

***Arab League Educational, Cultural  
and Scientific Organization  
(ALECSO)***

***Strategic Plan  
(2017 – 2022)***

***Executive Summary***

## **Contents**

***Preface (by Prof. Dr. Abdullah Hamad Muharib, Director General of ALECSO)***

### ***Part One : General framework***

*Introduction*

*1 – Objective of the Plan*

*2 – Directives of the Plan*

*3 – References and sources of the Plan*

*4 – Challenges*

*5 – Opportunities and enablers*

*6 – Foundations of the Plan*

*7 – Considerations for prioritization*

*8 – Considerations for the formulation of the Plan and the design of programs*

*9 – Key features of the Plan*

*10 – Implementation, follow-up and assessment mechanisms*

*11 – Support and funding mechanisms (financial and human)*

### ***Part Two : Strategic focus areas, goals and programs***

## ***Preface***

In all humanity's strides on the road to progress, and across all civilizations established all over the ages, education has always been the main driving force for human development and advancement. With the rise of those civilizations, human life has flourished, and Man has been able to develop various cultures, sciences, and areas of knowledge. These were, in fact, the outputs of education, thanks to which Man acquired many skills that allowed him to engage in creative thinking and to produce the fruits of civilization. Human life has accordingly developed over successive periods of human history, and progress has reached unprecedented levels. Technology has then allowed Man to set foot on the Moon, and to explore other planets that, in times past, used to be considered as unknown worlds about which Man had woven myths in his poetic and prosaic literary works.

Education has, throughout time, seen significant developments in its strategies, methods and curricula. The school has always been considered by people in all human societies as the most appropriate institution for the instruction of their children. This institution has continuously undergone transformations and developments to meet the needs of those societies, so that people can have their children imbued with the values and visions they embrace. Education and learning processes have accordingly kept pace with the continuous changes of societies and with the significant advances in the means of transport, communication and interaction among peoples.

The most prominent change took place in the middle of the past century, with the emergence of political and economic blocs, and also of international and regional organizations that have now become a fact of the current international life. The world's nations then sought to explore areas of convergence and find common denominators in the fields of education, culture and sciences. In the midst of these developments, it was incumbent upon the Arab World, which, from ancient times, possesses all the ingredients of unity, to meet around those fields under the umbrella of the Arab League Educational, Cultural and Scientific Organization (ALECSO), this prestigious organization that offers an optimum framework for inter-Arab joint action in all its areas of action.

Many programs and projects have, accordingly, been established in the fields of education, culture and sciences, and have been implemented by the Organization under successive plans, the latest of which being the "Plan for the Development of Education in the Arab World". As for ALECSO's Strategic Plan for the period 2017-2022, which we are pleased to present, it comes at a time when our Arab World is

being confronted with tremendous challenges. Meeting these challenges requires enhancing joint action in education, culture and sciences, being essential fields for building an Arab individual capable of keeping up with the exigencies of the present and the requirements of the future.

The present Strategic Plan has been prepared over several stages, after ALECSO having felt the need to draw up a plan for the future, one that proceeds from the Organization's goals and orientations, and seeks to serve and enhance joint action. Its outcomes and outputs are intended to develop the institutional structure of the Organization and of its specialized departments, to improve their performance, and boost the quality of their work. To that end, the Executive Council of the Organization set up a committee composed of six of its members to propose a draft plan, and provided it with all the resources needed for the smooth running of its work. The Committee was entrusted with selecting a "house of consultancy" specialized in drawing up plans for the future; and the choice fell on "Dar Masarat for Research & Development". The Committee then pursued its work jointly with the selected house of consultancy to develop the broad lines and general framework of the Strategic Plan, in light of the Organization's orientations and the Member States' visions and suggestions relevant to the Plan's themes and focus areas.

We are pleased, in this context, to express our sincere thanks to the distinguished Committee and to the selected house of consultancy whose joint work has produced the present plan of action for the future. Our ambition is to make sure the quality of the Plan's implementation matches the quality of its formulation. Thanks are also due to the Member States and to the National Committees for having actively contributed, with their views, suggestions and observations, to the development of this plan. I also wish to extend my thanks to all colleagues in ALECSO's departments and external bodies for their cooperation and positive responses and interactions.

