Arab Republic of Egypt

The National Report
On
Literacy and Adult
Education

May 2008

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1- Overview

Egypt is situated in the center of the world and has been a geographical, cultural and civilizational meeting point throughout the ages.

Geographically, Egypt is the intersection of the old world continents; Africa, Asia and Europe. Moreover, it overlooks two seas, the Red Sea and the Mediterranean, and two gulfs, Suez Gulf and Aqaba Gulf. The Suez Canal, which is one of the most important international watercourses, runs in the Egyptian lands.

In fact, Egypt belongs to Africa through which the River Nile representing a life artery for the Egyptians flows. However, one sixth of Egypt area is located in Asia.

Due to such a prominent geographical location, Egypt has been the meeting point for cultural interaction between the East and the West, and the North and the South. The Egyptian lands witnessed the interaction between the Pharaonic, Greek, Roman, Coptic and Islamic civilizations up to the Modern Age.

Moreover, through the Mediterranean, Egypt communicated with the subsequent European civilizations, preserving at the same time its identity as a part of the South, interacting with its issues and constantly striving for development and progress.

Meanwhile, Egypt occupies a prominent status in the Islamic world; therefore, throughout centuries, Egypt has worked as a beacon spreading Islamic thought and civilization and representing values of moderation, toleration and co-existence, which are the essence of Islamic teachings.

In the Arab region, Egypt assumes a huge cultural, intellectual and political role and significant strives, for stability, peace, progress and development in the Arab world and the Middle East.

1.1 Population

Egypt has an extended unique demographic history due to its distinct geography that limited the population since the Pharaonic age until now in the small strip of the Nile valley and the Delta. The populated area represents 5.3% of the total area of Egypt. The subsequent censuses conducted during the twentieth century reveal the constant increase of the population of Egypt.

- Census of 1996 revealed that the population of the Arab Republic of Egypt amounted to 59.3 million excluding expatriate Egyptians.
- On the first of January in 2004, the population was 68.65 million, including 35.11 million males with a percentage of (51.1%) and 33.54 million females with a percentage of (48.9%) of the total population, apart from citizens living abroad (temporal emigration) amounting to 1.9 million persons. The census carried out by the Central Agency for Public Mobilization and Statistics in 2006 revealed that the population, including persons living inside Egypt or abroad, was 76.5 million, whereas the total population inside Egypt only was 72.6 million, which increased with a percentage of 37.22% compared to the census of 1996.

Urban/ Rural	Total Population		
	Males	**Females**	**Total**
Urban	15.8	15.2	31
Rural	21.3	20.3	41.6
Total	37.1	35.5	72.6

- The census of 2006 revealed an increase in the urban population with a percentage of 40.22% reaching 30.5 millions, whereas the rural population reached 41.6 million with an increase of 64.22% compared to 1996.

Urban and Rural Demographic Distribution Percentage
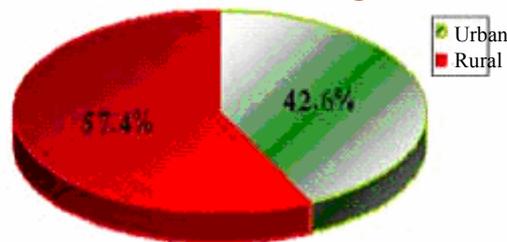
- According to the census of 2006, the male percentage was 51.12% of the population whereas the female percentage was 48.88%. The average number of family members decreased reaching 4.18% members.

- The census revealed that the number of individuals below 6 years old was 10.2 million with a percentage of 14.09 of the total population. The number of individuals whose age ranges from 6 to less than 10 years old was 5.0 million with a percentage of 6.95% of the total population. The number of individuals, whose age ranges from 10 to less than 15 years old was 7.8 million with a percentage of 10.74% of the total population. The number of individuals whose age ranges from 15 years to less than 45 years was 35 million with a percentage of 48.2% of the total population. The number of individuals whose age ranges from 45 years to less than 60 years was 10 million with a percentage of 13.75% and the number of individuals who are 60 years old or more was 4.6 million with a percentage of 6.27%.

- The number of illiterates was 16.8 million persons with a decreased percentage of 29.33%. The percentage of literate individuals was 12.41%. The number of individuals who have intermediate degrees was 14.23 million whereas the percentage of individuals who have college degrees was higher as it reached 9.56% representing approximately 5.5 million persons.

- This census was the first to prepare a report of education withdrawal. The number of individuals withdrawing from education was 884 thousands in 2006 with a percentage of 4.24% of the total population, from six years old to less than 18 years old, including 393 thousands of urban persons and 493 of rural persons.

- The marital status of individuals reached a percentage of 33.29% and the number of individuals who were not previously married was 13.7 million with a percentage of 29.33. The number of married persons was 29.2 million in the census of 2006 with a percentage of 62.69% of the population who reached the age appropriate for marriage. Divorces reached 438 thousand cases. Widows reached 2.9 million with a percentage of 6.32% of the population who reached the age appropriate for marriage.

- The workforce was 22 million persons in the census of 2006. The number of the people employed was 19.9 million and the rate of the unemployment reached 9.31 compared to 9.58% in the census of 1996.

Population Distribution by employment status
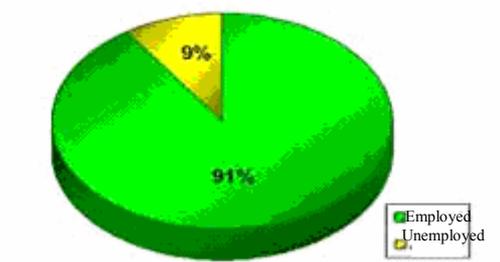
The number of permanent employees was 13.9 million whereas the number of temporary employees was 1.6 million. The number of seasonal workers was 821 thousands and the number of occasional workers was 3.6 million.

1.2 **The current situation:** (census of 2006)

1. Distribution of the population by the education status (10 year or more):

Table No. 2

1- Distribution of the population by the education status (10 year or more):

Number in million

Statement	Population	Illiterate		Literate		Under intermediate degree		Intermediate degree		Above intermediate degree		College degree or above	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Urban	25.1	5.1	20	2.7	10.9	5.2	20.6	7	28	1.1	4.5	4	15.8
Rural	32.2	11.7	36.6	4.4	13.6	6.6	20.5	7.2	22.5	07	2.1	1.5	4.7
Total	57.3	16.8	29.3	7.1	12.4	11.8	20.6	14.2	24.9	1.8	3.2	5.5	9.6

- The number and rate of Illiteracy are generally more extensive in rural areas than urban areas.

2. Distribution of illiteracy by gender and place:

Table No. 3

Illiteracy distribution by Gender and Place

Number in million

Statement	Rural	Urban	Total
Male	3.9	1.7	5.6
	21%	10%	31%
Female	7.8	3.4	11.2
	42%	27%	69%
Total	11.7	5.1	16.8
	63%	37%	100%

- The number and rate of female illiteracy is generally more extensive in rural areas than urban areas. The illiteracy rate in rural areas reached a percentage of 62% compared to 27% of the urban areas.

Furthermore, the female illiteracy rate is greater than the male illiteracy rate reaching 69% for females and 31% for males.

3. Illiteracy distribution by age (+10)

Table No. 4

Distribution of Illiteracy by age (+10)

Number in million

Age group	Population	Illiterates No.	Illiteracy rate
Over 60	4.6	2.6	56.5%
From 45 to 60	10	4.8	48%
From 15 to 45	35	8.2	23.4%
From 10 to 15	7.7	1.2	15.6%%

2. Policies, legislations and objectives

2.1 Legislative Framework

- Adult education programs in Egypt were established based on comprehensive views and systematic education programs. In fact, Egypt views education as a basis for its national security and believes that human development generally and education particularly is its approach to achieve sustainable development and maximize the benefits for the entire layers of the Egyptian community.

- Since the forties, Egypt established the principle of free education, considering that education is a human right as water and air are. However, the economic problems and social conditions constantly constituted an obstacle to achieve the national objective to build educated citizens and active communities.

- The Constitution of 1971 emphasized the following facts:

1) Education is a right entitled to every person and the State undertakes to provide free education throughout all stages thereof.

2) Education is compulsory up to the stage stated by the Law (The Law stated that education is compulsory up to the ninth grade).

3) Literacy and adult education is a national commitment, which each organization in the Egyptian community contributes to.

