



The Great Socialist People's Libyan Arab Jamahiriya
The General Peoples' Committee of Education and scientific research

The Libyan National Report
on Adult Learning and literacy
Education

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Preface

Libya had suffered from colonialism for five centuries, under the Ottoman and Italian rule, followed by the British mandate during which Libyans lived in the darkness of illiteracy and ignorance.

The Ottoman rule lasted for 450 years during which the state of education was poor in both quality and quantity. In fact, it was almost none existent in most of that period for a number of reasons:

- The closure of most learning centres and education institutions which were established by Libyans before the arrival of the Turks.
- Poor level and contents of the learning centres which avoided closure where memorizing the holy Koran and teaching the basics of reading and writing was the only knowledge provided.
- Lack of students due to the scarcity of learning centres, the discouragement of the Turkish authority or the low level of learning to which Libyans were allowed to reach.

Although the situation of education had improvement towards the end of the Ottoman rule by reopening some of the learning centres such as the Asmari institute, many mosques and Some primary schools as well as the opening of the Islamic School For Arts and Crafts, the situations of Libyans remained unchanged because such improvement occurred towards the end of Ottoman rule as the Italians took over and the country sank deeper into ignorance.

The first measure taken by the Italian invaders was closing down all existing learning centres and burning down what was left of libraries and publishing houses which led to complete illiteracy. only a small minority of Libyans were giving the opportunity to learn as the majority encountered the following obstacles:

- 1- Only 5% of Libyans out of the total number of Italians living in Libya were allowed to attend Italian schools.

2- Libyan students were not permitted to exceed the fourth year of primary school.

3- Studying was done in Italian language.

4- Italian history and geography as well as Italian language were compulsory subjects.

5- Arabic language was a secondary language.

Consequently, Libyan people refrained from sending their children to such schools. In addition to that, they were engaged in fighting the invader. Hence, illiteracy prevailed amongst all age groups all over the country.

In 1921, for instance, only 600 Libyans went to Italian schools in the western region and by the end of the Italian colonist rule, the rate of illiteracy reached 98%.

Only little improvement took place during the British and French mandate as the number of male students slightly increased and females were allowed in education centres where Arabic became the language of learning. Nevertheless, such improvement did not reduce the rate of illiteracy nor it did enhance the welfare of the people. By the end of this mandate and the beginning of a new era, the number of Libyan students at all levels was about 3200 including 537 females, and only 14 people had university qualifications. As for illiteracy, it was widespread and exceeded 90%.

Libyan efforts in adult learning and education since the British mandate until the present time

To be more accurate we should divide those efforts into time stages and each stage should be studied separately.

Early efforts 1951- 1969

Libya had made attempted for twenty years to create learning programmes in the field of literacy education and adult learning by opening many evening schools which were attended by a fair number of male adults aged 15-45 whose level of education did not exceed the fourth year of primary school according to UNESCO conventions. As for adult learning, new classes were also opened and new literate adults were giving the right to complete the fifth and sixth year to be awarded primary school certificate. They could also carry on further with their studies to obtain preparatory school certificates. Although many adults benefited from this programme, the over all results were not satisfactory.

Libya went through poverty and hardship during the fifties. The lack of human resources and the scarcity of expertise and leadership at all levels, prompted the authorities to seek the help of some international organizations such as UNESCO in three programmes:

1- An alphabetical literacy programme.

2- An educational programme like the "Deprived areas programme" which was implemented in southern Libya by

teaching locals the basics of public health, nutrition, avoiding contaminated foods, fighting insects and childcare.

3- A training programme by providing training for women on family affairs, local leaders, village workers and primary school teachers.

Libya also sought the help of "The International Professional Education Centre For Adults in the Arab World" based in Cairo to train Libyan nationals to become leaders and executives in adult learning and literacy education. However, most trainees did not commit themselves to working in this field and defected to other sectors.