As I present this plan of action for the future, I find myself overwhelmed with various feelings. I do, in fact, realize the magnitude of the threats facing our Arab World at this critical juncture of its history. These threats concern, in particular, the Arab national security which is currently affected by changes and developments that endanger the Arab Nation and its people, land, food and future. But at the same time I feel hopeful that we are indeed capable of meeting these challenges, being equipped with various tools and means, and particularly with the abilities of our Arab human resources who, if optimally prepared, can actually rise to the challenge. Such an endeavor requires effective tools of education, an active culture that begets positive behaviors, and advanced sciences that allow our Arab people to build a more promising and optimistic future, through programs for joint Arab action in all fields.

Without delving deep into its content, I would like to say that this Plan is aligned with the Member States' orientations and aspirations to see ALECSO's joint action programs contribute to tackling educational, cultural and scientific issues, and to make sure ALECSO serves as the leading house of expertise in addressing these issues and in devising efficient solutions to the many problems with which our Arab World is faced.

We are fully confident that the Member States of ALECSO will grant this Plan all the attention it deserves, so that the implementation of the planned programs and activities will match their aspirations to further boost our joint Arab action.

***Prof. Dr. Abdullah Hamad Muharib***

***Director General***

# ***Part One : General framework***

## ***Introduction***

The formulation of ALECSO's Strategic Plan (2017-2022) is a matter of great importance. Much effort has accordingly been devoted to preparing this Plan in which large hopes are placed. The Plan has been drawn up based on the Organization's commitment to informed planning that helps establish educational, cultural and scientific policies that are aligned with its mission and strategic goals in terms of education, culture and science.

ALECSO, as a leading house of expertise in the Arab World, seeks to coordinate the joint action of Member States, to promote the sharing of experience and expertise, and to respond to their needs for support, so that they can overcome the impediments and meet the challenges with which they are confronted. It also seeks to publicize their outputs, and to prompt them for further innovation and development, so that they can catch up with the ever-accelerating global changes in education, culture and sciences.

The general framework clarifies the relationship between all the aspects of the Plan in terms of goals, working methodology and implementation phases. It is a technical work that involves such processes as data collection, analysis and identification of findings, and then the formulation and finalization of the Plan, with its various themes, programs and activities.

The general framework draws an overall picture of the Plan's formulation process, along with its focus areas and related programs. It rests upon a structured set of ideas and concepts in the light of which the goals and implementation methodology have been defined, so that the Plan can achieve its goals and meet the expectations of ALECSO and its Member States.

The general framework gives insights into the Plan's principal themes and programs, and the way they have been conceived and designed, based on a review of the previous plans, as well as on international best experiences and practices adopted by similar organizations.

### ***1 – Objective of the Plan :***

To realize the Arab World's aspiration to build a human individual capable of keeping up with his time, and equipped with the knowledge, skills and values that enable him to achieve self-realization and to actively contribute to the development of his society and country. This objective can be achieved through :

- a. Enhancing the Organization's capacities and capabilities, so that it can better perform its role in making education, culture, science, and modern technology serve as effective tools of action;
- b. Helping Member States develop their educational, cultural and scientific institutions;
- c. Supporting Member States' efforts to address educational, cultural and scientific issues and problems;
- d. Promoting cooperation and joint action among ALECSO Member States in the fields of education, culture and sciences;
- e. Building partnerships with other organizations and institutions working in the fields of education, culture and sciences;
- f. Providing programs and mechanisms that help Member States open up channels of communication with relevant community institutions;
- g. Boosting cooperation and coordination among the Organization's departments and specialized centers.

## ***2 – Directives of the Plan***

The Plan rests upon a number of intellectual, planning and executive directives, along with others related to the current challenges and difficulties. These directives are the following :

- **Intellectual directives**
  - a. ALECSO's references, constitution and documents;
  - b. The broad lines of the Plan as adopted by the General Conference;
  - c. Theoretical and practical ideas in each of ALECSO's fields of competence
- **Directives related to current realities**
  - a. Challenges and difficulties
  - b. Aspirations of ALECSO and its Member States
  - c. Capacities and potential of ALECSO and its Member States
- **Planning directives**
  - a. Clarity of objectives
  - b. Working methodology
  - c. Program building and design methodology
- **Executive directives**
  - a. Program implementation mechanisms
  - b. Joint action
  - c. Follow-up and assessment mechanisms