- In line with this constitutional commitment and through the participation of the people, organizations and community, the concept of the adult education is formulated as follows:

"A community participation to build an educated community providing education opportunities to individuals deprived of education to develop their capabilities, expand their options and guarantee their participation in achieving development and benefiting from its outcomes based on justice and equality along with paying greater attention to the more deprived groups and less developed areas.

- This has been the dominant national view. National policies and strategies are established to realize such view.
- In an effort to achieve this view, a law was instituted for literacy and adult education; Law No. 8 of 1991, which included the following policies and procedures.

1) The responsibility of all governmental and private organizations and the civil society organizations to participate in developing literacy and adult education programs in line with a national plan that will be developed to achieve the desired objectives.

2) Defining the minimum obligatory targeted learning levels for individuals who were not educated at all or who dropped out from education (the end of the first stage of basic education).

3) Defining the objectives of adult education programs that are related to increasing the life and professional skills to encourage the targets of literacy programs to be integrated into the society and to increase their opportunities.

4) The State is committed to provide appropriate funding and allow all funding methods with the participation of the private sector and civil society organizations.

5) Establishing a governmental organization that is competent to develop and coordinate the national plans and follow up their implementation with the Prime Minister as the chairman thereof.

6) Local authorities responsibility to carry out literacy projects under the direct management of the Governor in charge and through an executive council with the participation of all bodies responsible for implementing literacy and adult education programs.

7) A package of positive and negative incentives to motivate illiterates and urge them to join to join literacy classes.

8) An integral framework for the educational policies regarding the curricula, preparing teachers, supervision, evaluation and issuing certifications.

9) Raising fund from both the government and its partners, which guarantees the flexibility and effectiveness of expenditures.

- To enforce this Law, Presidential Decree No. 422 of 1991 was promulgated in respect of regulating the General Agency for Literacy and Adult Education, which regulated and determined the approaches to enforcing the abovementioned law.

- Moreover, the Prime Minister enacted Ministerial Resolution No. 1858 of 2000 promulgating the executive regulations of Law No. 8 of 1991 regarding literacy and adult education, including specialties, authorities regulating work, principles and methods of evaluating the work outcomes.

- Within the framework of national revision of the literacy programs' outcomes achieved over the last decade, the established legislation is currently being revised to avoid problems in the application and implementation of the national literacy and adult education program. This review includes the following policies:

1) Integral community participation and allowing the civil society organizations to have a greater role.
2) Separating implementation from evaluation to create accountable and transparent mechanisms.
3) Completion of decentralization and the local management responsibility for implementation of literacy programs.
4) Focusing on the quality of the educational process.
5) Creating new learning options for illiterates to increase their education opportunities and to avoid the problem of returning to illiterate.
6) Integration between Integration between plans for literacy and adult education and preventions of dropouts in basic education.
7) Developing the organizational frameworks of literacy programs to increase efficiency and effectiveness.
8) Community accountability through the national literacy report which will be submitted to the different legislation councils to review the achieved results.

2.2 Main policies for literacy and adult education programs:

- Eradicating the origins of illiteracy by generalizing and improving basic education in order to include everyone not included in the educational systems (6-14 years) and to completely eliminate dropping out from education.

- Emphasizing the application of decentralization to the field of literacy through outlining the general framework of the plan, providing the governorates with all potentials to establish detailed plans for all levels even the village level in order to achieve the objectives according to their conditions further to initiating competition between local administrative units.

- Supporting community participation to guarantee that the civil society organizations, nongovernmental organizations and public efforts have effective roles in eradicating illiteracy to ensure decreasing the costs and increasing the incentives which would integrate the efforts to achieve the desired objectives.

- Giving priority to the younger and more deprived groups further to focusing on women literacy so as to patch up the qualitative gap between males and females, especially in the rural areas, Upper Egypt and poor urban areas.

- Adopting the scientific technique to overcome illiteracy problem and obstacles encountering the different fields of action through developing an information and management system that ensures transparency.

- Associating literacy and adult education programs with training, life skills and constant education through a developmental approach.
- Developing and updating the curricula, educational materials, educational methods and media.
- A social marketing policy based on an intensive propaganda and media system which copes with the action stages. The symbols of society shall participate in such policy to create a motive for illiterates and partners.
- Supporting post literacy stage to fulfill the constant education philosophy and prevent returning to illiterate.

2.3. Priority Objectives:

The problem of illiteracy and adult education in Egypt is subject to geographical, qualitative and age differences as follows:

1. Geographical differences:

- There are substantial differences between illiteracy rates in rural areas and urban areas.
- There are substantial differences between the different urban areas. Illiteracy rate increases in the slums and unorganized areas.
- There are substantial differences between North Egypt and South Egypt. Illiteracy rate is increasingly rising in the south.

2. Qualitative differences:

- There are substantial differences between illiteracy rates of males and females generally. Although these differences have recently decreased regarding the younger age groups, such differences require special interventions.

3. Differences between different age groups:

- There are differences between illiteracy rates of younger age groups and older age groups. Although such difference is a positive indicator of the prevalence of education and the increasing the rate of basic education enrollment, illiteracy rate of the younger age groups has not yet reached the internationally acceptable rates.

- In the framework of these differences, the executive objectives of adult education were formulated to ensure decreasing such differences as follows:

  o The plan gives particular attention to females, deprived groups and younger age groups.

  o Although the national objective aims at decreasing illiteracy rate below 10% comprehensively, the secondary objectives includes the following:

    ■ Patching up the gap between male and female illiteracy rates.

    ■ Patching up the gap between urban and rural illiteracy rates and North Egypt and South Egypt illiteracy rates.

    ■ Concentrating efforts to decrease the illiteracy rate of younger age groups to reach zero.

3. Organizing literacy and adult education programs and projects:

● In line with the constitutional commitment that all societal organizations should participate in the literacy and adult education effort, a regulative framework was established at different administrative levels to achieve societal participation and encourage commitment to implementation and responsibility.

3.1 Regulation on the national level:

3.1.1 Agency Board of Directors: Forming a Board of Directors for the Agency under the chairmanship of the Prime Minister and with the membership of the following:

o Minister of Education (Vice chairman)

o Head of the executive body of the Agency.

o 6 Ministries and governmental bodies to participate in implementing literacy programs (Minister of Defense, Ministry of Interior, Ministry of Social Solidarity, Ministry of Religious Endowments, Egyptian Radio and Television Union).

o 6 Civil society organizations (General Association of nongovernmental organizations, the National Council for Women, National Council for Childhood and Motherhood, Chairman of the Federation of the Chambers of Commerce, 2 representatives of nongovernmental organizations that involved in the field of literacy) who shall be responsible for establishing national goals and policies further to follow the implementation of plans.

3.1.2 The General Divan of the Literacy and Adult Education Agency, which is the executive body that is responsible for establishing the national plan and following up its implementation, and evaluating the outcomes. In fact, the Adult Education Agency is charged with implementing the national project of literacy and adult education in Egypt through their branches in the governorates. The Agency has a national plan and its goal is to decrease illiteracy under 10% and to focus on younger age groups, women and those in more deprived areas. The quantitative goal of the plan is to eradicate illiteracy from 8 million people. The main assets of the plan are:

- Eradicating the causes of illiteracy.
- Addressing great numbers of illiterates.
- Non-traditional projects as well as developed, fast and varied programs.
- Prevention of returning to illiterate through enriching projects and programs, activities, and integration.

3.2 Regulation on the local level (governorates):

3.2.1 An executive council under the chairmanship of the governor and with the membership of all executive and public authorities and civil society organizations in the governorate. It shall be responsible for establishing objectives and policies.

3.2.2 The branch of the Literacy and Adult Education Agency in the governorate, which shall be responsible for establishing the local plan, following-up its implementation and evaluating the outcomes.

3.3 Regulation on the branch level (District, Town hall):

3.3.1 An executive local council under the chairmanship of the president of the District or the Town hall and with the membership of all executive and public bodies and the civil society organizations in the scope of the District or Town hall.

3.3.2 An executive department affiliated to the Agency shall undertake the responsibility of planning, following up and evaluating literacy activities in the scope of the district or the Town hall.

4- Interrelation between adult education plans and other participating sectors:

- In the framework of Law No. 8/1991 that states the role of the Adult Education Agency in making the national plan and monitoring the execution thereof (Article No.4) and the role of the different executing bodies in making their own executive plans (Article No.1), interrelating adult education plans shall be through the National Plan for Literacy and Adult Education in which the executive bodies participate through the board of the Agency.

