

Women's literacy in Algeria: field study in the municipality of Mostaganem

محو أمية النساء في الجزائر: دراسة ميدانية في بلدية مستغانم.

D. Bettine Zohra ^{*1}, Pr. Rachedi Khadra ²

¹University of Oran2 , bettinezohra03@gmail.com

² University of Oran2, rachedi.khadra@univ-oran2.dz

laboratory of population strategies and sustainable development,

Received: .01/03/2025

Accepted: 09/11/2025

Published: 12/12/2025

Abstract:

The current study aims at inspecting the phenomenon of illiteracy among Algerian women enrolled in literacy centers. Using a descriptive approach, the investigation included 62 literacy students from 2023-2024 class in the municipality of Mostaganem. Where it revealed that although illiteracy rates among women have decreased, this phenomenon exists still and is effecting all age groups besides elderly women. This occurrence is mainly due to a large number of women from the outskirts of the municipality not having access to education. More than a third of the women who partaken in the interview indicated that living conditions, poverty and societal tenets that discourages learning amidst young girls are the main reason for their inability to receive any form of education. Whilst, the main motive for their enrolment in literacy centers is their desire to read and learn about the Qur'an and the teachings of their religion. Ultimately, with the support of their surroundings, these women have managed to become extra confident and open about several issues related to their social life, and especially issues within their households.

Keywords: illiteracy, adult education, literacy, women's literacy, social policies.

1. INTRODUCTION

Several countries around the world, particularly countries of the Arab world suffer from a mild spread of illiteracy within their communities for different social and political reasons. Ones, which have contributed in the escalation of illiteracy and ignorance rates as opposed to the political goals, and educational programs that are being diminished with the aggravation of both economic and security crises. Reported numbers have shown that there was about 70 million illiterate people in 2020, whereas the percentage of illiteracy among women had reached 62%, that is the same rate recognized worldwide. As it is expected to reach 98.6 million people, from which would be 57.9 million illiterate females by the year 2030, (UNESCO, 2023). A number that is considerably large, indicating a foreseeable impairment in achieving the already arranged sustainable development goals for 2030 within the Arab world.

Given the unpropitious reflection of illiteracy on individuals and the community a whole, literacy education is celebrated now internationally on September 8 annually. Ensuring to actuate all efforts and capacities possible in order to eradicate it. Indeed, there is no room for argue when it comes to recognizing illiteracy as one of the greatest impediments in the face of inclusive development. Previous studies on the matter highlighted the relationship between the increase of educational levels and the improvement of several social and health related indicators, particularly regarding females. Illiteracy reflects negatively on individuals and their society, mainly since there is a direct link between the individual's ability to read, write, count, along with problem solving skills, and their economic, social and health development rates, (icea, 2018.p14).

Thus, a relationship is established between illiteracy and poverty, (college frontière, 2019). Furthermore, illiteracy proved to have a serious effect on mental and physical health, (zhang, 2021). Infants with literate mothers have a 50 % chance of living past the age of five

and 50 % higher rates of vaccination. Even more so, twice the chance of enrolling in schools, (United Nations, 2023). More odds are in favor of literate women concerning benefiting from health campaigns and gaining awareness and knowledge of modern ways in health fields. Alongside possessing additional tools that will help them defy harmful conventional practices between genders, (UNESCO, 2017).

2. Research methodology

2.1. Research Problem

In Algeria- in the wake of its independence-, the amount of illiterate people exceeded 5 million person in the year of 1962. Whereas, the population at the time consisted approximately of nine million people. Meaning 85 illiterate out of a 100 inhabitants. That is why illiteracy is regarded as an unpleasant colonial heritage, where France –the colonial force at the time- impelled extensive efforts to deny the Algerians their rights in education and culture, hence, causing the spread of ignorance and illiteracy (Fadiloun, 2016, p.160). Thereafter, the Algerian government sought hard to eliminate illiteracy through various forms, enacting several decrees and legislations. In addition to establishing structural frameworks and incorporating projects. Their major and essential one being the National Center of Literacy in 1964, later became, the National Bureau of Literacy and Adult Education in 1997. The bureau was given the responsibility of eliminating illiteracy alongside several charitable institutions, among them was the Algerian Organization for Combatting Illiteracy “Iqraa”. To contribute in diminishing illiteracy rates through spreading literacy classes across the country’s mosques and elementary schools.

