, their immediate goals were to become efficient in basic literacy.

In analyzing the content of the first grade adult literacy Arabic curriculum, it was evident that the teaching approach used was a whole language approach (Posner, 1995). The book contained eight units and each unit had three to seven lessons (see Annex C). The themes of the units emphasized five main areas:

- Citizenship – evident in unit's five and seven;
- Health – covered in unit four;
- Religion – covered in unit six;
- Knowledge this was covered in unit two;
- The Environment – covered in unit eight.

These themes were particularly significant because they address an integral part of the learners' lives. For example, the learners mentioned the importance of literacy for furthering their understanding of religion and this was provided for in the curriculum not only as units in the Arabic book, but also as part of a separate Islamic Studies Curriculum. Health and hygiene were also prioritized in the curriculum as part of a national agenda to spread awareness about preventable diseases, child immunization and other issues that were part of the national development goals. These issues were integrated across the curriculum especially in the General Knowledge Curriculum.

Similar themes reappeared in the reading series that were given to learners who completed the literacy programme to prevent them from regressing back to illiteracy (see Annex D). Evidently curriculum developers felt that these themes were equally important to both learners joining the programme as well as learners who had completed the programme.

As far as numeracy skills were concerned the mathematics curriculum for grade one adult literacy focused on basic numeracy skills (see Annex E). These skills included numbers concepts, basic addition and subtraction and an introduction to the multiplication concept. On the functional aspect there was one exercise on using Omani currency. However, the book lacked any pictures or exercises linking learning to real-life situation'.

On a more positive note the curriculum addressed gender issues by portraying a less stereotypical image of careers for women through topics such as: the policewoman, and the Omani nurse. On the other hand some of the images still portrayed women in stereotypical roles; this could be due to the fact that the transitional process of empowering women through literacy also needs to take into account that many of the targeted women are still restricted to traditional roles. Thus, addressing them acknowledges that literacy is for all regardless of their social roles.

The curriculum analysis revealed a gap in the functional aspect of the curriculum, while the topics appeared to meet the immediate needs of the learners; the curriculum lacked an experiential element. In the interviews many of the learners mentioned daily living skills as part of their needs, however this aspect

was not explicitly tackled in the curriculum. In the interviews conducted with the volunteer teachers on this particular question there was a general consensus about the need to address the functional aspect of the curriculum. Many of the volunteer teachers designed their own activities to focus on these aspects. For example, one of the teachers describes how she designed a lesson about burial procedures for a group of learners who wanted to learn more about the topic. In another situation a volunteer teacher describes how one of the learners expresses her desire to learn to use the computer stating that she had seen her children use it and wanted to acquire the computer literacy skills so that she could understand what her children were doing.

Conclusion and Direction for Future Research

“The reading and writing of the word would always imply a more critical rereading of the world as a ‘route’ to the ‘rewriting’-transformation-of the world’ (Freire, 1995). The concept of literacy is bounded in a socio-cultural fabric and extends further than mere reading, writing and arithmetic. For adult learners, acquiring literacy skills should empower them to transform their lives socially, economically, culturally and politically. This is particularly true for women who represent two-thirds of the illiterate population of the world. This study has illustrated how adult literacy classes have had a positive impact on the lives of the female subjects of the study. Many of the women established a link between literacy and a positive change in daily practices, and others felt empowered to accomplish what their educated male siblings had accomplished. However, in analyzing the curriculum there appeared to be only a vague framework for the functional aspect of learning.

The objectives of the curriculum corresponded well to national development goals of literacy, health, public awareness, and appeared to meet the general needs of the learners; however, functional aspects of the curriculum were not explicitly addressed. Flexibility was given to the teachers to enhance lessons with functional activities to suit the specific needs of learners, but there was no clear structure guaranteeing that this was accomplished. The researchers felt that the functional aspect of the curriculum could be enriched by addressing the following topics: career guidance, especially for women, the use of technology, parenting skills, administrative procedures in civil societies such as applying for a plot of land, getting a national identity card, voting, banking, genetic testing which is promoted by the ministry of health as a means for reducing the rate of inter-marriages that perpetuate genetically linked disorders in infants.