It is worth mentioning that despite all kinds of efforts made in this respect, the number of illiterates remained extremely high thus the decrease in the rate of illiterates was negligible. In fact, a population census conducted in 1964 showed an increase in illiteracy in terms of rate and figure compared by the previous one in 1954.

We believe that there are a few factors behind this unexpected increase:

- 1- The inaccuracy of the first census due to the lack of human and physical resources.
- 2- Some individuals were unable to retain their literacy because of poor level and discontinuity.
- 3- Non existence of obligatory legislations and the low capacity of education centres led to an increase in the number of young illiterates.
- 4- The return of illiterate immigrants from neighboring countries after the discovery of oil.

Libya took its first step into fighting illiteracy in 1965 by laying out a fifteen-year plan (1966-1980) which came in response to the following:

- 1- The big increase of illiterates in terms of rate and figure.
- 2- The first Arab summit in 1964 which called for the necessity of cooperation between Arab states in literacy programmes.
- 3- The decisions and recommendations issued by the first and second Alexandria conferences in 1963 & 1965 which determined a date for launching a comprehensive campaign all over the Arab world to eliminate illiteracy in all Arab states by the end of 1980.

To make this plan applicable, it was divided into two stages:

- A three year preparation period starting in 1966 and ending in 1968.
- An implementation period from 1969 until 1980. This stage was also divided into two five-year stages, each stage was followed by one year for evaluation to assess what had been achieved.

In spite of all planning and legislations, putting plans into action faced numerous obstacles:

- Only few technical staff were available.
- Great shortage in teachers and classrooms.
- Wrong estimates led to financial difficulties.
- Lack of coordination between official and public institutions.

Consequently, this project came to a halt and did not see the light until the coming of ELFATEH revolution in 1969 which gave adult learning and literacy education a top priority.

Libya's efforts in adult learning and literacy education since Elfateh revolution in 1969

Elfateh revolution has recognized from the beginning that education is the way forward and knowledge is a natural right for all humans. The revolution has always believed that education must reach all corners of the country and its institutions must be maintained since illiteracy is a disgrace not only to illiterates, but also to the whole society.

To achieve literacy and spread education among willing adults, Libya had started assessing and evaluating previous efforts in a scientific manner, by reviewing official reports and field surveys. Also gathering all relative data held at respective regional and international organizations such as **UNESCO**, **ALESCO** and **ISESCO** which showed that illiteracy in the early seventies was over **70%** and it had two unpleasant features:

- 1- It was multiple illiteracy because it was alphabetical, civil,
- 2- It was profound because it penetrated through all age groups including children and adolescence all over the country.

The assessment also revealed that adult learning and literacy education programmes were inadequate thus failed to live up to the country's expectations. They were even described as "limited and separable".

They were "limited" in terms of:

- * The level of the programmes because they were only designed to teach adults the basics of reading, writing and arithmetic operations.
- * The number of planners and decision makers who lacked experience and enthusiasm.
- * The only sector responsible for carrying out such programmes was the ministry of education.

* The objectives as they aimed for learning adults to reach the fourth year of primary school only.

* In terms of age groups as they only targeted adults between 15 – 45years old.

They were "separable" in terms of:

* They were irrelevant to every day developments.

* Their theoretical aspects were irrelevant to the practical side.

* Curriculums were different to those in the regular education system.

Based on these findings, Libya had started rethinking its policies to make literacy programmes more varied and comprehensive and to coincide with the regular education system in terms of philosophy, objectives, contents and range to enable willing learners work their way up the education ladder and reach high level. To facilitate those policies, Libya has established the "Open University", "The High Institute For Workers Education", "The Administrative Development And Innovation Centre" and "The National Centre For Teachers Training".

Libya's policies in adult learning and literacy education

Since Elfateh revolution

Libya has drawn a clear-cut strategy to eliminate illiteracy and spread knowledge within a ten-year period starting in 1970 with its own objectives and based on a philosophy derived from the following sources:

- 1- Cultural, social and religious heritage of the Libyan Arab society.
- 2- The Third International Theory of the Green Book.
- 3- The great green document for human rights.
- 4- The social prestige of intellectuals.
- 5- The resolutions of the UN and other international bodies.
- 6- The scientific and technological progress as well as the revolution in telecommunications and information.
- 7- The modern education theory.

