

CHAPTER 2

LEVEL AND STATUS OF INVESTMENT IN ADULT LEARNING

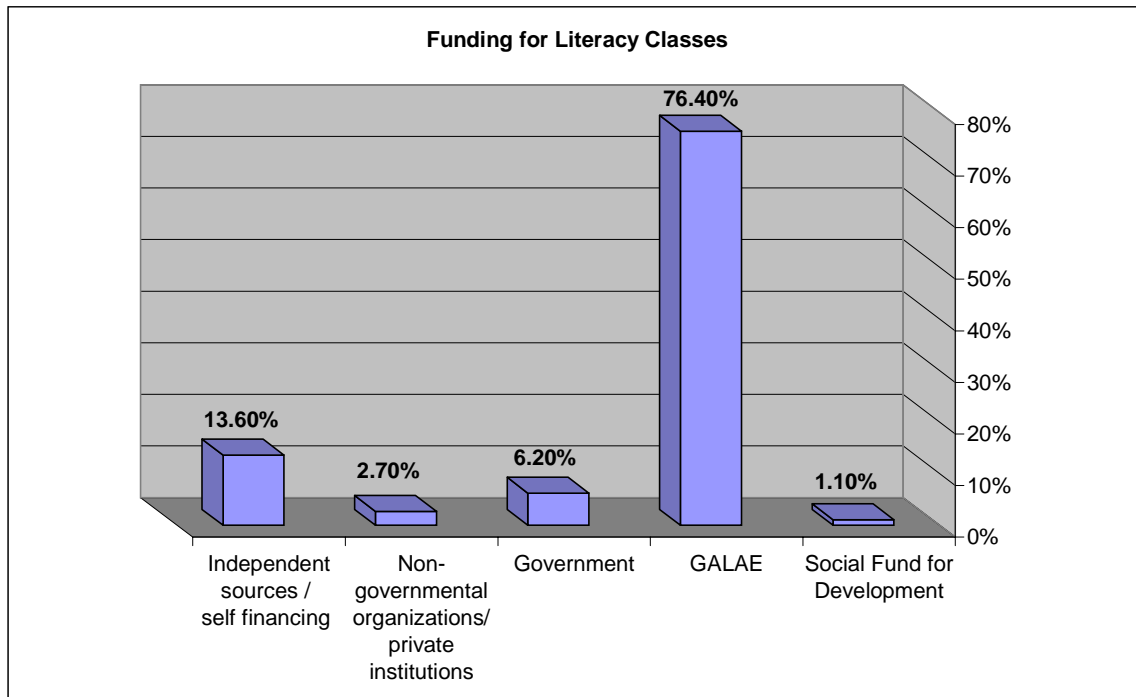
a) Statistics on Participation Grants, Institutional Grants

Funding for Literacy Classes:

The graph and table below indicate that governmental, NGO, and the Social Fund's funding for literacy classes are merely 10 % from overall funding. On the other hand, the General Authority on Literacy and Adult Education has been responsible for 90 % of total literacy classes in all branches and locations.

It is estimated that the total cost for eradicating illiteracy amounts to L.E. 600 million per year over a period of five years (which amounts to 3,000 million L.E.), to reach 4 million people a year of 20 million people over a five year period (Egypt Human Development Report 1998/1999). However, the General Authority on Literacy and Adult Education, established by the government to implement the National Plan for Literacy, operates on a yearly budget of only 72 million L.E., with 500 million L.E. allocated for the entire project.

Graph (1)



Source: General Authority for Literacy and Adult Education, February, 2003

Table (1)

Source of funding	Social Fund for Development	GALAE	Government	Non-governmental organizations/ private institutions	Independent Sources / Self-Financing
Percentage	1.1 %	76.4 %	6.2 %	2.7 %	13.6 %

Source: General Authority on Literacy and Adult Education (Galae), 2003

NGOs have prolific activity in that domain be it as a main objective to one of their projects/program or as a component to a project/ program. According to the Education for All newsletter (May 2003), NGOs with literacy programs make up only 3.6% of the total number of NGOs in Egypt, which are about 16,000. According to Camilia Abdel Fatah, a director at the Ministry of Social Services, there are about 1,014 NGOs working in the field of literacy, with a total of 4,370 literacy classes and a total of 43,995 participants (*Education for All*, Vol. 29, May 2003, p.12).