Despite the rise in the infrastructures concerned with education and the spread of schools throughout the country including rural areas, provided with the necessary transportation free of charge, even for people from remote villages. The phenomenon of illiteracy is still widespread and varies in intensity across different cities and regions.

According to The National Bureau of Statistics, the ratio of illiteracy in the city of Mostaganem, where the sample population resides, have reached 41.6 %. Whilst, the neighboring cities including, Chlef, Mascara, Relizane, and Oran reached 35.33%, 35.4%, 40.4 % and 19.7% successively. Inspite the fact of Mostaganem being a touristic and archaic urban city, illiteracy rates are higher comparing to its nearby neighbors. Relatively, this was the motive for the current investigation, along with a particular foregrounding on women, where the following problem was raised:

-How do we explain the increase of illiteracy rates in this state, and what are its characteristic?

That being the main inquiry from which expands the following questions:

- What are the demographic and social characteristics of women enrolled in literacy centers?
- Why haven't these women enroll previously?
- What are the main drives for their current enrollment?
- How did these women benefit from literacy centers?

2.2. Research Aim

Illiteracy is one of the most adverse widespread occurrences in the Algerian society, consequently, the state emerged it within its public policies. Algeria is among the states that allocated clear policies for enhancing the education of its citizens. That reflected in both relative and absolute efforts of the state (Ibn Arab, 2005, p.169). This policy manifested in drafting the literacy program embodied by the state and composed in the National Literacy Office, in addition to other social associations such as Iqraa organization. In contribution to literacy and the promotion of the human element and its social development. Hence, where the importance of this study resides as it addresses and important social phenomenon, due to its impact on several aspects of the economic, social levels and on the country's sustainable development. This study can also be regarded as an addition to the previous investigations concerned with education and vulnerable groups, by virtue of the fact that

illiterates are part of them. Attendance to their issues is one of the current causes, especially in light of technological development and the spread of internet, which reveals other forms of illiteracy, prominently digital illiteracy.

2.3.Objectives of the Research

The research aims at placing emphasis on the vulnerable groups within the Algerian community that consists of women enrolled in literacy centers. In a quest to discover the reasons behind their inability to enroll in elementary schools, and uncover their socio-demographic characteristics. Alongside the motives for their enrollment in literacy centers, and how they have managed to benefit from it.

2.4.Research Design

The investigation employed a descriptive approach. Questionnaires were used as a research tool to collect data, along with interviewing the sample population for further information and details, to ensure the enrichment of the analysis and raise familiarity with the topic. Accordingly, the study included 62 women among those who enrolled in literacy centers for 2023-2024 school year, who are pursuing their studies in three schools, two mosques and the emancipation examination center in the municipality of Mostaganem. The field study extended between May 28th and June the 1st, 2024. A period of the placement exam, which granted the investigation further advantage due to the large number of attendances recorded.

3. Defining and measuring concepts

3.1. Eradicating Illiteracy/ Literacy: Lexically: According to the dictionary of meanings in Arabic (kaamous-AlMaani), the term illiteracy "الامية" (Al-Ummiyah) is a feminine name attributed to a mother that is unable to read and write. While, literacy means any organized activity aimed at spreading education. Eradicating illiteracy (Mahwah-Al-Ummiyah) however, refers to the act of teaching literacy to adolescents or adults who have not attended regular

schools.

Contextually: Illiteracy means the lack of literacy and familiarity with the principles of reading, writing and calculation. An illiterate person is known as an individual past the age of twelve without being fully acquainted with the basics of reading, writing and arithmetic in any language, and has not been affiliated with a school or any educational institution (Sayad Ashour, 2016, p.20).