Adult learning and literacy education objectives

Libya has determined the following goals for adult learning and literacy programmes:

- 1- Enabling citizens gain their natural right in education based on the slogan "knowledge is the natural right for every human being".
- 2- Liberate them from five centuries of illiteracy.
- 3- Provide them with reading, writing and arithmetic skills.
- 4- Help them acquire sufficient amount of general and religious knowledge.
- 5- Supply them with what's needed to improve their personal skills and be effective in society.
- 6- Encourage them to invest their free time in developing their capabilities.
- 7- Help them benefit from publications.

To achieve these goals, Libya has declared launching two major programmes, adult learning and literacy programmes.

1- Literacy programme:

To fight illiteracy, Libya has determined two methods to implement this programme:

a- The prevention method:

This method operates by blocking the following sources of illiteracy:

- Dropping out of schools.
- Non existence of obligatory laws.
- Reverting back to illiteracy.
- Refraining from learning.
- Lack of capacity.

Knowing that the presence of one or these factors would cause the literacy programme to be ineffective.

The following points illustrate the procedures taken to rid the society of illiteracy:

1- **Applying obligatory laws**

- Oblige children to complete nine years of schooling.
- Oblige parents to send their children to school and prevent them from dropping out.
- Oblige the state by providing free education for all and facilitating the learning process.
- Oblige adults by joining literacy programmes.

2- **Reverting to illiteracy**

It is considered one of the most important sources of illiteracy. Therefore, Libya has taking two steps in blocking this source:

- a- Prolonging the obligatory period from six to nine years until obtaining the preparatory school certificate.
- b- Creating frequent and continuous programmes designed to help learning adult retain what they had learned, and issuing many publications for adults to benefit from.

3- **Lack of capacity**

Libya has overcome this problem by building a large number of schools all over the country which led to **100%** capacity rate.

4- **Dropping out from school**

It is a common phenomenon leading to an increase in illiteracy rate, and by enforcing obligatory laws, Libya has overcome this problem as the rate of drop-outs went down to **.007%** according to some official publication and reports in this respect ¹. moreover, continuous evaluation has been implemented in the first three years of primary school which helps pupils proceed to the following year unless they were suffering from a grievous studying weakness, and if a pupil failed to pass the fourth

year for the second consecutive time, he or she would be transferred to the fifth year and provided with extra attention by parents.

b- The treatment method:

This method operates by treating the situation of illiterates which is divided into three stages:

- 1- The launching stage 1970-1985.
- 2- The self assessment stage from mid 80s to mid 90s.
- 3- The resisting pockets of illiteracy stage from mid 90s until now.

The first stage

The launching stage 1970-1985

All the country's public and official institutions including industrial, commercial and service companies as well as workers and student unions had joint forces effectively and enthusiastically to fight illiteracy on several fronts:

- 1- Providing a legal frame work for literacy programmes.
- 2- Targeting all illiterates by creating all sorts of educational and training programmes.
- 3- Making short and medium term plans for literacy programmes in the form of traditional and voluntary campaigns.
- 4- Involving the national media in this project.

The rules and regulations concerning literacy programmes

Illiteracy has serious implications on family life and the living standards of individuals.

Therefore, Libya has made great efforts to educate adults and rid them from all kinds of illiteracy by issuing a number of rules and regulations in this respect:

- 1- The constitutional declaration in 1969 which stated that education is the right and duty for all Libyans, thus it is compulsory until the end of preparatory level and to be fully sponsored by the state.
- 2- The ministerial decree in 1970 compelling all teachers at different levels to contribute in two consecutive literacy courses without pay which made this programme cost effective.
- 3- The ministers council's decree in 1972 which obliged intellectuals to participate in one course at least.
- 4- The general people's committee's decision to plan and implement adult learning and literacy programmes as act (1) states that eliminating illiteracy is a national responsibility aiming to educate all Libyans and help develop their knowledge by taking all measures necessary to make this programme successful.
- 5- The ministers council decree in 1972 concerning the organization of voluntary teaching by intellectuals.
- 6- The ministers council's decree in 1974 authorizing the high commission for adult learning and education to be supplied with all needed statistics and data to carry out this programme.
- 7- The general people's committee's decision to establish the High Institute For Workers Education.
- 8- Issuing a decision determining a three-year literacy plan for workers in public and private sectors and a five-year literacy plan for those who did not belong to any administrative entity.