The following are examples of some donor-funded or NGO-funded projects that involve adult education divided by themes:

1: Adult Learning, Democracy and Peace and Critical Citizenship

Non-Governmental Organizations & Grants to Promote Human Rights – UNDP

June 2003 - Six NGOs received a grant of U.S. \$5000 each to support local initiatives for promoting and protecting human rights. Under the project “Assisting Communities Together (ACT)”, six Egyptian NGOs were selected through a transparent competition which attracted 150 applications.

- I. Target Group:** least privileged groups in society, such as women and children.
- II. Scope of Coverage:** five different governorates in Upper Egypt, the Delta and Cairo.
- III. Funding:** U.S. \$15,000; ACT is funded jointly by the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Development Programme (UNDP) and is being implemented in partnership with the Ministry of Foreign Affairs.

Administration of Justice Support (USAID)

I. Target Group: The Administration of Justice Support (AOJS) project enhances the capability of the Egyptian justice sector to deliver judicial services in a more timely fashion to apply the rule of law. The project is raising the quality of judicial decision making through developing and automating information services and training judges in new civil and commercial law trends. Activities under the AOJS include the automation of two pilot civil courts, training programs for court personnel, the identification of procedural reforms, and training judicial personnel in the use of automated legal databases.

II. Learning Content: Support for the National Center for Judicial Studies includes curriculum development, judicial exchanges, strengthening the administration of training programs, and training for career-long judicial education, clinical court, and

legal English.

Achievements to date include:

- The institutionalization of computerized case initiation and registration network in both pilot courts with indications of strong customer satisfaction and implementation of its related training;
- The successful installation of case management application in the second pilot court and implementation of its related training;
- The institutionalization of the use of equipment for office automation in one governorate;
- A 32 percent ratio of female court administrators and judicial trainers who have directly benefited from the training opportunities;
- The organization of five study tours in the United States for judges and the faculty of the NCJS; and
- The provision of commercial law training programs for 3,000 judges.

III. Funding Amount: U.S. \$17.8 million

NGO Service Center (USAID)

I. Learning Content: This project supports civil society development through training, and grants for networking and advocacy.

II. Target Group: The five-year NGO Service Center activity supports development of the service delivery and civic action capabilities of individual Egyptian NGOs, strengthening the infrastructure of civil society at large, and leaving behind a sustainable NGO support facility capable of providing NGOs with a range of services including training, technical assistance, and operational support. In addition, the activity provides an umbrella mechanism through which other USAID units (e.g. Health and Population, Environment, Micro-Enterprise) can implement elements of their programs that entail working with Egyptian NGOs and U.S. PVOs. It supports the infrastructure of civil society at large by encouraging networks and information exchange among NGOs, promoting dialogue with the government and the business sector, the formation of gender networks, and promoting public awareness.

III. Areas of Coverage: Income and geographic disparities are being tackled through the establishment of two field offices in Upper Egypt and the Delta in addition to Cairo, to ensure nationwide coverage and equitable access. Finally, by Since NGOs serve the neediest segments of society, it is hoped that the activity will reach the under-served and improve access to otherwise unavailable services.

IV. Funding Amount: U.S. \$32.5 million

2: Improving Conditions and Quality of Adult Learning

Capability Enhancement through Citizen Action - CAP (CARE)

Funded by: Egyptian Swiss Development Fund and CARE

The Capability Enhancement through Citizen Action (CAP) Project (July 1999-June 2003) aims to improve the quality of life - including participation in civic affairs - of 90,000 low-income households in rural communities of seven governorates of Middle and Upper Egypt (Aswan, Qena, Sohag, Assiut, Minia,

Beni Suef, and Fayoum Governorates). Quality of life improvements will result from increased household income and improved community services in water, sanitation, health and nutrition awareness, and girls' and basic education.