## ***3 – References and sources of the Plan***

The Plan, and its goals and priorities, are based on the following references and sources :

- a. The Arab Cultural Unity Charter
- b. ALECSO's Constitution
- c. ALECSO's strategies and plans
- d. The Plan for the Development of Education in the Arab World
- e. The Project for the Promotion of the Arabic Language Towards the Knowledge Society
- f. The broad lines of the Strategic Plan, as approved by the General Conference
- g. The results of the assessment of previous plans
- h. The challenges and difficulties facing Arab countries and facing ALECSO in fulfilling its tasks
- i. International best experiences as well as Arab and international practices in ALECSO's fields of competence
- j. The visions and orientations of ALECSO and of its departments and specialized centers
- k. The visions and orientations of Member States and their national committees.

The process of designing and building the Strategic Plan has gone through the following stages :

- Stage 1 : Assessment of previous plans
- Stage 2 : Consideration of current realities
- Stage 3 : Monitoring of global experiences
- Stage 4 : Identification and analysis of strategic themes
- Stage 5 : Formulation of the Strategic Plan and its related programs
- Stage 6 : Governance of the Plan

Emphasis is laid on the need for enhancing collective work between the Organization's departments and specialized centers in implementing, following up and assessing the programs and projects contained in the Plan; thereby making sure the set objectives are met.

#### **4 - Challenges**

Our Arab world is confronted with complex and intertwined challenges that have a deep impact on current Arab realities. It also witnesses intellectual, cultural, social and economic developments and transformations that emanate from local or international environments, and that constitute a threat to the future of the Arab World.

The challenges facing the Arab World have been identified to make sure the planned programs and activities are specifically designed to meet them. These are :

- Intellectual and cultural challenge,
- Economic and social challenge
- Scientific, technological and information gap
- Challenges of values, identity and citizenship
- Educational challenges

## ***5 – Opportunities and enablers***

Despite the improper image that emerges from the panoply of challenges and difficulties with which the Organization is confronted, the Plan embraces an optimistic vision that carries hope in our ability to meet these challenges through joint Arab action. The Organization is indeed capable of facing any challenges and surmounting any difficulties, however formidable they might seem, thanks to the many opportunities and enablers provided to it. These include in particular :

- a. The periodic meetings and bilateral encounters to settle inter-Arab conflicts;
- b. The sincere and growing desire for change, as expressed by massive popular trends in the Arab World. These trends urge for strengthening joint Arab action through collective institutions that make sure all that is agreed upon is effectively carried out by the majority of Arab States;
- c. The enlightened intellectual writings, across the Arab World, that seek to alert against threats facing the Arab Nation in light of current international schemes;
- d. The available elements of success for joint Arab action : Language, heritage, civilization, history, and geographic reach.  
Combined, these elements have, throughout time, made of the Arab Nation a distinguished entity that holds the Arab people together in one unified fabric;
- e. The lessons drawn from history which tells much about the ability of the Arab Nation to face the most severe challenges, difficulties and crises, however persistent they might be;
- f. The wealth of human and material resources available, which constitute a source of strength if optimally invested, employed and mobilized to meet current challenges;
- g. The intellectual, cultural and civilizational capital of the Arab Nation, which serves to enrich the projects and programs designed to promote comprehensive Arab advancement;
- h. The successful models and experiences in Arab countries where a significant degree of progress and development has been achieved in various fields, which can be drawn upon to establish the foundations of comprehensive Arab advancement;
- i. The existence of institutions concerned with joint Arab action, and which can work together to serve comprehensive development and advancement in the Arab World.

## ***6 – Foundations of the Plan***

The Plan has been drawn up in light of the aforementioned challenges and difficulties, the key goals of the Organization as spelled out in its constitution, the views of Member States, and particularly the broad contours of the Strategic Plan as adopted by the 22<sup>nd</sup> General Conference (May 2014).

## ***7 – Considerations for prioritization***

It is extremely difficult to meet the needs and solve the problems of any organization or society all at the same time; hence the need for prioritization, and for involving all stakeholders and decision-makers in setting priorities.