Learning and educational programmes

Based on the constitutional declaration and the third international theory's slogan " knowledge is the natural right for all humans", Libya has taken the initiative since early seventies and made all official and non official efforts on a wide range to plan and carry out educational programmes targeting all illiterates aged 15-45 who had not made it to the fourth year of primary education level as the rate of this age group was over 70% at that time.

The seventies period is considered crucial as far as adult learning and education is concerned as illiteracy was described to be multiple and profound.

The efforts in this respect were represented by three comprehensive plans:

Two "three-year" plans which targeted government workers, while the "five-year" plan targeted workers in the private sector and self-employed individuals.

Many government institutions participated in this ambitious project by providing their illiterate personnel with much needed education courses at their place of work "in-house training" in accordance with the nature of their jobs. This method proved to be successful because many problems were overcome including refraining and dropping out. It also saved a lot of time, money and energy.

Several ministries participated in this programme including: agriculture, industry, transport, justice, civil services and planning. The Centre of Adult Learning Leaders in North Africa which was hosted by Libya also participated effectively in this project.

Voluntary campaigns to eliminate illiteracy

Libya has made a commitment to combat illiteracy. In doing so, it launched voluntary campaigns at the end of the seventies and the beginning of the eighties using different kinds of encouraging slogans.

To put plan into action, two campaigns were released each was three long where a variety of volunteers including teachers, intellectuals and everyone who was capable of teaching took part in this project Which was met with a massive response and benefited **100,000**. As for organization, coordination and following up the campaigns the campaigns, it was the responsibility of counties, municipal mayors and education departments.

In general, Literacy programmes during the seventies proved to be successful and gave record results by international standards, as **550,000** adults became literates within six years. This was not a coincidence, nor it happened by accident, but It was subject to intensive planning with specified goals and mechanisms and supported by true political will and strong resolve.

Libya has been pursuing a comprehensive policy in fighting illiteracy by covering all geographic vicinities and tackling all kinds of illiteracy through many of its institutions which have been founded to provide continuous education and lifelong learning programmes.

The role of television in adult learning and literacy education

The media has played an effective role in education as a whole. Television has been used in particular as a way to transmit many learning programmes targeting illiterates whose difficult circumstances prevented them from attending evening classes.

A famous television programme was put on air teaching the basics of reading, writing and arithmetic operations. The basic level of this programme consisted of 150 episodes covering reading and writing lessons, and 100 episodes were provided for arithmetics.

In addition to that, learners were supplied with books and 160 centres nationwide were prepared as classrooms for learners to watch those programmes in groups.

Following the success achieved in this project, the general people's committee issued its decision no 774/1995 to establish "The Technical Education Board" which consists of a special division for learning channels presenting learning and educational programmes on three channels and providing training for teachers on the latest teaching methods. They also helped rooting the concept of lifelong learning and education for all.