- Projects and programs are carried out through cooperation protocols that set specific goals and responsibilities with the executing bodies.

- Each concerned body shall set its literacy goals and plans, as follows:

  1- **Health sector:** due to the aggravated population problem, the National Population Council is making a strategic plan that includes literacy as one of its main issues, as literacy and overpopulation are closely related. Reproduction health project will integrate the literature of the project, in coordination with the Agency, in the programs and curricula of literacy.

  2- **Rural development sector:** the Egyptian Rural Development and Construction Body are responsible for rural development. The Agency will coordinate with this Body to carry out job-related literacy projects. At the end of this educational stage, students will be granted facilitated loans to carry out micro-projects.

3- Achieving social integration goals: The Agency is coordinating with the National Council for Women and the National Council for Childhood and Motherhood to bridge the gap between males and females through the two following approaches:

a- Coordinating with the National Council for Women through adopting policies that attract and motivate women to attend literacy classes and gain suitable life skills.

b- Coordinating with the National Council for Childhood and Motherhood through carrying out the projects of "Girl-Friendly Schools" that enable little girls to complete their education.

4- Achieving effective citizenship goals: The Agency will coordinate with the National Council for Human Rights to include the concepts of human rights in the curricula of literacy and adult education. It is agreed, through the cooperation

protocol, that literacy and adult education classes will be centers for receiving complaints of human rights violations.

5- Achieving national goals of bridging digital gap:

The Agency is cooperating with the Ministry of Communications and Information Technology to provide learning opportunities using computer and modern apparatus for job literacy. The Agency will open literacy classes in technology clubs, almost 2000 clubs. The educational contents were developed for computer literacy which proved to be effective, especially for young students.

6- Achieving comprehensive social policy and poverty alleviation strategy: The Agency is cooperating with the Ministry of Social Solidarity that is responsible for setting and enforcing comprehensive social policies to integrate the educational contents in this policy. In the light of the new social era, the government will provide financial aids to poor families to enable their children complete their education. An amount of L.E 40 (about $8) will be paid on monthly basis for each child

attending school (average monthly income/ individual in Egypt is $120). A bonus of $4 will be paid for each literate person as social security pension. The Agency is cooperating with the civil society associations to determine and provide economic and social incentives to students of literacy classes.

5- Major challenges of development and goals of adult education:

Egypt is seeking to accelerate comprehensive and sustainable development and to achieve higher growth rates for the interest of all classes and categories of society.

Egypt will adopt a comprehensive strategy for development, focusing on the following:

a- Librating Egyptian economy to comply with market mechanisms.

b- Enabling individuals to invest and work and encouraging initiatives and innovations.

c- Developing and organizing human resources administration to maximize returns of development.

d- Attracting and employing investments for building the capabilities of material economy. Achieving development and providing job opportunities.

e- Considering the social aspect of transformation and assisting marginal and poor people by society.

f- Ensuring justice and equality for all citizens and providing equal opportunities to all people.

- The major challenges of development include the following:

1- Adjusting population growth rate.

2- Paying attention to poor, low-income and marginal people.

3- Poor productivity of the agricultural sector and its inability to meet the increasing demand for food.

4- High rate of illiteracy, amounting to 29.3%, resulting in the decrease of labor productivity.

5- Lack of technical professional cadres in modern fields and professions. Low level of technical education graduates, leading to excluding them from the required professions in the labor market.

6- Equality of males and females and promoting their contribution in the labor market.

- The goals of adult education are closely related to development challenges, focusing on:

1- Decreasing illiteracy and improving the education level of laborers.

2- Interrelating literacy programs with population problem and considering reproduction health as one of the approaches of literacy curricula.

3- Focusing on improving professional skills of adults through providing training programs in advanced centers, under the supervision of the industrial modernization program.

4- Interrelating literacy classes with micro-loans in the framework of a comprehensive social policy.

5- Literacy programs will focus on bridging the gap between males and females and on needy areas.

6- Paying special attention to activities related to agricultural and animal production.

6- Financing adult education projects and programs:

• Financing adult education programs is the subject of constant social discussions for which there are different tendencies either supporting the idea of promoting adult education budgets or preferring to provide budgets for main education programs rather than adult education, despite the fact that the government is convinced with financing adult education projects.

• A great increase in the budget of adult education and literacy has been achieved in the past ten years. Table No. 5 shows budget increase.

Table No. 5: Increase in the General Budget of the Literacy And Adult Education Agency

In million Egyptian Pound

Year	Amount	Increase
1997	109.1	---
1998	110	0.8%
1999	110.9	0.8%
2000	102.5	7%
2001	112.2	0.6%
2002	114.4	2%
2003	185.4	62%
2004	192	3.5%
2005	195.8	2%
2006	192.1	2%

• In addition to the abovementioned budget, the bodies participating in executing the plan will finance the activities of their own projects, including those mentioned in Table No.6:

Table No. 6: Direct finance

In million Egyptian pound

Project name	Executing body	Allocated amounts							
		1999	2000	2001	2002	2003	2004	2005	2006
Conscripts literacy	Ministry of Defense	1.5	1.5	2	2	3	3	4	4.5
Conscripts literacy	Ministry of the Interior	1	1	1.5	1.5	2	2	2	2.5
Girls literacy	National Council for Women	0.5	0.5	0.5	1	1	1	1.5	1.5
Social support	Social Fund	-	-	-	5	5	12	8	2
Public service projects	Ministry of Social Solidarity	1.5	1.5	1	1	1	0.5	0.5	0.5
Health education projects	Ministry of Health	-	-	-	-	-	0.5	0.5	0.5
Human rights	National Council for Human Rights	-	-	-	-	-	-	-	0.5
University students project	Universities	-	-	-	-	-	-	0.5	0.5

- Budgets of literacy and adult education are allocated on a central basis, afterwards budgets are transferred by the Agency to local authorities. The percentage of the amounts paid on a central basis to those paid on a local basis is about 33%.

- In the framework of decentralization, this year Egypt will allocate budgets on a decentralized basis and according to performance budgets that are closely related to the set goals.

- The amounts allocated for literacy and adult education will be distributed as shown in table No. 7.

Table No.7

Percentages of distributing literacy allocations to items

No.	Item	Percentage to allocation
1	Teachers fees	52.7%
2	Supervisors, facilitators and inspectors fees	5.7%
3	Curricula	3.7%
4	Exams	4.5%
5	Administrative supplies and training	6.9%
6	Facilities	2.2%
7	Administrative costs	27.2%
	Total	100%

- The amount of finance from foreign organizations and bilateral aids are less than what is expected. For some countries, adult education is deemed to be futile expenses that bring no economic returns. Over the last decade, Egypt has witnessed the establishment of different projects as seen in the Table No.8:

Table No.8: International projects of literacy and adult education in Egypt

No.	Project name	Financing body/ country	Period	Total of paid amounts
1	Literacy project based on social participation	Britain	1997-2005	N.A.
2	Education development project	U.S.A	2005-2009	N.A.
3	LIFE project	UNESCO	2007	N.A.
4	Building the capacities of Literacy and Adult Education Agency	UNESCO	2007	About $ 900,000

7- Quality of literacy and adult education programs and projects:

7.1 Institutional framework of literacy and adult education programs and projects:

- The General Agency for Adult Education is responsible for planning, coordinating and monitoring the execution of adult literacy programs and projects at the national level and for estimating performance.

The Agency prepares its executive plan in cooperation with its affiliate branches based on new and non- traditional main approaches. The departments of the General Divan are briefed as follows:

1- General Department for Planning and Research:

Responsible for preparing executive plans through the following steps:

a- Analyzing the present situations of branches.

b- Preparing, approving and discussing the suggested general trends with the head of the principal departments and managers of the Agency's branches.

c- Preparing the framework of the plan based on the achieved performance rates and targeted growth rates.

d- The Agency's branches and principal departments of the Divan set their work plans in the light of the general trends and framework of the Agency's plans.

e- Collecting and discussing the plans of the departments and branches to be included in the framework, then approving and sending them to the branches and main departments for execution purposes.