Total estimated cost of the project is L.E. 36,544,262 (US\$ 10,748,312). The Egyptian Swiss Development Fund (ESDF) contribution is L.E. 25,518,589 (US\$7,505,467), while CARE contribution is L.E. 1,525,673 (US\$ 448,727), and local contribution is L.E. 9,500,000 (US\$ 2,794,118). The CAP Project can be seen as a type of umbrella grant management mechanism where CARE–Egypt, as the intermediary NGO, channels large amounts of Project grants to the participant CDAs (L.E. 9,500,000). Equally important CARE–Egypt provides technical assistance to these CDAs (worth of L.E. 4,522,882) to strengthen their technical and managerial capacities to properly manage and use these grants in the development initiatives that serve community needs in the three sectors of the Project. The project is implemented by a total 46 staff members based in Field offices and Workstations in the seven governorates as well as Cairo-based project management.

3: Literacy and Basic education

One-Room Schools – Ministry of Education

This is in response to the need for rural girls who have not accede education in primary levels to learn in flexible conditions that are closer to village realities. Learning is organized around the concept of multi-grade classrooms, facilitating learning rather than indoctrination and rote learning, interactive teaching methods and relief from the financial burden of uniforms and cost of textbooks.

Community Schools- UNICEF

This is a widely acclaimed model that has been operating in rural governorates in Upper Egypt – the South – for over 10 years. It is the prototype for the one-room schools that the government has established and builds quality into teacher training and delivery of learning to children and adolescents who have missed out on a chance to go to formal schools.

Sesame Workshop

Funded by: USAID

Creation of 170 half-hour television programs of a local “Sesame Street” series (Alam Sinsim) is intended to improve children’s school readiness and increase basic literacy and numeracy skills. This series is also intended to help equalize opportunities for early school success, particularly among the disadvantaged and girls. It actively promotes girls’ education and models positive images for girls and boys, as well as desired behavioral health and environmental practices for children and families. It targets illiterate parents of pre-school children as well.

Estimated Total Cost: U.S. \$ 8.4 million

4: Promoting the Empowerment of Women

New Horizons - CEDPA

This activity expands access to education for girls and young women, increases community participation and support for girls' education, and improves the health and educational status of girls and young women living in Egypt. Under this grant, local NGOs are being utilized by the Center for Development and Population Activities (CEDPA) to award primary and preparatory school scholarships and to deliver the "New Horizons" life skills program (targeting girls who are not enrolled in the formal education system). CEDPA also strengthens and expands services at the community level, while simultaneously mobilizing community leaders to advocate for gender equity and promoting a policy environment favorable to the needs of girls and young women.

I. Learning Content:

The girls' New Horizons materials include more than 100 teaching units covering issues such as adolescence, marriage, reproductive health, child development, first aid, violence against women, environment, income savings, and income generation. Implementation sites are selected based on their low female literacy rates and early childbearing patterns and the availability of potential non-governmental organization (NGO) partners.

II. Target Group: Girls and young women. A boy's awareness was launched in February 2002.

III. Scope of Coverage: To date, much of the work has been focused on Upper Egypt but work is currently being extended into other governorates.

IV. Budget: U.S. \$12.6 million

Association for the Development and Enhancement of Women – ADEW

Established in the mid-80's, ADEW is an example of many NGO's working primarily in the field of women's empowerment. It has a professional, all volunteer board of trustees, hires and trains staff to raise funds, implement projects and create networks among similar NGO's and CDA's working towards the same goal. ADEW is active in some of Cairo's poorest areas, in squatter communities which now have populations of over half a million. It does that by:

- Empowering low income female heads of households economically through the extension of credit and income generating opportunities.
- Empowering female headed households.
- Offering literacy classes to women
- Delivering legal literacy assistance and programs to women
- Assisting adolescent girls to access recurrent education opportunities
- Improve health awareness among women
- Lobby for women's rights, advocate for them on specific issues.

An estimated 2 NGO's operate on the scale of ADEW on women's issues. They trace their origins to small, local initiatives but have grown to organizations with budgets of half a million U.S. dollars per year on average. This is raised locally as in-kind

contributions from lawyers and the professional board's consulting expertise, as well as from donors and individuals. An estimated 500 CDA's operate on smaller, more local scales with budgets ranging from \$10,000 to \$50,000.