The priorities identified in this Plan have been defined in light of a number of important considerations, including :

- a. The significance of the programs, and the extent to which they can effectively meet the needs and expectations of ALECSO and its Member States;
- b. The views of the programs' beneficiaries;
- c. The executability of the programs : Costs, needed/available resources, sources of technical, organizational and material support, and implementation mechanisms;
- d. The needs of the Organization and its departments
- e. The capacities of Member States and of ALECSO.

The prioritization of programs and activities helps to take proper and informed decisions in light of the available means and resources.

### ***8 – Considerations for the formulation of the Plan and the design of programs***

- a. The Member States' realities and expectations;
- b. The Organization's capacities;
- c. Executability;
- d. Measurability and evaluability

### ***9 – Key features of the Plan***

The Plan includes a set of practical programs and activities adapted to the reality of Member States, so that they :

- Meet the Member States' aspirations and the Organization's goals;
- Meet scientific standards and criteria.

### ***10 – Implementation, follow-up and assessment mechanisms***

#### **• Implementation mechanisms**

- a. Mobilizing the Organization's efforts and capacities to follow up the implementation of the planned programs and activities;
- b. Developing steps for the implementation of programs and activities, and promoting the use of modern communication and technological means in the work of all ALECSO's departments;
- c. Establishing and following up accurate benchmarks and indicators for executive programs;

- d. Defining the role of each department/center in the process of implementing, following up and assessing programs and activities;
- e. Establishing mechanisms for the comprehensive evaluation of program implementation, and identifying the difficulties and obstacles encountered in the implementation process;
- f. Defining roles in the implementation of programs where more than one department is involved;
- g. Naming a coordinator for each program, to be in charge of all that relates to its implementation with the competent parties. The coordinator's tasks and responsibilities shall be defined.

- **Follow-up and evaluation mechanisms**

- Follow-up and evaluation steps : Involving Member States and all ALECSO departments in following up and evaluating programs, and in analyzing outcomes and outputs, using adequate evaluation tools designed to that end;
- Follow-up and evaluation criteria : The program's usefulness, relevance, and alignment with the Member States' expectations and the Organization's goals.

- **Parties in charge of follow-up and evaluation**

- Institutions internationally known for their expertise and impartiality. ALECSO may consider involving them in the follow-up and evaluation processes (specialized research centers and houses of expertise);
- The department(s) in charge of the implementation of the program in the Organization;
- The Program Council, reporting to the Director General of the Organization;
- National committees;
- All program stakeholders (experts, specialists and beneficiaries).

- **Governance of the Plan**

Good governance involves integrity, openness, transparency, fairness, and fight against corruption in the management of institutions and organizations, both governmental and non-governmental. This is to make sure their work is carried out in accordance with a sound institutional approach that allows the set goals to be achieved.

Good governance requires the existence, within the institution, of a system of supervision and guidance that defines duties, rights and relationships, and that clarifies the rules and procedures for making informed decisions. This will promote fairness, transparency and accountability within the institution, and enhance trust and credibility in the working environment, through commitment to the practices that ensure an optimum use of managerial powers and prerogatives. Achieving goals

also requires that effective mechanisms be established to direct and supervise the implementation of activities.

The governance of plans and programs involves exercising managerial and supervisory control that helps the Organization make sure its obligations are being undertaken with a high degree of competence and efficiency. This will pave the way for reaching the hoped-for outcomes, in accordance with the goals set and the planning adopted, and while continuously evaluating the implementation of the plan, and, where necessary, adjusting its contents and orientations.

### ***11 – Support and funding mechanisms (financial and human) :***

To guarantee the efficient implementation of the planned programs and activities and the effective achievement of the set goals, it is necessary to seek funding and support from different sources, in addition to the Organization's budget and financial/technical resources. In this regard, the following steps will be undertaken :

- a. Draw up budget estimates for the planned programs and activities in light of the financial resources available within the Organization's overall budget;
- b. Generate additional sources of funding for programs and activities in accordance with specific mechanisms to be defined and approved by the Organization;
- c. Intensify the use of modern technologies in holding meetings and workshops and in sharing expertise to provide the resources needed for the implementation of programs and activities;
- d. Rationalize expenditure in the implementation of programs and activities;
- e. Identify, through National Committees, the pressing programs from among those included in the Strategic Plan, and avoid duplications and overlaps with other programs implemented by other institutions.
- f. Support programs with specialized technical and human expertise, to rationalize spending and support the budget allocated to the programs;
- g. Provide community sources of funding, in addition to the allocations from the Organization's budget, and establish mechanisms for the participation of the private sector and CSOs in the funding, implementation and follow-up of programs, at the level of both Member States and ALECSO;
- h. Encourage the establishment of Scientific Chairs to fund the Organization's programs and activities, and identify their resources from outside the budget, and their working mechanisms;
- i. Boost cooperation and partnership between ALECSO and other similar organizations in funding the Organization's programs and activities, and benefit from centers of excellence in those organizations to serve ALECSO's programs;
- j. Open up channels of communication with Arab and International Funds, in an endeavor to find varied sources of funding for the future programs and activities.