2- General Department for Educational Services:

Responsible for developing education process and providing educational services through new types of schools for those who did not join formal education or dropouts. Literacy programs include helping students to acquire reading, writing and calculating skills, besides integrating them into society so as to provide them with more opportunities and options. This department is responsible for developing dropout prevention programs and post- literacy skills development programs. One of the work axes of this department is focusing on students, determining their needs, developing curricula, using developed educational means, developing and upgrading teachers skills and developing examination and evaluation systems in accordance with the philosophy of providing different curricula. Establishing teachers' database and seeking to establish databases for literacy programs students.

3- General Department for Public Relations and Media:

Responsible for social marketing and communicating with partners. This department undertakes several activities to increase the number of advertisements on the Egyptian television and holds constant forums for distinguished teachers. Hotline system (19556) is established to help citizens from all governorates to call the Agency at the regular call rate.

4- General Department for Training:

Responsible for preparing professional training programs in the Agency and a professional Training of Trainers (TOT) team for branches and Divan as well as training new and old teachers.

5- General Department for Financial and Administrative Affairs:

Responsible for the department of financial resources of the Agency and for improving the return of expenditures. The Department of Finance, in addition to its responsibilities, focuses on paying salaries of teachers, either via ATM cards or post offices. Expenditures are based on actual costs (performance budget).

6- Central Department for Facilitation and Inspection:

The aim of this department is carrying out field monitoring of branches for integration with different branches and monitoring executed works according to the execution rates, determining positive and negative points, analyzing the gap between planned and executed works and taking corrective actions.

7- Information Center:

Responsible for establishing administration's databases for operating the site of the Agency on the internet (www.eaea.gov.eg). This site publishes information about the Agency and its activities, curricula and projects of adult education, prizes awarded to the Agency and laws. This site provides services to students, literate persons, researchers, people seeking to work as teachers and journalists.

7.2 A strategy for developing the work in the field of literacy and adult education:-

The work has been developed to focus on three main cores, as:

- Eradicating the causes that lead to the increase of illiterates' numbers.

- Dealing with the current illiterate population.
- Developing the anti- recession programs, and promoting the post-literacy programs.

The work under these cores is carried out through a strategy, in which the national efforts are combined, and the local administration units, and the government, domestic, and private authorities cooperate together, in order to build non-traditional ways and methods, and new work patterns for all the fields of literacy and adult education. This is done for the purpose of enablement and integration in the society, and to increase the life skills for adults, which helps in offering more opportunities and options.

7.3 National criteria of literacy and adult education:-

Achieving the comprehensive quality, and synchronizing the future and contemporary changes, the national criteria for literacy and adult education, to act as an objective reference to control the practices, and direct the adult education and literacy approach towards the demands and targets of the development society.

The philosophy of establishing the national criteria is based upon a set of basic principles, which emphasize on its commitment with the national and international pacts related to the human rights in general. It also aims to achieve the principle of equal opportunities, social justice, freedom, achieving the greatest extent of social participation, synchronizing with the modern developments depending on the variety of education sources, developing the different skills to deal with the knowledge society, as well as enabling the adult education and literacy approach to develop and regenerate.

As the special center of eradicating adults' illiteracy, the criteria included six main fields of: significant management, social contribution, teacher of adults' illiteracy, learner, the curricula and its elements. Moreover, a number of experts from university professors, representatives of non-governmental organizations, and experts in the field of literacy and adult education, participated in developing such fields, as they have been approved by the Ministry of Education in Egypt, in 2004.

7.4 Observing and evaluating the adult education programs, and evaluating the outputs of learning:-

- **The main technique applied in evaluating the level of learning, is still a series of written tests for the learner, of three levels:**

1- **First Level:** running a test for evaluating the level, by the educational department, to determine the ability of the learner to undertake the final test.

2- **Second Level:** a final written test in reading, writing, and arithmetic, under the supervision of the General Divan (the central level), in cooperation with the branches (Departments and local levels), and with the assistance of supervisors for these tests, from outside the Agency.

3- **Third Level:** it is a dictation test, after which the learner succeeds in the final test, shall undertake as a condition to obtain the certificate of literacy.

- Currently, this method is being developed, to focus on the gained life skills, in addition to allowing the learner to express itself, and its abilities.
- The test problem resembles one of the elements that frightens the learners. The studies have shown that more than 30% of those who

join classes, and become literate, do not undertake the final test, out of their fear to fail in this test, which affects them, socially and family-wise.

- The Agency attempts to develop a method for comprehensive evaluation, through which the learner is being evaluated during the whole studying period, for his/her participation, activities, and educational development. However, there are still great challenges that face the actual application of this method, so far.

- The idea of giving the learner a share in evaluating himself/herself, is still difficult to apply, due to the negative stimulants imposed on the learners, which eventually leads to the concern of the learner in obtaining the certificate by any possible means.

- The idea of finding continuous opportunities to learn, up to higher education, represents one of the main inlets that contribute in increasing the effectiveness of the evaluation process.

- The Agency allows the learners to participate in its current activities, specially those related to the educational curricula taught in classes. It also tends to make the learner evaluate all the elements of the educational process, including the advertising campaigns made by the Agency.

- The Agency has lately assigned non-governmental organizations to prepare the tests, provided that the Agency will handle the dictation test only, to ensure the quality of education process.

8. Participating in adult education and literacy programs:-

8.1 Studying the main reasons for the decrease in joining the adult education and literacy programs:

- In the framework of the Agency's effort to increase the participation in adult education and literacy classes, the Agency has cooperated with the specialized studies and research centers, and participated in or performed several studies, related to the incentives of the learner to learn, including:

- A study of "the obstacles that the illiterates face in the slums areas".
- A study of "motives of the illiterates to join literacy classes."
- A study of "the obstacles that face the illiterates in the slums areas".
- A study of "the educational process in the literacy classes, an evaluation study".

- These studies and researches have shown several challenges and suggestions that affect the motive of the learner to join educational programs, the most important of which:

- Educational curricula that respond to the needs and interests of the learners.
- An educational environment that encourages participation in the literacy programs and its continuation.
- A well prepared teacher, who is able to communicate with the learners, and the surrounding society.
- Providing services' packages for the learners in their education areas.
- Helping the learner to gain life and functional skills, which are suitable for the labor market.
- Providing cultural and social activities for the learners.

- Dealing with the difficulty of economic circumstances, and the family demands, which lead to child labor.

- The nature of the illiterate work does not require reading and writing.

- Getting bored with education because the lessons are not related to the students' daily life.

- Time appropriate for learning and the learning period.

- Degradation of the education value as a basis of the social mobility in addition to the high unemployment rates among the educated. Accordingly, a feeling of indifference to education is generated.

- Rejecting the idea of adult education due to social pressures in addition to feeling of humiliation.

- Problems of the women's responsibility and the requisites of children care in the light of the increasing number of children in illiterates families.

- Including all the students of different ages in one class.

- All these studies indicate the availability of real opportunities which can contribute to increasing the numbers of people desirous of joining the classes and classes and prevent the dropouts. This includes the following:
  - Executing a marketing plan depending on following idea: the illiterate is a client and literacy is a commodity which requires marketing effort.
  - Providing positive incentives for the students through integrated services packages.
  - Education programs which are related to increasing the students' income and fulfill their needs.
  - Curricula suitable for each targeted category.

- Transferring the literacy classes to their work places.
- The students determine the time appropriate for their education.
- Launching media campaigns in the villages and remote areas to achieve the direct communication with the illiterates.

8.2 Targeting Programs for Increasing the Participation Rates:

The Agency has developed a number of programs which target categories as such according to the studies conducted and applying the results concluded from such studies. These programs have emphasized on focusing on the students' needs and fulfilling their expectations and have depended on the students' participation in defining their requirements.

Examples of these programs include the following:

- Literacy Programs for women in women's clubs.
- Literacy programs using Computer and CDs through technology clubs in the governorates.
- Literacy programs for prisoners of jail and punitive institutions.
- Literacy programs for those with special needs (deaf and blind).
- Literacy programs for the rural people through the project: "Egyptian village free from Illiteracy".
- Literacy programs for the industrial sector workers and the participants in the development projects and inside the vocational training centers.
- Literacy programs in the places of worships and the Arabic subject will be based on some chapters of Holy Koran and prophetic traditions.

- Literacy programs in cooperation with non-governmental organizations and the Social Fund for Development.
- Literacy programs supported by university students especially those from Faculty of Education.
- Literacy programs for workers at the State administrative body.
- Literacy programs for people recruited into armed forces and police.
- Literacy programs for youths in youth centers on the country level.
- Literacy programs in the family through the local channels of the Egyptian television.
- Programs of voluntary literacy for people who are not fit in the traditional classes of literacy.
- Self-learning programs through lessons tapes with literacy textbooks. It is aimed to encourage the use in the family to overcome the unpunctuality of students and their dropout from literacy classes.
- Programs for encouraging literates to continue learning.
- Programs for teaching literates life and occupation skills.