The way ahead to enhancing adult literacy programmes is through building literate societies that give ownership to local communities. This is already manifested in community-based programmes such as the Learning Villages, where other sectors of the community are involved in providing support to the programme through educational seminars and forums covering issues of concern to the learners. These platforms cover religious, social, or cultural aspects relevant to the needs of the learners. Oman’s brief experience with community-based adult literacy programmes has been extremely successful in attracting learners and increasing enrolment rates. These programmes infuse functional skills through building literate communities where experiences and expertise are shared among community members. This in turn ensures that the functional needs of learners are addressed.

Finally, in her research, Heath describes how the understanding of literacy can vary among communities due to socio-cultural influences (Heath, 1983). On the other hand, Freire also stresses the importance of meeting the needs of learners through literacy programmes, where literacy empowers and transforms their lives (Freire, 1995). The key for female learners is ‘Breaking the Cycle.’ For generations women have been deprived of the right to education, and this cycle is usually perpetuated when an illiterate mother raises an illiterate daughter and the cycle goes on; however once the cycle is broken by educating a female member of the family it perpetuates a cycle that continues to educate and empower women.

ANNEX A

Table 1
Illiteracy Rates in Oman

Age Group	1993 Census			2003 Census		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
15 – 29	4.5	21.0	12.8	1.5	4.2	2.9
30 – 49	38.8	82.2	60.5	13.5	49.2	31.7

Table 2
Approaches for Combating Illiteracy in Oman

	Programme	Description	Time Frame	Targeted Learners
1	Functional Literacy programmes	Functional literacy programme for workers at the Seeb and Salalah airports. This was a joint programme between the Ministry of Education and Ministry of Transportation and the Civil Aviation The Ministry of Education provided materials and technical supervision and the Ministry of Transportation and the Civil Aviation funded the programme. The programmes were designed by experts from both ministries.	1975-1984	Firemen at Seeb and Salalah Airport
2	Functional Literacy programme for Agricultural workers	This was a programme that was conducted for agricultural workers in Rumais. This was a joint project between the Ministry of Education and the Ministry of Agriculture and Fisheries and UNESCO. The Ministry of Agriculture funded the programme with the support of UNESCO and the Ministry provided the technical supervision	1975-1986	Agricultural workers
3	Arabic Literacy Programme	This was a joint programme between the Ministry of Education and UNESCO. The objective of this programme was to teach Arabic to the returning Omanis after the establishment of the modern Omani Renaissance	1976-1997	Omanis Returning from abroad
4	Adult Literacy Library	A joint project between the Ministry of Education, UNESCO and UNICEF. Publishing a series of books on relevant topics to adult learners in various areas: religion, history, health, and social topics. There are currently about thirty books and these are distributed to the adult learners upon completion of the literacy programme. The objective is to insure that the learners do not regress back to illiteracy	1981-present	Individuals who have completed the adult literacy programme
5	Literacy Programmes for Special Needs	<ol style="list-style-type: none"> 1. The objective of the programme is to eradicate the illiteracy of individuals with visual impairments. This is joint venture between the Ministry of Education and the private sector. 2. Eradicating the illiteracy of individuals with hearing impairments. This is a joint venture between the Ministry of Education and local community centres. This project is run by volunteers. 	2000-present	Adult Learners with visual or hearing impairments
6	Learning Villages	This project emanated from the 2004 Gulf Cooperation Council Bureau of Education General Convention. The aim	2004-present	Adult learners in villages

		was to establish community-based adult literacy programmes. There are currently six learning villages in Oman in the various educational regions.		
7	Cooperative Schools	The objective is for school personnel to play an active role in adult literacy programmes by volunteering to offer literacy classes in the school as part of the school's role in enhancing relations with the local community.	2006-present	Adult learners within the vicinity of local schools
8	Illiteracy-free Regions	The objective of the programme is to eradicate the illiteracy of all individuals within the region through a strong emphasis on awareness campaigns and by building partnerships with the local community and the private sector.	2006-present	Adult learners within the vicinity of regions.