## ***Part Two : Strategic focus areas, goals and programs***

### **Focus area 1 : Face challenges to Arab thought and culture**

**Goal : Achieve informed interaction with world cultures**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
1. Educational and cultural institutions, and their role in preserving Arab identity	<ul style="list-style-type: none"> <li>• Monitoring of the ideas that threaten Arab identity currently and in the future, and identification of effective mechanisms to face them;</li> <li>• A practical model for enhancing the role of the school in preserving Arab identity;</li> <li>• A developed model for coordination and cooperation between educational institutions, the media and the means of access to culture, so as to instill the sense of identity in younger generations;</li> <li>• Ten (10) sensitization messages to be broadcast in the media, which serve Arab identity issues;</li> <li>• Electronic publication of the Organization's outputs that serve the Arab identity;</li> <li>• Pursuing of the Organization's efforts to preserve the Arab identity of Occupied Palestine</li> </ul>	36 months
2. Promoting the culture of coexistence and constructive dialogue, and	<ul style="list-style-type: none"> <li>• A reference document about contemporary models in the teaching of social skills;</li> <li>• A set of guidance manuals for instructors and</li> </ul>	24 months

<p>combating extremism, violence and terrorism</p>	<p>headmasters on ways to instill and develop the desired skills in younger generations' behaviors;</p> <ul style="list-style-type: none"> <li>• A guidance manual on ways to inculcate the culture of dialogue and proper behavior within the family;</li> <li>• A model training session that can be replicated in developing curricula that include the needed social skills;</li> <li>• Guidance manuals to enrich the younger generation's knowledge and life skills.</li> </ul>	
<p>3. Developing Arab children's scientific culture in an evolving world</p>	<ul style="list-style-type: none"> <li>• Various practical models to help Arab States give due care to children's scientific culture;</li> <li>• Establish a comprehensive frame of reference that facilitates the dissemination of culture among children;</li> <li>• A website devoted to children's culture;</li> <li>• Effective mechanisms to disseminate scientific culture among children;</li> <li>• Cultural media</li> <li>• Children's festivals</li> </ul>	<p>36 months</p>
<p>4. Cultural policies in Arab States, and response to global changes</p>	<ul style="list-style-type: none"> <li>• Optimized coordination among Arab Officials in charge of cultural affairs;</li> <li>• Ministerial conferences and scientific symposiums;</li> <li>• Various reports on the recommendations issued by conferences and on their implementation.</li> </ul>	<p>72 months</p>
<p>5. Heritage protection</p>	<ul style="list-style-type: none"> <li>• Heritage books;</li> <li>• Conferences and symposiums;</li> </ul>	<p>72 months</p>

	<ul style="list-style-type: none"> <li>• Specialized research, books and publications on the protection of the Arab manuscript heritage;</li> <li>• Specialized Arab competencies in the protection of the Arab manuscript heritage.</li> </ul>	
6. Cultural creativity in Arab States	<ul style="list-style-type: none"> <li>• Books and publications on Arab cultural creativity;</li> <li>• Guidance manuals;</li> <li>• Competitions and awards to stimulate cultural creativity;</li> <li>• Publicization of Arab creativity in various fields of culture.</li> </ul>	72 months
7. Arab efforts for manuscript conservation	<ul style="list-style-type: none"> <li>• Specialized studies on Arab manuscripts;</li> <li>• Specialized symposiums and workshops;</li> <li>• Granting of specialized diplomas;</li> <li>• Cultural celebrations.</li> </ul>	72 months
8. Arabization and compilation of dictionaries	<ul style="list-style-type: none"> <li>• Scientific symposiums and workshops;</li> <li>• Specialized conferences;</li> <li>• Specialized studies and research;</li> <li>• Coordination meetings.</li> </ul>	72 months