8.3 Developing Admission to Literacy and Adult Education Classes:

The last ten years have witnessed a great development in the students' admission to literacy and adult education classes due to applying new methods and adopting projects oriented to specific categories. Table No.9 indicates these developments. The annual number of people joining the classes increased from 486,000 in 1997 to more than one million people in 2006 with a percentage exceeding 130%. These classes have witnessed regularity of attendance and decline in dropout rates as the attendants numbers increased from less than 360,000 in 1997 to more than 667,000 in 2006 with an increase exceeding 80%. Accordingly, the successful

numbers were affected as they increased from less than 283,000 successful in 1997 to 464,000 successful in 2006 with an increase of two thirds.

Table No.9

Progress of the numbers of the students successful in literacy classes within 1997/2007

Number in thousand

Execution years	Total of Enrolled			Total of attendees			Total of successful		
	males	females	Total	males	Females	Total	males	females	Total
97	160	208	368	197	163	360	157	126	283
98	427	352	779	307	262	570	221	182	404
99	416	331	747	264	212	476	173	124	298
00	375	288	663	234	168	402	143	93	236
01	443	268	711	297	171	468	191	105	297
02	401	248	649	286	175	462	208	129	337
03	508	342	850	365	250	615	275	188	462
04	713	534	1,248	488	382	871	355	279	634
05	639	444	1,083	390	287	676	260	188	448
06	652	429	1,082	405	262	667	288	176	464

9. Statement of Training and Qualifying Literacy and Adult Education Teachers and the Rest of Technical Staff:

9.1 Selecting Teachers:

- The proportion of the teachers in literacy and adult education reaches 6% of the total teachers of the Ministry of Education. There is no higher institute or college to graduate literacy and adult education teachers.

- Adult literacy teachers are selected from people having education qualification then university graduates, people having intermediate degrees of good reputation, from the same community they will work therein, who are desirous of working as literacy and adult education teachers, have the ability to cope with the changing circumstances,

respect the work with the illiterates and believe the adult ability of learning provided that they attend education course before the work beginning.

9.2 Training Process for Teachers in Literacy and Adult Education

Training aims at providing individuals with the knowledge, skills, information required to perform specific tasks in addition to amending and changing workers' trends positively towards work. Accordingly, the Agency is interested in developing the training programs which submit on all levels due to the strong belief in the importance of training as it helps in investing the human forces to achieve the Agency objectives.

Therefore, a statement of training in literacy and adult education field can be demonstrated through the following axes:

(1) Preparing the Team of TOT:

The Agency turned to seeking help from professional team of trainers to train the teachers, supervisors and inspectors in the field of literacy and adult education due to the strong belief that training can not be performed without professional trainer. Accordingly, a system has been set to test and qualify the trainers by supporting some projects and programs such as Education Reform Program (ERP), Concentrated Language Encounter (CLE), the integrated Egyptian project, the systematic approach and others. In this respect, 100 professional trainers have been prepared in the Agency and branches in the different governorates.

(2) Training and Qualifying Literacy and Adult Education Teachers:

A dire need has arisen to train the literacy and adult education teacher due to a number of factors including: The teacher is considered the basic pillar of the education process and yet there is no high institute or college for graduating literacy and adult education teachers. Moreover , a great rate of them have intermediate degrees in addition to the sensitivity of dealing with adult illiterates, the matter that requires presenting various education training programs to the literacy and adult education teachers and they are conducted on two levels:

- Before teachers start working, they need to be well prepared in using communication skills with the students and the society, and trained to use the appropriate development approaches to in education depending on the active and effective learning methods.
- Promoting training programs to support the strength and to improve the weakness in their performance which becomes evident during the technical follow up in classes. Moreover, they are followed up and trained in the field continuously during work by educational inspectors from the Ministry of Education to improve their performance level and develop it.

(3) Developing the Inspectors and Supervisors Skills:

The importance of developing the skills of the inspectors and supervisors of education process has manifested itself in the field of literacy and adult education by presenting various training programs concerning the new educational curricula and methods in adult education and applying the active learning and effective teaching methods in addition to the philosophy of the "student-friendly class".

(4) Developing the Human Resources of Workers at the Agency and Branches.

Interest in developing the human resources is considered an effective tool to develop performance at the different institutions. The Agency in coordination with the specialized training centers, the private and governmental, has presented various training programs fulfilling the needs of workers therein and achieving the expected objectives in addition to promoting the performance level.

Accordingly, the interest is focused on measuring the impact of the administrative training of the workers after returning to work to assess output of training on work.

9.3 Teachers Remuneration

- Monthly financial remuneration is paid to literacy and adult education teachers depending on the numbers of the students attending the literacy program in addition to a material incentive for each successful student after the end of the education program.
- The remunerations paid to the teachers do not fulfill these teachers' demands.
- The voluntary efforts in the poor areas are unavailable and require private financial support.
- It is necessary to keep the cadres who are qualified and prove their success in communication with the students. Financial incentives have been approved for people who continue in teaching in classes from the distinct teachers.

10. Researches and Studies in Literacy and Adult Education:

10.1 Objectives and Fields of the Researches and Studies:

The Agency was interested in the studies and researches within the last ten years in the framework of utilizing the social researches in overcoming the illiteracy and adult education. It conducted these researches to achieve several objectives including:

• Identifying the circumstances of selecting literacy and adult education teacher and the weakness and strength points in his preparation programs as well as competences necessary for him to get to suggestions of choosing, preparing and training this teacher and improving his performance.

• Overcoming the most important obstacles the illiterates face during their literacy education in the slums in an attempt to get to the most important suggestions.

• Identifying causes of the illiterates' dropout whether they are social, economic, educational, psycho-educational or related to media.

• Identifying the reasons for some illiterates refraining from joining literacy programs and not utilizing the education opportunities despite the knowledge of the availability.

• Evaluating the media campaign to improve the quality in form and content.

• Trying to find literacy obstacles from the illiterate's point of view to assist in the proper planning of the literacy programs on the national level.

• Identifying the most important education features in the literacy classes and reforming its standards as well as the proposed conception to enforce the education process in the classes.

- The most important studies conducted include the following:

- An evaluation study" Education Process in literacy classes".[1]

- An evaluation study of "selecting and preparing adult literacy teacher and evaluating his performance".[2]

- Field research " obstacles facing the illiterates in their literacy in the slums".[3]

- Field research of "phenomena of refraining from joining literacy classes in Egypt... reasons and remedies".[4]

- Field research of "phenomena of dropout from literacy classes... reasons and remedies".[5]

- "obstacles facing the illiterates in their literacy".[6]

- Field research of "evaluating the media campaign for literacy including its media and education parts"[7]

- Qualitative research of the efficiency of literacy programs and the trends of the participants before these programs. Such research was conducted through Literary Initiative for Empowerment (LIFE) program by Adult Education center at the American University in Cairo.

1- Nagi Shnouda Nakhla, education process in literacy classes, an evaluation study, National center for education researches, 2004.

2 Ali Al Sayed Al Shakhibi, an evaluation study of selecting and preparing the literacy teacher and evaluating his performance, university education development center, Ain Shams university, September 2002.

3 Soheir Mohamed Howala, obstacles facing the illiterates in their literacy in the slums, institute of educational studies, adult education section, "Cairo University", 2004

4 Hasan Shehata, Phenomena of refraining from joining literacy classes, reasons and remedies, field study, university education development center, Ain Shams university, 1996.

5 Abd El Hadi Al Gohari, phenemona of drop out from literacy classes, Minya university, faculty of arts, 1996

6 Magdi Ahmed Fahmi, obstacles facing the illiterates in their literacy, General Agency for Adult Education- researches and experimentation department, 1995

7 Evaluating the media campaign for literacy, faculty of Mass communication, center of women researches and media, Cairo University, March 1998.

10.2 The Most Important Results of Studies and Researches:

A number of results have been concluded from these researches and studies. The most important includes the following:

- Interest in literacy programs that relates learning to the life skills.

- Numerous curricula convenient for the students' needs in the different areas.

- Benefiting from the expertise of the non-governmental organizations working in the field of literacy.