The achievement of Elfateh revolution in adult learning and literacy education in the first ten years

- 1- Developing the philosophy and objectives of adult learning and literacy education to coincide with the economic and social development programme.
- 2- Enlarging the capacity of basic education for children in the obligatory level (primary and preparatory).
- 3- Providing flexible plans to eradicate illiteracy in a short period of time and with minimum cost.
- 4- Issuing circulations in 1969 to all government entities to provide staff with literacy courses. Such circulations were met with a good response from all sectors.
- 5- Presenting up-to-date curricula for adults suitable for the country's new developments.
- 6- Publishing new books for literacy programmes which satisfy the requirements of learners and their jobs.
- 7- Providing the principals of literacy programmes with the right training.
- 8- Broadcasting literacy programmes on television.
- 9- Forming a high commission for literacy and adult learning programmes.
- 10- Opening the door for willing adults to join evening classes starting from the fifth and sixth year of primary school and higher.
- 11- A national conference on literacy was held reviewing the results of the literacy campaign and the difficulties encountered.
- 12- Giving priority to eradicating illiteracy amongst women.
- 13- Prepare and execute a literacy plan targeting women illiterates.
- 14- Holding a special training session in cooperation with "The International Centre For Adult Professional Education"

- 15- Sending a number of adult learning principals every year to study abroad in the International Centre For Vocational Education.
- 16- Forming three committees working through out the year to enhance the level of adult learning and literacy programmes.
- 17- Making literacy programmes more comprehensive covering all aspects of literacy.
- 18- Making adult learning and education part of high education curriculums.
- 19- Prepare advanced degree theses at various Libyan universities.
- 20- The sharp fall of illiteracy rate from over 70% before the launching stage to under 26% by the end of the same stage.
- 21- Involving the general authority for endowment and zakat affairs with all of its physical and human resources in adult learning for men and women.

The role of mosques and Islamic beacons in adult learning

There has been a great dependency on mosques on a wide scale in adult education because such places have the capacity and capability of attracting all people in Libyan society since they are places of worship and learning the holy Koran as well as attending religious lessons.

Mosques play an active role in providing children and adults with religious and general knowledge and teach them the basics of reading and writing for beginners as well as memorizing and interpreting the holy Koran.

The number of mosques and beacons that have been providing educational programmes have reached 1500 centres with 1700 teachers, 190,000 students and 152 education inspector.

The following tables illustrate these figures according to the geographic locations.

Table 1 the western region

City	Number of centers	Number of teachers	Number of students
Tripoli	95	2157	61804
Western mountain	62	731	5413
Naloot	27	198	4000
Ben Waleed	54	311	7529
Ezzawya	47	200	3000
Ennekat alkham	94	162	10000
Almergab	343	1600	26575
Aljafara	97	549	17500
Total	819	5908	135822

Table 2 the eastern region

City	Number of centers	Number of teachers	Number of students
Benghazi	14	440	15000
Almarj	39	95	5226
Ejdabya	20	101	2100
Alkofra	24	48	1300
Darna & Algoba	43	70	1300
Albetnan	29	95	3921
Aljabal alakhdar	20	272	1750
Total	189	1121	30697

Table 3 the southern region

City	Number of centers	Number of teachers	Number of students
Sabha	8	158	4150
Wadi ashaaty	21	123	2000
Wadi elhayat	18	82	1224
Morzug	57	165	3700
Ghat	14	44	2235
Gadamiss	6	84	1750
Total	124	616	14994

Table 4 the central region

City	Number of centers	Number of teachers	Number of students
Sirt	24	29	1225
Aljufra	17	20	697
Missrata	60	646	18000
Total	101	695	19922

The role of The high Institute For Workers Education in activating literacy and adult education programs

This institute was established in Tripoli in order to help workers keep up with the modern technology and rise to the society's expectations. With two branches in two major cities, the institute provides in-house training while other courses are held at the institute.

Four "five-year" plans were put forward to provide training courses and education programmes as follows:

* The first five-year plan lasted from **1971** to **1975**, during which the institute carried out **100** courses that benefited **3500** workers and held **three conferences** dealing with workers education and their vocational problems.

* The second plan implemented was from **1976** to **1980**, during which **4500** workers participated in **141** general, specialized, and senior courses.

The institute also conducted **five seminars** to develop workers skills.

* The third plan implemented was from **1981** to **1985** during which **125** educational courses targeted **3800** trainees. The Benghazi branch held **100** courses targeting **2300**. Therefore, **6100** workers have benefited from this plan.