3.2. Social Policies: Badadawi Ahmad Zaki in his Dictionary of Social Sciences defines a social policy as “the product of organized thinking that guides social planning and programs”. Social policy stems from the ideology of the society to express its remote goals refining the fields in need of social programming and plans determining the general directions for their organization and performance (Badawi, 1986, P.392). Marshal explained social policy as the policy of governments that encompasses actions with direct effects over the welfare of their citizens, by providing them with public services, social insurance, social security, health, housing and others (Al-Sourouji et al. 2015, p.15). Thus, it is evident that a social policy is the sum of the plans and programs pursued by countries for the welfare of their citizens in distinct fields including education, health, housing and others.

4. Literature review

Multiple studies covered the phenomenon of literacy and examined it from different social, psychological and economic angles; including the study of Fadloun Zahra (2016) entitled “The reality of literacy and adult education in Algeria- a field study at the literacy attaché in the city of Constantine”. Where the researcher sought to learn the extent of which illiterates enrolled in literacy centers and adult education face difficulties related to the educational process in addition to highlighting the motives for their enrollment in these centers on a sample of 50 respondents. The study concluded that there are no difficulties facing those enrolled in literacy centers whether related to the nature of the center or the educational

process. The data collected showed that the main motivation for joining these centers is to be able to read and write, and the respondents have successfully managed to attain their goals. The researcher called for administering and follow-up of the respondents in their after-literacy phase. While the Study of the researcher Ghadban Ahmed Hamza (2014), entitled "The Role of Adult Education Programs in Language Acquisition and the Achievement of Social Roles, Values and Standards" A Study on Literacy Departments (Center of Algiers). Aimed to highlight the role of the content of educational programs directed to illiterates in language acquisition and to analyze this role sociologically.

As for the study of Ragheb et al. (2021) entitled "The Impact of Literacy on Sustainable Development in the Middle East", it aimed to understand the proportion of the effect of literacy rates on sustainable development across its three economic, social and environmental dimensions. This was achieved by analyzing data from the World Bank on 14 countries in the Middle East: Turkey, Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, Yemen, Iraq, Jordan, Syria, Lebanon, Iran, the United Arab Emirates, and Egypt, for the period 2000 to 2019. By employing the inductive approach, the researcher concluded that there is a statistically significant relationship between literacy rates and sustainable development rates in all its dimensions, and that there is a negative impact of literacy rates on sustainable development in the countries of the Middle East. I-Dailami (2023) discussed a set of successful global experiences in literacy, including the experience of the United Kingdom, which relied on two systems: early childhood education and adult education. Within the framework of large investments within the framework of the national initiative "Life Skills", various programs have been adopted that have successfully achieved the desired results, a path that many European countries have followed. The researcher also discussed the experiences of Turkey, especially Jordan, which characterized the "concept of literacy to be in line with the principles of career level" to include all aspects of life and enhance individual

status. In addition, there are important reports on literacy, especially among women, issued by international bodies concerned with education and women's issues, including reports from UNESCO and ALECSO, which we used in this study.

The present research is consistent with these studies and others pertaining to the phenomenon of illiteracy and its importance, while it distinguishes itself particularly through studying the illiteracy of women in a local area of Algeria that suffers from high illiteracy, despite the fact that it bears historical and social characteristics that prevent this. Moreover, it addresses the subject from a demographic approach to investigate the characteristics of these illiterate women and the causes of their illiteracy.

5. The Evolution of illiteracy in Algeria

Before exhibiting the results of the field study, below is an overview presented of the development of illiteracy in Algeria, which showcases the success of the policies adopted by the state in combating this phenomenon using the available data, often provided by population censuses and provided by the National Office for Literacy and Adult Education.

The continuous decrease in illiteracy rate mirrors the successful efforts of the Algerian state in combating this phenomenon. It is noticeable that the general percentage decreased significantly in 2022, becoming almost one tenth of the percentage recorded in the 1966 census. Affecting both sexes equally, although the former year witnessed a significant decrease among females leaving males on top of the illiteracy list. Statistically, the number of illiterate women became approximately 7 million, while the number of illiterate men is approximately 18 million people. This was addressed by the study of Ouadah-Bedidi (2016). Marking the contrast in the educational levels between the sexes in favor of females. This is mainly due to the intensive enrolment of girls in education endorsed by a free and compulsory framework, and a change of parental perception, where parents became keener on the education of their daughters. Literacy centers record an increase in the enrollment of

women faced with reluctance of males. This difference has been observed globally, while the improvement in women's literacy has been "exceptionally rapid" in some countries, unlike men's literacy which has shown a very slow progress in other countries (UN.2022).