It is difficult to estimate the level of investments in these categories as investments are dispersed among hundreds of NGO's and CBO's all over the country. These are mainly in primary health care, solid waste management, water and sanitation, environmental health and hygiene, programs for the mentally and physically disabled, non-profit cultural groups, and more. These raise their own funds from local and external sources, operate on tight budgets and rely on substantial volunteer efforts.

5: Changing world of work

The panoply of investments in that sector cover vocational education centers established through the Social Fund for Development of Egypt – a safety net created to offset the negative effects of structural adjustment programs. These are small, scattered all over the country and focus on carpentry, machine welding, small road construction through labor based contractors and CDA's implementing infrastructure projects.

Credit programs through NGO's have indirectly affected the world of work as they have opened up commercial venues for income and livelihoods through small, family owned businesses. It is estimated that 80% of Egypt's economy is in the informal sector. Hence, the world of work lies largely within the reach of non-profits and small local groups, close to the needs and capabilities of communities, than to large scale public programs.

6: Environment health and population

Examples of NGO's working in that field are the Association for Health, Environment and Development which advocates for the rights of communities whose livelihoods are linked to health and environmental issues.

7: Media and culture

Many non-profits have begun adding culture and the arts initiatives to their roster of activities. Some others have specialized in that area exclusively. Examples are El Warsha Theater Group which has mobilized street artists in major Egyptian towns and cities to revive indigenous cultural expression through drama, song, music and dance.

8: Groups with special needs

9: Economics of adult learning

10: Enhancing international Co-operation and solidarity

Table (2) Summary of Programs and Funds:

Title	Donor	Funding
Non-Governmental Organizations & Grants to Promote Human Rights –	UNDP	U.S. \$15,000
Administration of Justice Support	USAID	U.S. \$18.8 million
NGO Service Center	USAID	U.S. \$32.5 million
Capability Enhancement through Citizen Action - CAP	Egyptian Swiss Development Fund and CARE	U.S. \$ 10.7 million
The Integrated English Language Program	USAID	U.S.\$37 million
Sesame Workshop	USAID	U.S. \$ 8.4 million
New Horizons (CEDPA)	USAID	U.S. \$12.6 million
The Development Training Program	USAID	U.S. \$ 180 million

b) Policies and strategies that promote Investment in adult learning by all stakeholders

While the government invests in large scale programs through its various ministries and semi-autonomous organizations, these efforts largely deal with the formal sector of the economy. Donors operating on a bi-lateral basis channel most of their support through governments. A few allocate resources for NGO's. These constitute the smaller portion of national investments. Policies facilitating NGO access to such financial resources are regulated through the NGO Law as implemented through the Ministry of Social Affairs and its branches in the governorates. This law stipulates that approval for foreign funding be sought by NGO's seeking support for their projects. This is possible for large, urban and intermediate NGO's. Smaller non-profits do not have the administrative capabilities to navigate the labyrinth of approvals required for foreign support of their projects. They therefore rely on becoming part of a large NGO's network or operating on much smaller investments.

**CHAPTER 3
INCREASING PARTICIPATION**

A) Provide information on *new quantitative indicators of participation (persons and groups) in adult education*

		Governorates Where NGOs Are Working in Education (Table 3)															
QYT	Association	Governorates															
		Cairo	Giza	Fayoum	Beni Suef	Minia	Assiut	Sohag	Luxor	Quena	Aswan	Ismailia	Sharkeya	Gharbeya			
1	CEOSS	+			+	+											
2	Care	+		+	+	+		+									
3	World Education	+		+	+	+											
4	EDC	+		+	+	+											
5	Save the Children US	+				+											
6	Save the Children (UK)	+															
7	Upper Egypt Assoc. Educ & Devel	+				+	+	+	+								
8	Advancement of Education		+		+	+											
9	Hawaa Al Mostakbal		+														
10	Women & Community		+														
11	Charitas	+				+	+										
12	City Center	+															
13	Aliance of Arab Women	+				+	+						+				
14	Jesuits' & Brothers' Association for Development					+											
15	Salama Moussa Foundation			+	+	+	+	+		+	+						
16	Egypt Youth Association					+											
17	Ecumenical Committee for literacy	+															
18	Cedpa	+															
20	ACT	+															
21	Urban Development Association															+	
22	Basayssa CDA															+	
23	Businessmen Associaton							+	+								+
24	Health enhancement								+								
25	Institute of Cultural Affairs (ICA)	+			+												