* The fourth plan was executed from **1986** to **1990** during **2300** workers have benefited from **70** courses and **4 local seminars**.

The institute was also active abroad. It held **four** courses in Belgium benefiting Arab immigrant workers in cooperation with Arab Immigrant Workers Union in Europe.

Another course took place in the African state of Niger. In addition, the institute carried out eight advanced courses for senior workers in Sudan. Furthermore, the institute published at least **30** books. The institute also publishes a newspaper in which workers contribute by writing their own articles. The institute is still active in fulfilling its mission and the number of workers who benefit from it are still increasing.

The second stage

The self-assessment (evaluation) stage (1985-1995)

The launching period in the seventies had its own characteristics in terms of many repeated efforts and the financial and moral support. The eighties also had its own characteristics by focusing on professional, civilized, and adult education.

Intensive reviewing took place during this stage to find out what had been achieved after ten years of resisting illiteracy. The evaluation process revealed that implementation of the plans was thorough and results were excellent as illiteracy down turn from 73% to 26%.

At this stage however, alphabetical literacy programmes were notably reduced while adult learning, professional and civil literacy programmes as well as training were in a better state than were in the launching period.

The logical reasons behind the reduction in alphabetical literacy programs were as follows:

- 1- Education experts were preoccupied with the evaluation of the previous period.
- 2- The noticeable reduction in illiteracy rate due to the positive outcome of the launching period that made education experts feel more content.
- 3- The positive results of the obligatory regulations particularly act No.95/1975 was a crucial factor in illiteracy rate reduction.
4. The positive outcome of the continuous assessments of primary school children as previously mentioned.

The reasons behind the setback of literacy programmes in this period:

- 1- The unjustified embargo on Libya had a negative impact on the overall development of the country.
- 2- The sluggishness in implementing the obligatory legislations by individuals and institutions to carry out literacy programmes as stated in article 18 & 23 /1969 as well as the decision of the general people's committee issued on 11/05/1980 which made obtaining literacy certificates a prerequisite for getting agricultural, industrial, and real estate loans as well as for driving license and individual economic activity permits.

We would like to point out that in spite of the decrease in the number of literacy programmes on the part of the general people's committee for various reasons as mentioned earlier, such programmes remained active in mosques and Islamic beacon, as well as female adult learning centers which carried out literacy courses and different handcraft training.

Furthermore, Islamic arts and handcrafts school, juvenile centers, home education programmes all helped in combating illiteracy in addition to the programmes provided by the general people's committee for education.

As for adult learning, it was giving a top priority in by mid eighties as evening schools were spread all over the country which contributed tremendously to public education. Moreover, adult learning programmes provided adults with the opportunity to further their studies and obtain high level qualifications.

The role of high education in adult learning

The Open University was founded in **1988** to provide education for all and complement the task of "The High Institute For Workers Education". It also offers a variety of courses to the public regardless of age and level. It encourages willing learners to continue with their studies up to university level in order to prevent them from reverting back to illiteracy.

Due to its flexible regulations and distant learning technique, the Open University enjoys a high capacity rate as the number of enrolled students reached **35,000** in certain years.

The Open University has achieved the following:

- 1- Publishing more than **150** text books for its students.
- 2- Selling more than **600** curricula for all students throughout Libya at an affordable cost.
- 3- The Open University established **16** branches in different regions which encouraged more students to enroll.
- 4- Reducing the university fees so that they do not exceed **15** Dinars per month which could be paid in instalments.

The Open University is currently in the process of installing multimedia facilities and state of the art learning aids in all of its branches. It is also planning to launch its own television and radio stations in order to transmit all of its learning programmes and bring about an educational revolution and break the monopoly of knowledge. Such measures are also expected to wipe out the classic learning patterns and keep up with the 21st century's developments.

In the meantime the university still adopts two methods of offering academic subjects as follows:

- 1- The text book which is designed to conform the open education criteria.
- 2- Certain lectures are delivered in a specific time for subjects which require direct contact with the professor for answering questions and discussions.