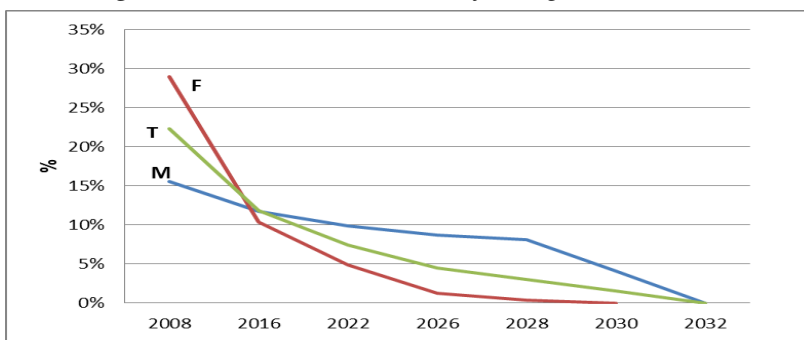
Table 1: Distribution of illiterates based on sex and year, 1966 to 2022

Year	Females	Males	Total
1966	85.4	62.3	74.6
1977	74.3	48.2	54.1
1987	56.7	30.8	43.6
1998	40.3	23.7	31.9
2008	28.9	15.1	22.1
2022	4.9	9.9	7.4

Source : ONS.2011, Algerian National Literacy Office. 2022

Such gain can only be sustained through placing continuous emphasis on the fight against illiteracy. Which may contribute to its eradication by 2032, according to the predictions made relying on the assumption that the decline rate of this phenomenon will remain stable in the coming years.

Figure1: The Evolution of illiteracy in Algeria until 2032



Source : ONS.2011, Algerian National Literacy Office. 2022

The previous graph shows the evolution of the literacy rate at the national level, it is clear that this percentage has witnessed an important decline in the period from 2008 to 2014.

Where the rate of decline was at a ratio of 1.39% per year, and then moved to 1.2% per year, in the period from 2014 to 2016. While the period from 2016 to 2022, the pace of decline became 0.74% per year. Assuming that the pace of decline in the illiteracy rate will remain the same, i.e. at a rate of 0.74% for each year, retaining the already set conditions, Algeria will eradicate illiteracy within 10 years. Starting from 2022, that is, by 2032, the phenomenon of illiteracy in Algerian society will disappear, only under the following conditions:

- If we rely on the previous statistics, elimination of illiteracy among women would be achievable in 2028, then, shifting attention to illiteracy among men so that the rate of decrease in illiteracy is 2.02% instead of 0.3%, in order to be fully eliminated by 2032.
- Combating school dropout, especially in the early stages of education, by not excluding students without a good mastery of the ABCs of reading and writing.
- Adopting a flexible curriculum, especially in the first 3 years of primary education.
- Encouraging illiterate adult males to enroll in literacy centers and displaying their importance in raising their levels of knowledge, which contributes to the improvement of their social development.

Notably, the data detected a significant percentage of illiteracy among those under the age of 15 until the year of 2022. Which provokes concerns about whether it is a result of their reluctance or early dropping out from schools. Either way, it would be dangerous if the matter continues in the coming years, since it will hinder the efforts to combat illiteracy

The same applies to all groups, considering that these generations, particularly of those under the age of 60, are generations born after the independence, and with the application of social policies related to education and eradicating illiteracy. Despite the decrease registered in all groups since 2008, illiteracy is present still, where it is shown that about quarter of people aged above 55 are illiterate. It is even more eminent when involving young groups in general, since they are the pillars for future development.