- Providing health care for students in literacy classes through periodical health check and drug prescription for free.

- Issuing specialized periodical publications in the literacy field including the concerns of workers in this field.

- Reviewing the literacy advertising campaign on Television to be more attractive to impel the illiterates to learn.

- Taking an interest in the religious motives for the adult illiterates, especially in the countryside, as education is associated with the most important issues of adults.

- Providing various education means conformed to the education curricula in the literacy programs.

- Training supervisors and mentors to apply non-traditional means in supervision and instruction.

- Decreasing the study period and merging the two levels programs into one, to put an end to boredom which leads to dropout and organizing the study times according to the students' circumstances.

- Taking into consideration the education environment and its appropriateness for the adults.

- Curricula appropriate for each targeted category.

- Developing the literacy programs so that studying will enable the illiterates to increase their income.

- The importance of the relevance of the study in literacy classes to the students' reality and problems.

- Moving the studying places to the work places of the illiterates.

- The daily studying period shall not exceed two hours.

- Teaching methods shall be based on discussion and conversation, conveying and exchanging the students' experiences.

10.3 Benefits from Results of Researches and Field Studies:

The results from studies have contributed to develop the work policies and the applied practices in the fieldwork; examples include the following:

- Merging the first and second educational levels into one and decreasing the time length of the literacy program from 18 months to 9 months.
- Changing from one national curriculum to a variety of curricula and the educational means which depend on the active learning methods.

- Good training for teachers, supervisors, inspectors and mentors to apply the active learning strategies.
- Presenting literacy programs which provide students with the skills to establish small projects for increasing their income.
- Taking care of determining the students' needs.
- Changing the concept and philosophy of literacy class from traditional to the idea of adults club and student-friendly class.
- Providing service packages for students in the studying fields (health- agricultural- environmental – religious…….etc.)
- Producing more attractive television references to encourage the illiterates toward education.
- Communication with the non governmental organization and the civil society organizations to benefit from their expertise in literacy and adult education.

11. Programs and Practices in Adult Education Field Executed from 1997 to 2007:

- Implementing decentralization in the literacy and adult education by establishing a general plan and providing all the tools for the governorates to set their individual plans at the village level, according to their circumstances as well as launching competition between the local department units.

- Supporting the participation of society to guarantee its effective role within the civil society institutions, non governmental organizations, popular programs for literacy and adult education, with the aim of boosting stimulation and joining efforts to achieve the objectives.

- Developed good educational programs focused on the student and suitable for his concerns.

- Changing the way the General Agency for Adult Education executes adult education programs from being a service provider to a service purchaser, where the execution is done by the civil society organizations.

- Publishing booklets on 63 literary subjects in different fields for literate people to prevent reversal to illiteracy, and increasing the number of libraries hosting the booklets aimed to contribute to post-literacy learning in the governorates.

- A project of providing extra classes for literate people who want to continue education and for increasing the age of joining formal education, by distributing textbooks for free and removing tuition fees.

- Issuing "Tanweer" newspaper for the literate, to prevent reversal to illiteracy and strengthen the knowledge and skills gained in literacy programs.

12. Literacy:

- According to law No. 8 (1991), Literacy means educating the illiterate citizens so that they can accomplish the primary grades in basic education.

- Policies and programs focusing on gender for women literacy:

A) Including women in the development plans.

B) Including the woman literacy program in the population and developing a strategy.

C) Shifting from letting women gain reading and writing skills from the literacy programs to empowering women and reinserting them into the society, besides increasing their life skills to increase their opportunities and choices.

D) Matching literacy programs with the life activities which concern the students.

E) Applying the active learning and effective teaching strategies to increase the students' participation in the education process.

F) Diversification of the education curricula and methods which are suitable for women according to different environments: learn to be free, learn to be enlightened, read in the name of your God, systematic approach, CLE, merging the health and environmental content with literacy curricula oriented especially to women (health messages- health reproduction messages – environmental messages).

G) Offering various methods for women literacy by the following:

- Traditional classes: (in schools- youth centers- places of worship- non-governmental organizations- governmental Administrations etc).
- Literacy by using the free contracting system, which offers flexible time and place for education.
- Presenting literacy programs where public services are provided to women (health units- Women clubs- culture palaces…etc).

H) Providing practical integrated services packages and orientation programs for students in the literacy programs and expanding them in case of success.

I) Starting to prepare for the inclusion of messages on human rights, by establishing micro-enterprises in literacy curricula oriented to women.

13. Examples of Effective and Innovative Experiments and Programs of Literacy: (at the local level)

Numerous experiments and programs in the fields of literacy and adult education are conducted in cooperation with all stakeholders at the local level. Several programs are applied together with the partners internationally. Following are some of these experiments and achievements:

13.1 Decentralization Initiative:

The Agency, in cooperation with the Damietta Governorate, has implemented an integrated project to eradicate illiteracy, with decentralization enforced by delegating the Agency's competences to the governorate in terms of taking necessary decisions for the running of the project. The results have showed the effectiveness of this method and the necessity of developing it so that the process of decentralization will

become reality. The Agency has signed cooperation protocols with two governorates to execute the literacy programs under the complete management of the local units, according to a plan set thereby and financed by the Agency. The executive procedures include the following:

- Implementation of the governor's decision concerning the establishment of an agency responsible for executing literacy plan in the governorate.
- Implementation of the governor's assignments for appointing the heads of the local units in the governorate, which are rural local units fully responsible for executing the literacy plan in their areas.

- Implementation of the governor's decision to consider the execution of the literacy plan as a basic condition for the evaluation of all the commands in the local administration.
- Conducting field survey of the illiterates and identifying the studying places.
- Forming data structures.
- Appointing teachers.
- Opening classes and supervising them.
- Determining the financial system of spending on classes and preparing the financial regulation of incentives for employees in the local administration, distinguished students and successful ones.
- Field observation of classes.
- Coordinating with the Agency for the exams.

The Role of the Agency is determined as follows:

a- Training teachers.
b- Providing books and learning tools.

c- Follow-up, guidance and evaluation.

d- Setting exams.

e- Issuing certificates for successful students.

13.2 The Initiative of University Students' Participation in Literacy Programs (One Teaches One):

The national plan used university students in the literacy programs, depending on the success of UNESCO project UNLED. This project was carried out in Egypt and showed positive results. In this context, a leading project was implemented to carry out the experiment in an Egyptian university. A protocol for the cooperation with Zagazig University, in collaboration with UNESCO, was signed. It established that "each student of the third year (elementary education) would educate 5 illiterates in the village or district where he was resident". This is included in the requirements listed by the "Adult Education" Article, which assigns 5 marks and 50 pounds per student for every illiterate he has freed from illiteracy.

Moreover, Illiteracy Eradication and Adult Education Center was established in the college. Training and rehabilitation courses were run for students as to become literacy teachers. This project succeeded and procedures are currently adopted to develop it among other universities.

13.3 The Initiative of Using Teachers Working for the Ministry of Education:

The idea of this project depended on using teachers during the summer vacation and using their social importance in rural areas in order to reach students and teach them by mean of non-conventional programs. An

experimental model was applied to new teachers in the governorate of Al-Gharbiyah, where the Minister of Education gave directions for assigning every contracted teacher to a lesson (or giving them a contract to educate 5 illiterates), as a condition for renewing the contract therewith in the following year.

This project resulted in the achievement of an enormous increase in the numbers of literates in the Governorate, reaching the 33.7% of the year target. The direct cost of the student declined to less than 80 pounds.

13.4 The Initiative of Developing Nongovernmental Organizations and Increasing Their Role in Literacy in Collaboration with The Social Fund for Development:

The project started with a contribution from the literacy programs fund within the national project in 2004/2005, with a total cost of 32 million pounds at the national level. It sought to improve the institutional capabilities of nongovernmental organizations, and to help in the creation of job opportunities for the youth in the field of literacy. The project is implemented at two stages:

First stage: Developing nongovernmental organizations and increasing their participation in literacy programs, through:

- Rehabilitating the organizations (34 associations) and training people working therein.
- Employing additional persons in the organizations to manage literacy programs.
- Opening 600 classes for about 12 thousand students out of which 6250 persons succeeded.

- This project achieved a high percentage of students' attendance in literacy classes.
- 22 million pounds were spent (the major part of which was appropriated for building the institutional capabilities of the participating nongovernmental associations).