Even though the open university has not yet provided lectures in all of its branches due to the lack of human and physical resources, it is still willing to overcome such obstacles as soon as possible by increasing the number of competent professors and providing appropriate lecture halls. Nevertheless, the Open University has contributed tremendously to Libyan society in the field of adult learning.

Training and educational programs in the eighties

During the eighties and mid-nineties, "The High Institute For Workers Education" contributed tremendously to the field of workers education. The Libyan government in this period established "express training centers" to train Libyan workers in order to:

- Improve their performance.
- Qualify new comers from other sectors.
- Train workers and qualify them to replace foreign workers.

The training period in those centers was in the range between 3 months and one year.

Table 5 illustrates some training centers and the number of beneficiaries during a specified period:

Training Level	1986 – 1990		1991 – 1995		1996 - 2000	
	Females	Males	Females	Males	Females	Males
In house trainig	-	6300	-	7800	-	10000
Vocational Training Centers	4000	23200	8000	26000	10000	40500
Other Training Centers	18600	49400	27300	72300	28300	81200

Creating such training programmes was essential for the following reasons:

- 1- Libya's vast wealth of natural resources which needed to be discovered and developed.
- 2- Huge agricultural projects made which needed a large number of trained workers.
- 3- The high illiteracy rate amongst those connected with such jobs.

The third stage

Eliminating illiteracy pockets (1995 – 2009)

Libya has concentrated on eradicating the remaining alphabetical illiteracy as well as civil, professional, and technical illiteracy. The general people's committee for education has established a section for literacy and adult education which specializes in wiping out all kinds of illiteracy and providing adult learning programmes as well as qualifying courses for teachers administrators and supervisors.

In order to achieve its objectives, this section took the initiative in finding realistic mechanisms to implement programmes for literacy and adult education through the following:

1. Supporting the existing centers in Libyan counties technically, scientifically, and morally.
2. Creating new centres in all counties to ensure that programmes cover all areas.
3. Comprehensive plans were prepared for training the centers' administrators and teachers. Qualifying training courses were carried out by the General Center for Teachers Training in the fields of teaching methods, education technology, and teachers' evaluation methods.
4. New centers were created for literacy and adult education in all 23 districts.
5. Encouraging NGOs to participate positively in carrying out literacy education programmes.
6. Modernizing literacy education centres in order to deliver quality adult education to meet the demands of the society especially in this age of information and telecommunications.

Libya has made great achievements by exerting continuous efforts to eradicate illiteracy since the seventies when illiteracy rate was over 70 %. According to international organizations reports along with Libyan statistics, and filed surveys, illiteracy rate went down to 12% .The majority of illiterates are of old age.

Table 6 illustrates the number of literacy and adult learning centers located in different directorates of Libya:

Number of Centers	county
14	Tripoli
7	Benghazi
2	Alwahat
4	Albetnan
6	Aljufra
5	Sabha
6	Aljabal alakhdar
6	Aljafara
9	Missrata
7	Sirt
8	Almergab
12	Elnekat alkhams
11	Morzug
16	Wadi elhayat
4	Aljabal algharby
124	Total

Table 7 illustrates the Statistics for literacy and adult learning programs in 2007 & 2008

county	Literacy programs participants	Adult Education participants	Total Participants
Tripoli	117	119	236
Benghazi	383	19	402
Sabha	375	667	1042
Albetnan	90	45	203
Aljabal Alakhdar	90	45	135
Wadi Elhayat	1035	105	1140
Morzug	638	28	396
Sirt	38	33	71
Aljabal algharby	43	43	86
Ghat	31	211	242
Missrata	-	131	131
Aljafara	112	12	124
Ejdabya	-	446	446
Wadi eshaaty	353	-	353
Alwahat	-	19	19
TOTAL		5119	

The General Center For Teachers' Training

One of the centres which have been established in the last ten years. This training centre's role is to qualify and upgrade teachers' skills in order to increase their teaching knowledge. It also aims to eradicate information technology illiteracy as well as Language illiteracy. Therefore, the center has carried out English Language and computer courses for teachers.