Table 2: Distribution of illiterates in Algeria by age group and year

	2008		2016		2022	
	N	%	N	%	N	%
-15	294.102	3.1	78.189	2.51	75.576	1.81
15-24	460.028	6.2	211.638	3.35	176.697	2.85
25-44	1.854.068	18	821.900	6.22	531.882	3.77
45-54	1.267.744	42.6	592.671	14.61	324.243	6.68
55+	2.500.772	68.9	1.809.935	35.38	648.1553	23.48
Total	6.184.906	22.30	3.514.333	11.86	2.662.046	7.40

Source: Algerian National Literacy Office .2022

6. Results of the field study

6.1.. Characteristics of the female sample students in literacy centers:

According to the age variable, a notable number of female student's increases as the age of the respondent rises. Hence, older women constitute more than a third (33.8%), whilst, the oldest in the lowest category are between 50 and 60 years composed in quarter of the respondents. A result that is consistent with the findings of the National Literacy Office referred to earlier.

What remains mostly striking is that illiterate women are from relatively recent generations, especially those under the age of 55 years. Generations that have witnessed a qualitative leap in the rise in girls' schooling and their leadership in passing the final exams in various stages, which means that these women have concerning reasons that prevented them from benefiting from this leap or at least resorting to literacy, which began its programs since 1964. Based on the family status, more than 61% of the study sample are married women. Widows come in second place with 17.7%, then single women with 14.5%, and in last place, we find divorced women with 6.5%. Thus, it is clear that despite the responsibility

placed on married women, especially taking care of the husband and children; it did not prevent them from devoting some time to remedying their illiteracy. It was also found that more than 90.3% of the respondents are non-working.

Table 3: Characteristics of the sample of female teachers in literacy centers

Variable		N	%	Variable		N	%
Age	-20	4	6.5	Marital status	single	9	14.5
	20-29	6	9.7		married	38	61.3
	30-39	7	11.3		divorcee	4	6.5
	40-49	8	12.9		widow	11	17.7
	50-59	16	25.8	individual situation	working	6	9.7
	60 and above	21	33.8		jobless	56	90.3
Total						62	100

Source: Field Study

In addition to the above data, it was found that about 45.3% of women who had between 2 to 4 children, and 30.2% had between 5 to 6 children. A proof that the educational level of women affects their desire to have children, which is indicated by most studies and demographic research as well. The results of the World Fertility Survey in a number of Arab countries showed that there is a negative relationship between the educational level of mothers and the level of fertility. Further results of studies showed that the spread of illiteracy was a major reason for the high fertility levels in the Arab countries. Other studies highlighted the strong relationship between women's educational level and fertility, as the higher the educational level of women, the lower the fertility and vice versa (Silwan, Fawzi, 2015, p. 441). This is also proven by demographic studies and surveys in Algeria, where the latest survey (MICS2019) indicated that the average number of children among women

increases with the low educational level of the mother, especially among illiterate women.

For students with children, it has always been reoccurring that more than 50% of them have at least one of their children in university. Followed by 18% of those at the secondary level, which prompts us to say that despite the mother's illiteracy, she is keen on educating her children and does not want to share the same fate with her children, which can also be an incentive for their studies.

Table 4: Table of the educational status of the respondents

Variable		N	%
Educational level at the center	First	26	41.9
	Second	13	21
	Third	23	37.1
Have You studied before	yes	19	30.6
	No	43	69.4
Total		62	100

Source: Field Study

Ultimately, about 42% of the respondents stated that they were born outside the city of Mostaganem, and that about 39% were born outside the municipality of Mostaganem (the neighboring municipalities of the city). Explaining the high illiteracy in Mostaganem as it is an attractive tourist city, especially in the Dark Decade, where the inhabitants of the countryside and neighboring and remote areas moved to the municipality of Mostaganem in search of security and fear of terrorism.

6.2.-The status and conditions of the Educational process of the respondents:

The study in literacy incorporates three levels, the first level is from the beginning of the year until the end of May, where exams are held and eligible students can pass to the second level. While the second level program is introduced in the second year entry. Then the department

holds an exam, where the professors choose students who have a the required basic that enables them to conduct the third level competition, including obtaining a certificate of emancipation from illiteracy, which enables them to join the -by correspondence- study center at a level equivalent to the first grade. The sample collected all levels, but the high percentage of respondents is at the first level, followed by students at the third level, and if they manage to pass the exam held on June 1, 2024, a large number of women will be free from illiteracy.