Second stage: at this stage the project focused on maximizing the benefit received from organizations that achieved success at the first stage, while the remaining amount was appropriated for micro-credit aimed to committed students.

13.5 The Initiative of Integrating Illiteracy Eradication into the Comprehensive Development of the Egyptian Village:

The Organization of Building and Developing Villages is implementing integrated plans in the Egyptian village depending on popular contributions. In this context, it was agreed to include literacy programs as a major pivot in developing the village, where the department efforts are directed towards achieving the following:

- Increasing the awareness in the Egyptian village of the importance of literacy programs.
- Encouraging popular participation in literacy programs through natural leaderships, opinion leaders, and civil society organizations in the Egyptian rural areas.
- Educating citizens whose ages are 16 year old and above, through literacy programs coming form the surrounding environment, besides concentrating on educating rural girls and women.
- Giving opportunities for tutoring through a group of developmental and educational seminars for the local society, which fulfilled the

actual needs of rural girls and women, and according to the environmental characteristics.

- Enhancing the economic position of those who were freed from illiteracy, and serious students, by offering discounted loans to set up small projects through the Local Development Fund affiliated to the Organization of Building and Developing Villages and other lending channels.

13.6 The Initiative of Transforming Literacy Classes into Clubs for Adults that Offer Packages of Services and Cultural and Professional Integrating Programs for Adults:

This initiative focused on the results of studies conducted and students' opinion polls about overcoming the challenges faced by adult education programs. The idea depended on transforming literacy classes from a learning space into a place where adult illiterates or literates met and obtained all services offered by governmental and nongovernmental organizations. Moreover, there were diversified lessons to focus on life and job skills, in addition to sport, social and cultural activities.

The importance of an integrated look to the social circumstances of female students and their care for their children was put into consideration. Services and activities included:

- Health services like field examination and offer of health education.
- Agricultural extension services and practical and theoretical education.
- Veteran services and practical and theoretical education.
- Religious cultivation services in education and guidance.

- Earning a bonus of 200 pounds for each successful student.
- Free examination and treatment for all literacy students in health units.
- Issuing national number ID for each student who does not have it.
- Evaluating the heads of districts, cities and villages in terms of literacy.
- Organizing classes to supervise female students' children by a percentage of those charged with public service in order to teach female students' children and help them in their studies.
- Veteran program: free education, guidance and treatment.
- Religious program: education and religious contests.
- Social program: conducting studies for low-income people together with immediate aids.
- Sport program: sport activities and fieldtrips inside and outside the governorate.
- Agricultural program: agricultural education and provision of pesticides and chemical fertilizers.

Service packages were accompanied by other activities like:

- Issuing health and veteran card for each student.
- Facilitating loans from associations and paying for immediate aids toward chronic diseases.
- Carrying out surgical operations at half price.
- Organizing sport tournaments for all sports.

- Making fieldtrips inside and outside the city for the students.

It was also agreed with the local eighth channel in the Egyptian Television to broadcast episodes about the educational program and the trips.

13.7 The Initiative of the Private Sector Participation in Literacy Programs through Businessmen Associations:

Aiming to benefit from the social role played by businessmen associations, an initiative for collaboration was adopted as a start for establishing an executive framework that could have been widened at a later stage. Since studies showed that social role programs are focusing on poverty without putting illiteracy into consideration, it was decided to integrate literacy into the poverty eradication programs supported by these institutions, more specifically by two businessmen associations in Alexandria and Assiut. The Literacy curricula was prepared and focused on micro-credit projects.

This system aims at providing the students with minimum reading, writing and calculating skills, in addition to small project management. The curriculum was presented in a way that allowed for conversation, contemplation and observation of the matrix of Arabic and calculation skills. Curricula units included "learn and win", self-awareness, small projects, food industries, sewing, needlework and tricot.

13.8 The Initiative of Multiple Curricula from which a Student Chooses What Suits His Interests (Menu Driven Approach):

Since studies revealed that it was necessary to diversify the educational contents to suit students' needs, the idea of transforming curricula into separate units, where each unit has specific educational objective(s), was developed. The student can determine the units he wishes to learn at the beginning or in the course of his studying. Moreover, several curricula and

educational methods were developed and used to increase the effectiveness of learning and making it enjoyable and entertaining.

13.8.1 Accelerated Curricula

This is an accelerated learning methodology, by which it takes the least time (two to three months) in order to let the student achieve the minimum level of reading, writing and calculation skills.

This curriculum is based on conversation and contemplation with the student, while arousing his linguistic experience. Its material is free from the compulsory textbook. However, its words come from the student himself and his relation thereto is intimate. Thus, it is suitable for all environments. Its vocabulary is focalized and can be utilized in full. This makes it easier for the student to realize the symbol with the least number of words, which propels him to proceed. The stimulants used are a package of images, drawings and environmental materials…etc. This curricula called "You and your life" is used with the university student in literacy programs.

13.8.2 The Systematic Approach in Literacy Programs: it is a new method of teaching and learning that cares for education at high learning levels. It is adopted by Ain Shams University Science Education Center. The project is seeking to maximize active and cooperative learning, in addition to accelerating the education process, and ensuring that students do not reverse to illiteracy. It also aims at reforming the "I learn, so I become enlightened" curricula.

Positive sides of using these curricula are: success percentages are higher by 28%, and students' attendance is higher by 21%. The progress of

students in educational and skill aspects is higher by 50%. Attracting the student's attention, achieving cooperative and active learning in addition to eradicating illiteracy is at the highest levels of learning.

13.8.3 Intensive Approach for Language Learning CLE

The Program theory is based on addressing the student's mind, activating brain functions, linking education to development and arousing the student's learning motives by developing his skills and activating his intelligence. Therefore:

- ❖ Teacher: must be creative – innovative – leading.
- ❖ Student: must be positive and participating in the educational process.
- ❖ Curriculum: must fulfill the student's needs and suit his environment.

13.8.4 Religious Curricula "Read! In the name of thy Lord and Cherisher, Who created" :

The curricula of "Read! In the name of thy Lord and Cherisher, Who created" aims at teaching students to read and write using short Qur'anic Surahs and the Traditions of the Prophet "Peace Be Upon Him". The Agency has added to it a guide for teaching mathematics in order to be used as integrated curricula. The number of credit hours is 360 (equivalent to 6 months). Number of daily hours is 3, 5 days a week.

The curricula of "Read! In the name of thy Lord and Cherisher, Who created" was tried during 2006/2007 on 87 classes in 4 governorates: Al-Gharbiyah, Giza, Al-Fayoum, and Menoufia. Students' attendance in classes was measured, and it was found that the percentages of students'

attendance in "Read! In the name of thy Lord and Cherisher, Who created" curricula was 72 %, against 61% for "I learn, I become enlightened".

13.8.5 Health Curriculum: This curriculum focuses on integrating health skills and knowledge into reading and writing subjects, where learning takes place by an integrative way. This curricula aims at improving main health indicators in Egypt, like:

- Maternal mortality rate.
- Newborn mortality rate.
- Fertility rates.

This curricula includes Arabic language skills in addition to calculation skills through health approach. Two books are prepared in addition to the teacher's guide for each book.

The project also cared for opening a number of classes in the rural communities of some governorates.

13.8.6 Environmental Approach: This curricula is developed in collaboration with the Environmental Affairs Agency for the sake of learning to read and write through environmental issues, in addition to focusing on developing knowledge and skills related to conserving environment and changing the students' attitudes regarding environmental practices.

13.8.7 Human Rights Curriculum: This curricula is developed in collaboration with the National Council for Human Rights for the sake of learning to read and write through issues related to human rights as mentioned in the Egyptian Constitution and the international laws and

conventions alike. The study focuses on letting the student know his rights and how to deal with any improper actions.

13.9 The Initiative of Using Information Technology and Communications in Literacy:

- Egypt was one of the first countries that used communication technology in literacy programs. It has used radio broadcasting in teaching the illiterate to read and write since 1960's.

- With the advent of television in Egypt, Egypt employed T.V. programs in implementing literacy project in two ways:

  a- Calling for participation in literacy programs.
  b- Broadcasting specialized programs for educating adults generally, and literacy programs in particular.

- With the advent of satellite TV in Egypt, Egypt was the first country in the world that designated a specialized educational channel for adult education and literacy. This channel displayed programs that were received at centers from which the State broadcasted to areas that needed special efforts in improving literacy. This channel was used in:

a- Marketing literacy programs and adult education.
b- Training teachers working in the field of literacy and adult education.
c- Displaying literacy and adult education lessons professionally.
d- Displaying programs specialized in teaching adults about domestic repairs professions and crafts.