SOURCE: MAGDI MEHANNA, RESEARCH ON COMMUNITY PARTICIPATION BY NGO'S IN EDUCATION

QYT	Association	Attractive School Achievements											Involving Pupils in			Building Local								
		Extra curriculum Activities		Developing Gift & Artistic Attitudes				Developing Life Skills & Civic Education					Social Activities			Experiences								
		Carrying Competitions between Schools	Activating Library Role	Carrying out Cultural Programmes	Forming Theatre Team	Forming Music Team	Forming Choir Team	Establishing Artistic Child Clubs	Activating Regular Festivals	Carrying Out Child Rights Programme	Activating Child to Child Programme	Practicing Civic Edu. Programme	Specialising Life Skills Lessons	Applying Edu.Environmental Programmes	Activating awareness events with community	Activating Environmental Campaigns	Practicing Out School Environmental Camps	Interacting with Local Authority	Taking Part in Social Awareness	Producing Manuals in Academic Subjects	Producing PTAs Capacity Building Manual	Designing & Producing a Portfolio	Preparing a Training Manual	Setting Educational, Artistic, Cultural Programmes
1	CEOSS	+			+	+		+	+	+	+		+	+	+	+	+	+						
2	Care/EDC		+										+			+					+	+		
3	World Education		+		+															+				
4	Save the Children(US)																				+			
5	Upper Egypt Assoc. for Educ.	+	+	+	+		+	+	+	+	+	+		+	+		+					+		
6	Advancement of Education												+											+
7	Jesuits' & Brothers' Association for Development	+		+				+	+		+	+			+								+	
8	Salama Moussa Foundation	+		+	+	+		+			+			+			+							

B) *Provide numbers and resources for specific beneficiary groups*

The table below illustrates the development in the numbers of enrolled illiterates in literacy classes during the period from 1992 to 1999.

Year	Number of Illiterates enrolled in classes	Number of classes
92/1997	2,096,736	104,837
97/1999	1,800,000	90,000

Source: UNESCO, Education for All Assessment, 2000

During the first five years of the National Plan for Literacy, the numbers of illiterates enrolled in literacy classes had reached 2 million, while the numbers of enrolled reached 1.8 million during only two years of the plan in the period from 1997-1999. During 2000-2001, it is stated in the General Authority for Literacy and Adult Education newsletter (May 2003) that the number of beneficiaries of literacy classes was 663,388.

C) *How has increased participation been made possible?*

By improving access in remote villages, by providing free textbooks and by training literacy facilitators in adult education methods. However, the quality of training and the non-participatory methods of learning have not promoted the acquisition of literacy in ways that promote active citizenship.

C) *Specify programmes and activities and innovative cases in relation to the different themes.*

1: Adult learning Democracy and Peace and Critical Citizenship

Many NGO's have ventured in that field. They have chosen various entry points to engage populations in activities, reflection and action surrounding this theme. Some have done so through a mobilization of an environmental justice network including fishermen's rights, water rights for small farmers, waste management rights for garbage collectors, etc. These have mobilized a nucleus that has looked at structural and legal aspects of democracy, critical use of resources and advocacy.

Others have ventured into the field of women's rights particularly with respect to procurement of legal documents, citizenship issues and family laws. The problems they address are represented below:

2: Improving Conditions and Quality of Adult Learning

Voluntary literacy programmes: Through contracts with under-graduates from the colleges of education, graduates of university and men of religion. The GALAE provides the books and the necessary teaching aids free of charge. After a period of at least six months the illiterates sit for exams and are given certificates. The educators are given bonuses and incentives. It is still too early to assess the effectiveness of this program.