ANNEX B

Interview Protocol for Adult Learners	
1	Why did you join the adult literacy classes?
2	What is your opinion about the material offered to you?
3	How did you benefit from the programme?
4	What are your future plans?
Interview Protocol for Volunteer Teachers in Adult Literacy Programmes	
1	Why did you volunteer to teach in Adult Literacy Programmes?
2	What is your opinion about the Arabic and Mathematics Curriculum?
3	What are your suggestions for enhancing the Curriculum?

ANNEX C

Topics Covered in the Grade One Arabic Adult Literacy Curriculum

Unit	Topics	Emphasis
One	<ol style="list-style-type: none">1. My Family (My Parents)2. My Family (My Children)3. I love cooperating4. I work and my wife works5. We raise our children well6. We love our relatives7. Mothers Day	Family
Two	<ol style="list-style-type: none">1. Welcome the Light of Knowledge2. Why Learn3. Seeking knowledge is a duty4. Who takes the path will arrive5. Knowledge is light	Knowledge
Three	<ol style="list-style-type: none">1. A trip across Oman2. The Flag of my Country3. The leader of Oman and the Builder of its Modern Renaissance4. Oman the land of Riches5. My country	Oman
Four	<ol style="list-style-type: none">1. My Clean House2. I work in the Garden3. I Clean my Teeth4. The Omani Nurse	Hygiene
Five	<ol style="list-style-type: none">1. Salalah: The Bride of the South2. Nizwa3. The Muttrah Souq4. The Jebel Al-Akhdar	My Country
Six	<ol style="list-style-type: none">1. Prayers2. Honesty3. Cheating4. Helping the Poor and the Needy5. Allah the Creator	My faith
Seven	<ol style="list-style-type: none">1. Protectors of the Country: The Royal Armed Forces2. The policewoman3. Rashid the Brave Pilot4. The Development of Oman's Renaissance	Our Brave Army
Eight	<ol style="list-style-type: none">1. The Clean Beaches of Oman2. The Daris Falaj in Nizwa3. The Qurum Garden	My Clean Environment

ANNEX D

Adult Literacy Reading Series

1	Oman in Ancient Times	History
2	Oman During the Rise of Islam	History
3	Oman's Modern History	History
4	Water and Life	Environment
5	Letters and Telegraphs	Functional
6	Omani Personalities	Citizenship
7	Your Health	Health
8	Agriculture in Oman	Environment
9	Safety	Health
10	The Influence of Arabs on Modern Scientific Revolution	History
11	Genetics and Life	Health
12	Khalfan's Family	Health
13	The World of Insects	General
14	Marine Glories of Oman	History
15	Nutrition and Health	Health
16	The Omani Influence in East Africa	History
17	Your Child in the Early Phases of Development	Health
18	Ways of Disease Prevention	Health
19	Childhood Diseases	Health
20	Industry in Oman	General
21	Images of Development in Oman	Citizenship
22	Arabic Norms Enhanced by Islam	History/Religion
23	The Biography of the Prophet Peace be Upon Him	Religion
24	Eternal Muslim Women	Religion
25	Test Your Knowledge	General
26	The Water Wealth	Environment
27	The Falajes of Oman	Environment
28	The Clean Environment	Environment
29	The Growth and Development of Adolescents	Health
30	General Acceptable Public Behaviour	Public Awareness

ANNEX E

Topics Covered in the Grade One Mathematics Adult Literacy Curriculum (8th Edition)

Unit	Topics	Emphasis
One	Shapes	Geometry
Two	Numbers to 10	Introduction to Number Concepts
Three	Two Digit Numbers	Number Concepts
Four	Numbers and counting to 999	Number Concepts
Five	Adding three digit numbers	Introduction to Addition and Subtraction
Six	Multiplication	Multiplication concepts
Seven	Fractions	Concept of Fractions

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