**Focus area 2 : Serve the Arabic language and develop its teaching, learning and dissemination in light of current changes and challenges**

**Goal : Develop the effective teaching / learning of the Arabic language, and facilitate its dissemination**

Programs	Expected outcomes / outputs	Period of implementation
1. Teaching the Arabic language and developing learning	<ul style="list-style-type: none"> <li>• Guidance manuals and developed models on Arabic language</li> </ul>	36 months

<p>methods</p>	<p>teaching/learning methods;</p> <ul style="list-style-type: none"> <li>• Identification of contemporary experiences in language teaching/learning methods;</li> <li>• Communication among teachers of Arabic via the Organization's website, in a way that benefits them and their students;</li> <li>• An electronic tool to promote communication and share expertise about means of assessment in Arabic language.</li> </ul>	
<p>2. Developing Arabic language curricula, strategies and teaching methods in the first three grades of general education; introducing the unified Arabic language curriculum; and promoting Arabic reading.</p>	<ul style="list-style-type: none"> <li>• Identification of the advantages and drawbacks of current Arabic language curricula and teaching methods in the first grades of primary education;</li> <li>• A unified reference manual for the teaching of Arabic in the first grades;</li> <li>• Monitoring of main Arab experiences in terms of Arabic language teaching/learning;</li> <li>• Developed models in teaching language skills in the first three grades of primary education;</li> <li>• Publishing of modern Arabic language teaching/learning software.</li> </ul>	<p>36 months</p>
<p>3. Teaching/learning of the Arabic language for non-Arabic speakers</p>	<ul style="list-style-type: none"> <li>• A framework for the teaching and dissemination of the Arabic language for non-</li> </ul>	<p>36 months</p>

	<p>Arabic speakers;</p> <ul style="list-style-type: none"> <li>• Practical educational models for the teaching of Arabic to Arab communities abroad;</li> <li>• Media educational messages on Arabic language courses and structures;</li> <li>• A mechanism for interaction between ministries and community institutions, to teach and disseminate the Arabic language among non-Arabic speakers.</li> </ul>	
--	--	--

### **Focus area 3 : Face challenges to Arab national security**

**Goal : Upgrade education and scientific research institutions to cope with challenges facing Arabic national security**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
1. Teachers in the face of Arab national security challenges	<ul style="list-style-type: none"> <li>• A scientific study to activate the role of education in Arab national security;</li> <li>• Guidance manuals to upgrade the teachers' abilities to address students' behavior;</li> <li>• An electronic bulletin and an interactive website to share experiences, and raise awareness of Arab national security issues;</li> </ul>	24 months
2. Education and scientific research institutions, and their role in serving food security	<ul style="list-style-type: none"> <li>• Practical models of the "productive school";</li> <li>• Guidance manuals to rationalize consumer behavior,</li> <li>• Sensitization messages on environment-friendly</li> </ul>	24 months

	<p>behavior;</p> <ul style="list-style-type: none"> <li>• Workshops to increase the efficiency of the school in instilling productive behavior and rationalizing consumer behavior;</li> <li>• Access to international experiences.</li> </ul>	
3. Crisis management, and enhancing the ability of educational institutions to cope with crises	<ul style="list-style-type: none"> <li>• A study on potential crises;</li> <li>• A comprehensive reference framework for emergency crisis management, and the resulting positions;</li> <li>• Guidance manuals for crisis management within educational institutions;</li> <li>• Practical models to develop skills for dealing with crises;</li> <li>• Training programs and workshops.</li> </ul>	36 months
4. Improving the quality of education, and integrating the pre-school stage into the educational ladder	<ul style="list-style-type: none"> <li>• Guidance manuals for school development;</li> <li>• Training programs to upgrade the abilities of the staff of educational institutions;</li> <li>• Frames of reference to develop the curricula and teaching methods of sciences and mathematics;</li> <li>• A frame of reference to develop cycles of education, beginning with the pre-school stage (kindergartens).</li> </ul>	72 months
5. Promoting systems and policies, and developing the capacities of the staff of educational institutions	<ul style="list-style-type: none"> <li>• Monitoring of the most recent developments affecting educational policies;</li> <li>• Vocational development programs for those working in the educational field;</li> <li>• Periodic reports on conferences and meetings,</li> </ul>	72 months