Although the centers are concerned with literacy, and illiterate people, it was found that about 31% of the respondents had previously studied but dropped early. Losing what they have already acquired in the few years they joined school, as most of them did not complete primary school and only one of them dropped in the first year for various reasons. This early interruption of school left them unable to perceive letters and become well versed in reading and writing, this is similar to what the United Nations stated with regard to people who attended school. Stating that "there are still about 763 million young people and adults in 2020 who lack basic literacy and numeracy skills, the majority of whom are women" (Ulrik. 2022, par 2), forcing them to resort to literacy studies to catch up on what they missed.

As for the conditions of the study, the majority of the respondents stated the proximity of the place of study and the appropriateness of the timing (about 92% and 98% respectively), which encouraged them to continue studying to reach all levels and reach their goals. However, they find that the hourly volume is not enough at the center and therefore about a third of them devote time to studying and reinforcing what they have learned at home.

6.3. Reasons for not enrolling the respondents in the study:

The respondents attributed the reason for not enrolling in education to the distant location of schools from their place of residence. A logical reason, since more than 40% of the sample are from the suburbs of the state of Mostaganem and from its neighboring villages, as

schools were located in urban areas and in some municipalities inhabited by the colonizer at a time when they were absent in most areas of the country, especially rural and remote places. Officials have addressed this problem by providing buses for school transportation in remote areas, which has contributed to reducing illiteracy across the national territory.

Table 5: Distribution of Respondents by Reason for Non-Enrollment

Reasons	N	%
The school is far away	17	27.4
Poverty and parental illiteracy	15	24.2
the parent against girls' education	14	22.6
the respondents who wanted to stop	4	6.4
Failure	6	9.7
Other	6	9.7
Total	62	100

Source: Field Study

Furthermore, it is found that 24.2% of the respondents attributed their lack of enrollment in school to the illiteracy of their parents as well as poverty. Stating that they grew up in large families, which made their fathers unable to provide study materials from books and notebooks to their children, the reason that forced fathers to sacrifice the education of their girls. Beliefs and traditions also had a major role in the spread of illiteracy in Mostaganem, since, 22.6% of the respondents stated that their fathers were against the education of the girl and preferred to teach males instead. This is due to the belief of fathers that men need education for occupational opportunities, unlike women that are supposed to stay at home and tend to their husbands and children. All of which are tasks that does not require schooling in their opinion. One of the respondent replied (64 years old, married, and mother of five children) that she did not pursue her studies at the primary stage and preferred her mother to teach her the craft of weaving and knitting. Such results are consisting with a similar study of Mohammed et al. (2021), which attributed the causes of illiteracy to economic reasons: material destitution, work to meet the family's needs, high costs of

education and after school... Moreover, to social reasons: customs and traditions, the family's disagreement with the education of its children, the lack of benefit from education in the future (Muhammad et al., 2021, p. 55).

School failure and the girl's desire to abandon the study also had an important role in the increasing rates of illiteracy, since; more than 16% of the respondents attributed the reason for dropping out of the academic journey due to failure in the elementary grades. In addition to their unwillingness to continue studying, the respondent stated (35 years old) that her repeated failure in school is what prompted her to abandon the study. Similarly, previous studies on the effect of school failure on abandoning school found that the repetition rates have a strong relationship with the rates of academic abandonment among students, where the likelihood of abandonment is about 40% to 50% for those who repeat the school year once, and repeating for the second time increases the probability to 90%. (yakhlef, 2020, p. 39). This is what developed countries such as Japan and Germany have relied on, where students are excluded, especially in the early stages of education, which calls for flexibility in primary education, especially in the first three years, where the goal is to be able to understand writing and reading and eliminate alphabetic illiteracy.

The other reasons mentioned by the respondents were disability, where it is noticeable that the sample included women with special needs who had previously studied in schools designated for them, but they did not benefit from it and enrolled in literacy to improve their educational level.