The number of trainees registered on general computer courses reached **8300** during the academic year **2007-2008**, and **3400** trainees have completed the International Computer Driving License courses "**ICDL**" carried out during the academic year **2008-2009**.

All schools in Libya have been equipped with computer laboratories in order to eradicate computer illiteracy.

Furthermore, computer usage has been added to the primary school curriculum starting from the fifth year.

Table 8 illustrates the number of trainees on the International Computer Driving License (ICDL) training course carried out by the General Center of Teachers Training in 2008-2009:

Bureau number	Training Bureau	county	Number of trainees
1	Aljabal alakhdar	1. Albetnan 2. Darna 3. Almarj 4. Aljabal alakhdar	2178
2	Aljabal algharby	1. Naloot 2. the rest of Aljabal algharby area	2182
3	The southern region	1. Wadi elhayat 2. Ghat 3. Sabha 4. Wadi eshaaty	1198
4	The eastern region	1. Alwihat 2. Ejdabya 3. Benghazi 4. Alkofra	2298
5	The western region	1. Ezzawya 2. Elnekat alkham	3796
6	The central region	1. Almergab 2. Missrata 3. Sirt 4. Aljufra	4951
7	Tripoli region	1. Tripoli 2. Aljafara	5757
TOTAL		22360	

Table 9 shows training courses and number of beneficiaries:

Serial number	Training courses	Number of beneficiaries
1	English Language Teachers and inspectors	38
2	Heads of depts. and division managers	43
3	technical subjects inspectors	194
4	financial system operators in directorates	44
5	Social workers	1836
6	Training for shifting careers	770
7	school librarians	260
8	Training for educational qualification	6693
9	school laboratory supervisors	176
10	First training for secondary school principals	442
11	Refreshing courses in all subjects	13205
12	Training in France for French language teachers	48
13	education inspectors	969
14	Training examiners and evaluators on using electronic examination systems	89
15	The International Computer Certificates IC3	3900
16	The basics of computers	1000
17	International Computer Driving License ICDL	3900
18	Second training for secondary school principals	487
19	Training for financial staff of private schools	9

The Challenges facing Libya in adult learning

1. The lack of specialized teachers in the field of adult learning
2. the unwillingness of adults to join adult learning and literacy programmes.
3. The lack of adequate classrooms for learning adults which suit their health condition and age.
4. The Sluggishness in enforcing obligatory laws which results in refraining the majority of adults to attend adult learning and literacy programs
5. The increasing demand in professional and technical literacy education programmes especially computer courses which require huge physical and human resources.

Summary

Libya was subjected to imperialism for centuries during which Libyan people were deprived from education. By the end of the British mandate, Libya had witnessed repeated initiatives in respect of adult learning and literacy education. Some of those programmes were known as "The Early Efforts" which took place during the 50s and 60s of the last century. However, such efforts were ineffective and had limited results.

Other programmes took place from the 70s onwards and were divided into three stages:

1- The Launching period during the 70s in which all human and physical resources were mobilized to combat illiteracy in two ways:

a- The prevention method was used to block the sources of illiteracy, thus prevent children and teenagers from being illiterates. In doing so, this method was granted the best of results.

b- The treatment method focused on adult illiterates when all government and private institutions were deployed. **550,000** male and female adults benefited from this project as a result.

2- The self-assessment stage (1985-1995) during which previous efforts were evaluated and there had been an increase in professional and civil literacy programmes as well as training courses. New education centres were founded, such as The High Institute for Workers Education, The Administrative Centre for Development and Innovation and The Open University.

3- Finally, The elimination of illiteracy pockets.

Great efforts were made at this stage to eradicate the remaining of language, technical, civil and professional illiteracy. This responsibility was borne by the Teachers training centre, the "Express training centres", the Open university and the Administrative centre for development innovation and others.

It is expected that Libya will eradicate alphabetical illiteracy by **2015**, and giant steps will have been taken to rid adults of civil, technical and professional illiteracy.