	<p>and on their proceedings and recommendations;</p> <ul style="list-style-type: none"> <li>• Frameworks for action involving the Organization and all parties concerned with educational policies and vocational development;</li> <li>• Specialized publications on current experiences and trends in the fields of education, culture and sciences.</li> </ul>	
<p>6. Using modern technologies to improve teaching/learning methods for persons with disability, and enabling them to join public schools.</p>	<ul style="list-style-type: none"> <li>• Highlighting outstanding experiences in the education of persons with disability;</li> <li>• A guidance manual that helps to prepare electronic educational series for persons with disability;</li> <li>• Partnerships between education ministries and community institutions to develop programs for persons with disability;</li> <li>• Specialized training on ways to improve curricula and programs designed for persons with disability;</li> <li>• Increased use of modern technology in the teaching/learning methods designed for persons with disability.</li> </ul>	<p>36 months</p>

#### **Focus area 4 : Combat illiteracy in the Arab World**

**Goal : Develop literacy and adult education policies**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
<p>1. Literacy policies and programs</p>	<ul style="list-style-type: none"> <li>• Standards and foundations to establish national literacy strategies;</li> </ul>	<p>24 months</p>

	<ul style="list-style-type: none"> <li>• Developed literacy models;</li> <li>• Training of educational leaderships in the formulation, implementation, follow-up and assessment of literacy strategies;</li> <li>• National follow-up mechanisms for comprehensive literacy programs</li> </ul>	
2. Technology and adult education	<ul style="list-style-type: none"> <li>• Practical models for the States' use of technology in adult education programs;</li> <li>• A guidance manual for the States' preparation of adult education TV programs;</li> <li>• A frame of reference to be used in designing adult education websites;</li> <li>• Effective mechanisms for Arab women's adult education.</li> </ul>	36 months
3. The role of higher education institutions in adult education	<ul style="list-style-type: none"> <li>• Specialized scientific studies;</li> <li>• A developed framework for the contribution of universities to adult education;</li> <li>• Workshops;</li> <li>• Media campaigns for awareness-raising.</li> </ul>	36 months

**Focus area 5 : Promote and revitalize the relationship between the media and education**

**Goal : Improve younger generations' interaction with technologies and social media**

Programs	Expected outcomes / outputs	Period of implementation
1. Addressing media	<ul style="list-style-type: none"> <li>• A practical model to spread</li> </ul>	36 months

impacts on education	<p>digital culture;</p> <ul style="list-style-type: none"> <li>• Manuals on digital culture competencies;</li> <li>• Manuals for more efficient use of technological means;</li> <li>• Sensitization and educational messages.</li> </ul>	
2. The role of the school in media education	<ul style="list-style-type: none"> <li>• Effective mechanisms to enhance the role of the school in media education;</li> <li>• Procedure manuals on the teaching of media education in schools of education;</li> <li>• Practical models to promote students' positive interaction with the media;</li> <li>• A website on media education;</li> <li>• An instrument of cooperation in the field of media education;</li> <li>• ALECSO award for educational media.</li> </ul>	36 months
3. Using the media to serve persons with disability	<ul style="list-style-type: none"> <li>• Monitoring of media use in programs designed for persons with disability;</li> <li>• Sensitization manuals for families regarding disability prevention;</li> <li>• A frame of reference for participation and coordination among all parties concerned with persons with disability;</li> <li>• Media and educational programs for more efficient action to provide care to persons with disability;</li> <li>• Wide dissemination of the culture of care for, and integration of, persons with disability.</li> </ul>	36 months
4. Electronic media	<ul style="list-style-type: none"> <li>• Dissemination of the</li> </ul>	72 months

and publication	thinking of the Organization; <ul style="list-style-type: none"> <li>• Documentary publications about the Organization</li> <li>• Publishing of ALECSO news</li> <li>• Publicization of ALECSO's activities.</li> </ul>	
-----------------	---	--