6.4. Motives for the respondents to join the literacy centers

Before addressing the main motives for the enrollment of the respondents in literacy centers, it must be stated that the professors teaching in these centers are the ones who convinced these women to enroll in the literacy classes by about 63%. As a result of the efforts of these literacy centers departments, therefore, the effort of these professors a

sufficient number of illiterates presented their desire for enrolment. Displaying the great and important role played by these administrators and professors in helping these illiterates enroll. Those close to the children and neighbors also have a role in motivating these illiterate women to join these centers and to get an idea of the motives for doing so.

Table 6: Distribution of Respondents by Motivations for Enrollment in Literacy Classes

Motive	N	%
Reading Qur'an and learning about Islam	29	46.8
Improving reading and writing	13	21.0
Raising self-confidence	9	14.5
Supervising their children's educational course	7	11.3
Continuing their education to enter university	2	3,2
For vocational purposes and training	2	3.2
Total	62	100

Source: Field Study

Approximately 47% of women stated that they joined the literacy seats in order to read the Qur'an and be able to perform religious duties in the best way, and this is in line with their age, because more than 50% of the sample exceeded the age of 50 years, and thus care for religious matters. One of the respondents (67 years old, married and mother of seven children) gave an anecdote explaining the reason that prompted her to join literacy centers. Which is an incident happened to her when she went to Saudi Arabia to perform Umrah, where she felt jealous of other elderly women because they can read the Holy Qur'an, while her illiteracy was a barrier for her to read the Qur'an like them. Another 21% of them were motivated by their quest to develop themselves through acquiring reading and writing skills; while the other category, estimated at 14.5%, stated that, the reason is to increase self-confidence so that illiteracy contributes to the isolation from their community where they

feel placed at the lowest pedestal in the society. Especially with their husbands and children according to their statements. Another respondent answered (47 years old, married and mother of five children) that She has children who are in the third year of medicine and pharmacy and she feels the weakness of her personality and lack of knowledge in front of the high level of her children and even her husband's family.

While 11.3% of the respondents joined literacy centers in order to follow up on the education of their children, especially in the primary stage and with the growing phenomenon and the need for mothers to participate in the education and follow-up of their children at home. While the remaining group estimated at 3.2%, had ambitions to continue education and reach far and perhaps to reach university, which was found within the sample that went to vocational training centers in order to obtain a certificate of competence, but were rejected because they did not have a certificate of proof of level. Another motive that prompted them to enroll in literacy in order to obtain a certificate of liberation and thus enter the world of work after training.

6.5. Encouragement and assistance from family members to continue education

Table 7: Distribution of respondents according to Encouragement and Assistance from Family Members

answer	N		%	
	Yes	No	Yes	No
Encouraged by family members	55	7	88.7	11.3
received the help of a family member	38	24	61.3	38.7

Source: Field Study

88% of the study sample receives encouragement from the family environment, especially the elderly, due to their desire to learn the Qur'an. In addition to the fact that literacy lessons are held in schools as well as mosques, in which we found a great turnout compared to

primary schools. Where the respondent prefers to receive literacy lessons in the mosque mainly since the husbands allow them to go to the mosque compared to school, while the rest of the women, estimated at 11.3%, stated that they do not receive encouragement from their families, especially husbands as references show. Saying that it is too late and the responsibility of the house and the children are far more important. While about a third of the respondents receive assistance from their families in their studies, especially their children.

6.6. Results of the enrollment of the respondents in literacy seats

It is noted according to the statements of the respondents (96.8%) that their conditions improved significantly and they benefited greatly from their experience in literacy centers. Mainly since they became able to read and the exiting thing for them was their ability to read the Qur'an and understand some religious matters. As well as being able to participate in discussions and follow the news, and being able to read signs and medicines. All of which made them feel self-confident conquered the shame they felt due to illiteracy. Where one of the respondents (68 years old, widow and mother of a child) stated that, she was unable to sign an administrative documents and postal checks, something that caused her shame, but her circumstances have improved, as she managed to improve the writing of her name and signing easily. Moreover, the respondents were able to use the phone (more than 98% of them) a previously difficult task for them, and a number of them even indicated that they started communicating with it and viewing social media sites, interacting with them and benefiting from them.

The findings confirm that continuous and independent lifelong learning is not possible without mastering core competencies such as literacy and calculation, which in turn are necessary to develop other skills of great demand, including effective communication, problem solving and critical analysis (United Nations. 2023).