- With the considerable progress in using computers, Egypt has started an advanced program to employ this distinguished technology, which is

attractive to young people, in the field of literacy and adult education. Literacy program was fully developed by electronic media. An experimental project was implemented and succeeded largely in attracting students, decreasing the percentage of their leakage, besides increasing the percentage of their success.

- On the grounds of this success, it was decided to expand the implementation of the initiative by using computers in IT clubs set up by the State, to provide such technology services to all citizens. There are 2000 clubs distributed across all governorates of the Republic.

14. Experiences and Programs in Collaboration with other States and International Institutions:

14.1 UNESCO project of enhancing national capacity building and creative program development in adult education and non-formal education. Among the objectives of this project there are:

Developing policies in the field of adult education and non formal education.

Planning, implementing and managing educational programs.

Benefiting from the leading national and international experiences.

The methodology of working in the project is as follows:

- Planning with the participation of UNESCO offices in Beirut and Cairo, and the Agency, besides setting up a committee for directing the project.
- Work at various levels: national - the Agency - governorates.
- Focusing on processes with outputs through setting up a task force to implement the project activities.
- Continuous and temporary planning and evaluation of the project activities to ensure achieving effectiveness and to ensure the sustainability.
- Partnership with the international bodies working in the field of literacy and adult education.

14.2 Education Development Project (ERP):-

The project, which is being implemented by USAID, aims to build the capabilities of the adult education Agency, and the civil society's institutions, to achieve an improvement in the percentages of enrollment, attendance, and success in the administrations where the projects operates. The sector cooperates with 23 administrations in seven governorates namely, Alexandria, Cairo, El Fayoum, Beni Swief, El Menya, Kena, and Aswan, and achieved:

First: In the Field of Education's Quality:-

Various programs have been implemented to support the cadres of the adult education administrations in the fields of active learning and dealing with the hardship of learning the Arabic language and mathematics, by using the means of active learning, effective planning for the lesson, technical principles of supervision, facilitation, inspection, and others.

Second: Institutional Development:-

Implementing various programs at branches and administrations level, for supporting the educational quality, and achieving the continuity in several fields such as strategic planning, setting executive plans, institutional evaluation, analyzing the administrative systems, and others.

Among the most important tools, evidences, and products, are the monthly technical follow-up form, the tool of institutional evaluation, the qualifying approach for the preparatory stage, the guidance for the curricula of "learn and be educated", guidebook for the local associations to manage the adult education classes, life skills books, the electronic system of observing the

classes, and the documents of strategic and executive plans for the branches and administrations.

Third: The Community's Participation:-

It presented programs as the participatory rapid search, which contributed to signing cooperation protocols between branches and institutions, as the university.

15. Expected outcomes from the conference, and the future view for adult education:-

Expected outcomes from the conference:

- **Policies and Legislations:**

  - Establishing legislations that deepen the issues of equality, and non discrimination.
  - Legislations should reflect the common interests of the different categories of the society.
  - Issuing the legislations which organize the domestic institutions' work in the field of adult education.
  - Adult education is regarded as a common responsibility between the State and the community.
  - Providing sufficient amount for the neglected in the field of adult education.
  - The mechanisms of cooperation between the States of the South to benefit from the successful experiences.
  - New mechanisms of funding, depending on private work institutions, through their social role, with emphasis on the role of multinational institutions.

- **The Quality of Education:**

  - The adult education programs emphasize on the age and globalization issues, **as for example**:

    ✓ Facing the future challenges.
    ✓ Critical thinking.
    ✓ Adaptation to the changes of globalization.

✓ Adaptation to the changes of the globalized market.

✓ Forgiveness and acceptance of the other.

✓ Integration with the technology of the era.

- Educational institutions, which work in the field of adult education, build criteria and standards which help reaching the level of quality in the field of adult education.

- Directing more attention to the programs of groups and deprived areas.

- Education faculties and institutions for training teachers must pay attention in their programs and stated goals to the literacy programs and adult education, in its programs and goals.

- Adjusting the adult education programs, in a way that responds to the several and regenerated needs for all the categories of the community.

- Adults' programs that use information technology and compact discs.

- **Studies and Researches:**

- Concerning with performing consecutive studies to evaluate the income from literacy, and the reversion to literacy.

- Concerning with carrying out a regular evaluation for the outcomes of the adult education and literacy campaigns.

16. The most important challenges for the future that should be faced by adult education:

- The requirements of job market are very changing, as well as its link with the concept of continuous and life education.
- The issues resulting from our age and globalization (the culture of peace, dialogue with the other, and forgiveness), and their effect upon adult education.
- The cooperation among countries in establishing international, continental, and regional networks of adult education, in the framework of pursuing an alternative human globalization, by providing data bases, information, practices, and experiences that facilitate working in the field of adult education.
- Employing communication and information technology in the field of remote and electronic education.
- Admitting the augmenting role of the civil society's institutions, supporting their role in the adult's education field, and freeing them from the restraints that hinder their work.
- Honoring the social role for the business associations, and the efforts of local societies in the field of adult education.
- Taking into consideration the comprehensive concept of the adult education, viewed as a comprehensive educational activity for all patterns of formal, informal, non formal education, whether inside or outside the educational institutions.
- Raising fund for adult education programs.

17. Annex: Report preparation procedures:

The report has been prepared through a participatory extensive consultative procedures including all stakeholders in the field of literacy and adult education. The process included the following steps:

1. Preparation of a background paper on the general framework of the report by Adult Education Agency (AEA).

2. A workshop of all stakeholders to review the general framework and to agree on the basics in each area. The participants of this workshop include:

a) Associations and Non-Governmental Organizations participating in the national workshop:
1) The Cultural Development Association. (Hussain Ahmed Mustafa).
2) Guaranty Orphan Association , Azabat El Borg . (Mohammed Ibrahim).
3) The Coptic Evangelical Organization for Social Services (CEOSS).. (Malak Zuhair Zaki).
4) Hawaa Future Development Association (H.F.D). (Abdel-Nasser Abdel Dayem).
5) Community Development Association , Dakahlia. (Mohammed Gad al-Husseini).
6) Assiut Businessmen Association , Assiut. (Samir Fahim Awadallah).
7) Caritas Egypt. (Haleem Zaka Azer).
8) The Religious Association . (Said Ibrahim Ahmed).
9) Salama Moses Instituation ,Menia . (Adel Tharwat Khalil).
10) Culture Unions. (Eman Mohammad Ezz el deen).
11) Arab Women Association. (D. Mona Mohammed Abul Magd).

b) Researchers and Academia staff in the field of adult education:
1) D. Mahmoud Kamel el naqa .
2) D. Sami Nassar.
3) D. Hassan Bashir.
4) Reza Hijazi.

c) Adult education experts from local authorities:
1)   Said Abdel Gawad : Cairo governorate
2)   Ibrahim Alvramawi : Giza governorate
3)   Ahmed Hashim Ismail
4)   Osama Hassanein Hamza
5)   Mohamed Wahid Alfashn : Banisuif governorate.
6)   Eid Mahmoud : Sohag governorate.
7)   Zakaria Mohamed Ismail : Gharbih governorate
8)   Al said Morsy Abbas : Bahirh governorate.
9)   Abdul Hamid Alsnfawi : Kfr alshik governorate
10)   Lutfi Abdel-Alim : Almynia governorate.

d) The Adult Education Agency (AEA)staff:
1) Mohamed Abdel-Azim
2) Dr / wafaa abd al qawy zaater
3) Alaa Eddin Abdel Hadi
4) Osama Abdel Sameih
5) Mahmoud Ahmed al Zayat
6) Dr / Mohammed Mustafa
7) Magdi Ahmed Fahmy
8) Hussain Ahmed Hussein
9) Kamal Badran
10)   Omar al qady
11)   Dr. Amal mahsoub

3. Preparation of the report in its initial form:
A drafting committee put together the initial draft of the report.
The committee consists of:
a. Dr. Raafat Radwan.
b. Mr. Magdi Fahmy.
c. Dr. Amal Mahsoub.

4. The final approval :
The report has been sent to participants and comments received and added to the final report. The final report has been put together by Dr. Raafat Radwan, the chairman of the Adult Education Agency in Arabic then translated into English.