## **Focus area 6 : Activate the role of community institutions in promoting education**

**Goal : Increase the efficiency of community participation in Member States' efforts in ALECSO's fields of action**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
1. Enhancing the participation of community institutions in funding education	<ul style="list-style-type: none"> <li>• A reference manual on the close relations with community institutions;</li> <li>• A frame of reference for policies and programs to increase the resources of States and attract foreign and domestic funding;</li> <li>• Practical models and guidance manuals on ways to enhance the participation of community institutions in funding education, culture and sciences;</li> <li>• Training sessions to boost the participation of community institutions in supporting education;</li> <li>• Use of modern technology to strengthen relations between education/culture institutions and the private sector.</li> </ul>	24 months
2. Promoting vocational and technical education	<ul style="list-style-type: none"> <li>• Successful international models which can be drawn upon to enhance the status of vocational and technical</li> </ul>	36 months

	<p>education, and to develop relations with community institutions;</p> <ul style="list-style-type: none"> <li>• Practical benchmarks to activate relations with community institutions for supporting vocational and technical education, which can serve to elevate the status of this type of education, and to draw up guidance manuals on ways to strengthen relations between the concerned ministries and community institutions, and to intensify and coordinate efforts to promote technical and vocational education programs;</li> <li>• Guidance manuals for the preparation of media messages that create a proper climate to boost the States' efforts to promote vocational and technical training and enhance its status.</li> </ul>	
<p>3. The family and its role in the education and protection of children</p>	<ul style="list-style-type: none"> <li>• Guidance manuals and practical models to foster the role of the family in providing care for children;</li> <li>• Sensitization messages to Arab families;</li> <li>• A booklet about community institutions active in the field of family welfare;</li> <li>• A website to help the family fulfill its roles.</li> </ul>	<p>36 months</p>

**Focus area 7 : Enhance the Organization's performance and efficiency**

**Goal : Develop the Organization’s institutional structure and modernize its tools and means of action**

**Enhance the Organization’s response to crises and disasters in Arab countries**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
1. Using modern technology to promote the work of the Organization	<ul style="list-style-type: none"> <li>• A plan to develop the use of modern technology in Organization’s work;</li> <li>• Electronic archiving of the Organization’s work;</li> <li>• Training sessions and packages to enhance performance;</li> <li>• Electronic interaction between the Organization and its departments, and national committees;</li> <li>• Communication programs to serve Arab communities abroad.</li> </ul>	36 months
2. Crisis management in the Organization	<ul style="list-style-type: none"> <li>• Procedure manuals on crisis management;</li> <li>• A frame of reference for crisis management;</li> <li>• Specialized training sessions on crisis management.</li> </ul>	72 months
3. ALECSO Observatory	<ul style="list-style-type: none"> <li>• Developed databases;</li> <li>• Specialized studies and research;</li> <li>• Periodic statistical reports;</li> <li>• Training sessions;</li> <li>• Coordination meetings.</li> </ul>	72 months
4. Countries in special situations	<ul style="list-style-type: none"> <li>• Partnership agreements with donors and sponsors.</li> </ul>	72 months
5. Sudden crisis and disaster management in Arab states	<ul style="list-style-type: none"> <li>• Provision of assistance to alleviate the impact of sudden crises.</li> </ul>	72 months

## **Focus area 8 : Promote the use of sciences, scientific research and technology**

**Goal : Develop Member States' policies and programs, and increase efforts for more efficient use of sciences, scientific research and technologies**

<b>Programs</b>	<b>Expected outcomes / outputs</b>	<b>Period of implementation</b>
1. The role of sciences and scientific research in developing Arab societies	<ul style="list-style-type: none"> <li>• Studies and research on environmental issues;</li> <li>• Workshops on the use of sciences and scientific research;</li> <li>• Training packages;</li> <li>• Specialized forums;</li> <li>• Specialized awards.</li> </ul>	72 months
2. Developing scientific research policies and areas	<ul style="list-style-type: none"> <li>• Conferences, symposiums and workshops;</li> <li>• Exchanged visits among teachers, researchers and students in Arab universities;</li> <li>• Frames of reference.</li> </ul>	72 months
3. Education, higher studies and research	<ul style="list-style-type: none"> <li>• Guidance manuals;</li> <li>• Specialized symposiums;</li> <li>• Documentary publications.</li> </ul>	72 months
4. Building Arab capacity in the use of modern technologies, and developing Arab digital contents	<ul style="list-style-type: none"> <li>• Guidance manuals;</li> <li>• Training packages;</li> <li>• Specialized sessions;</li> <li>• A digital library and electronic applications</li> </ul>	72 months