7. CONCLUSION

The importance of emphasizing on education and adult learning for promoting literacy, is now clearer than ever. Substantially, due to its unfavorable impact on individuals and society. This investigation managed to pave more ways to approach and converse with the first hand affected population. In order to learn of their social situation and discover the problems hindering their educational process within literacy centers. Where the main motives for their enrollment was to learn reading and writing for religious purposes, as well as, facilitating their social interactions and any task that requires the skills of reading and writing. The benefits obtained from accessing literacy centers reflects itself in the respondent's increase of self-confidence and their ability to achieve their set goals. However, their only complaint was regarding the duration of the program, which was estimated in a maximum of two years. A period that is not enough for them to assimilate fully all the necessary skills. Demanding that it reaches six years, graded to three levels with two years program for each level, instead of one year for the first level and another year combining the remaining two.

8. Bibliography List:

1. Alexo. (2023). Illiteracy in the Arab countries. Current status and future estimates by 2030. Ninth Statistical Bulletin of ALECSO Observatory. March.
2. Al-Srouji, Talaat Mustafa and others. (2015). Social Public Policy, Amman Dar Al-Fikr, First Edition.
3. Al-Obaidi, Silwan Fawzi Abed. (2015). Fertility and its relationship to reproductive behavior: An anthropological study in the city of Hilla. Journal of the Faculty of Basic Education for Educational Sciences and Humanities. University of Babylon, Vol. 1, No. 21. pp. 436-455.

4. Badawi, Ahmed Zaki. (1986). Dictionary of Social Sciences Terms, 2nd Edition, Librairie du Liban, Beirut.
5. Fadloun, Zahra. (2016). The reality of literacy in Algeria. Journal of Human Sciences Fifth Issue June.
6. Frontiere College. (2019). Literacy and Essential Skills Development
7. Ibn Arab, Abdul Karim. (2005). What strategy for Algeria in the twenty-first century?Journal of Prince Abdelkader University of Islamic Sciences, Vol. 20, No. 1, February, pp. 169-186.
8. Ica. (2018). Fight against illiteracy.To circumscribe the problem and find solutions.
9. Galisson, R and Coste. (1976). Dictionnaire de didactique des langues, Hachette bookshop.
10. National Office for Literacy. (2022). Summary of the evaluation of the National Literacy Strategy 2007-2016/2022.
11. ONS, [2011], "Education and schooling in Algeria through the results of the RGPH 2008". Results by wilaya. Algiers, National Statistics Office, 173 p. (Statistical Collections, Series S, Social Statistics, No. 157.
12. Ragheb, Mohamed Abdel Salam and Saleh, Ashraf Salah El-Din and Abdel Khaleq, Abeer Mohamed Ali and Farghali, Shaima Ahmed Abdel Hafeez. (2021). The Impact of Literacy Rates on Sustainable Development in the Middle East.Scientific Journal of Financial and Administrative Studies and Research, Volume 12 Issue 2, December. pp. 1-34.
13. Sayed Ashour, Ahmed (2016). Illiteracy and Scientific Confrontation, Anglo-Egyptian Library.
14. Yakhlef, Najette. (2020). Manifestations and factors of school repetition. Journal of Knowledge Bridges, Volume 6, Issue 4. pp. 35-49.
15. UNESCO.(2017). Reducing global poverty through universal primary and secondary education. Policy paper 32/ Fact sheet 44.Unesco.

16. United Zhang, Qiyang. (2021). The Cost of Illiteracy: A Causal Inference Study on How Illiteracy Affects Physical and Mental Health. *Health Education Journal*, 80(1), 54-66.

Digital Sources :

1. Nations. (2022). Promoting literacy for more peaceful, just and sustainable societies. <https://www.un.org/ar/208986> (consulted on 06/09/2022).
2. Hahnemann, Ulrik. (2022). Promoting literacy for more peaceful, just and sustainable societies. United Nations. <https://www.un.org/ar/208986#> ((consulted on 11/07/2024).
3. Dictionary of meanings. (2024).. <https://www.almaany.com>.((consulted on 20/05/2024).