3: Literacy and Basic education

General Authority on Literacy and Adult Education (GALAE)

I. Performance and Results: GALAE has expanded its classes to the armed forces.

- Businessmen have been also invited to promote literacy in their villages. At the same time, centers for vocational training are established in order to link specific kinds of training to literacy. They are invited to participate in the establishment of a complex which includes educational, vocational, cultural, health and sport centres; as a kind of social investment role in their societies. The number of multi-purpose centers which combine literacy programs and vocational training has reached 150 centers. Other centers are to be established.

- Distance Learning through the Utilization of television and broadcasting networks covering all governorates at various times. The Organization provides learners with textbooks.

- Printing literacy books in Braille to serve blind illiterates.

- The establishment of multi-purpose centers for literacy, vocational training, libraries, kindergarten and health care through NGO's and CDA's all over the country.

- Opening literacy classes in prisons, orphanages, health units, women clubs, accommodation institutions, worship institutions, youth centers, through NGO's and CDA's

4: Promoting the Empowerment of Women

New Horizons (CEDPA)

The "New Horizons" life skills program targeting girls who are not enrolled in the formal education system. CEDPA works through CDA's and NGO's to strengthen and expands services at the community level, while simultaneously mobilizing community leaders to advocate for gender equity and promoting a policy environment favorable to the needs of girls and young women.

- Mobilizes leadership at the national, governorate, and community level to close the gender gap in education and health. More than 2,000 community leaders have been trained, 291 youth leaders trained and 7 annual conferences have been conducted under the first grant.

- Seventy new NGOs from 17 governorates were brought into implementation of the program. More than 1,200 training opportunities were provided; 84 percent of

the participants were women and over 75 NGOs were included.

- Improved life skills, self-confidence and social competence in girls and young women and specifically improve health and reproductive health of girls, young women, and young couples. One hundred sixty nine religious leaders have been trained and 5,785 young women have been counseled in health education under the first grant.

- Strengthened the capacity of institutions to plan and implement sustainable programs. Twenty four technical workshops have been conducted, 810 technical consultant visits have been completed, and 3 strategic plans have been completed for implementation.

- Reduce the incidence of FGM. Pilot communities have shown a reduction of FGM prevalence from 97% to less than 30%

5: Changing World of Work

Agreform (CARE)

I. Learning Content:

This is a program that is designed to increase incomes among economically marginal farm households in Upper Egypt by empowering them to access new markets and appropriate new agricultural production technologies, and improve the economic performance of their farming systems, in addition to stabilizing and increasing small livestock productivity in the rural areas. With a target group of innovative farmers or those who are trained to train other farmers on new farming techniques to increase both their farming and livestock skills as well as a group of informal marketing coaches to train farmers in the areas of increased product margins as well as increasing volumes of sales. In that respect 7,749 innovative farmers were trained who in turn spread the newly acquired skills to 20,488 other farmers

II. Target Groups: 6,320 small and medium farmers in the rural areas of Upper Egypt.

III. Extent and Scope of Coverage: Upper Egypt Qena, Sohag, Minia and Fayoum.

IV. Funded by: USAID and CARE

Beneficiary Groups	Target	Accomplished
Innovative Farmers (males & females)	6320	7749
Female Innovative Farmers	1550	1837
Informal Marketing Groups	117	96
Key Livestock Innovative Farmer (KIFs)	65	61
Governmental Extension Workers (GEWs)	290	280

Source: http://www.care.org.eg/Programs/agreform_project.htm

6: Environment, Health and Population

A few large NGO's have taken the lead to address significant community issues revolving around this theme. They have mobilized smaller CDA's and communities around industrial pollution affecting low income neighborhoods, citizen's rights to the protection of public spaces, protected areas, urban management that has led to loss of livelihoods of fishermen, farmers, due to filling of lakes or destruction of farmland for housing developments, etc. Examples of such NGO's are the Association for Health, Environment and Development (AHED), Friends of the Environment (FEA), Habi Human Rights Center.

7: Media and Culture

A number of innovative popular arts revival activities have pioneered in the field of adult education. The leading one has been El Warsha Theater Group, which has mobilized local popular artists and revived numerous groups around the country, such as El Tomboura group from port Said, El Tahtiib group in Mallawi, El Khatwa group in Cairo, and many others. These have responded to adult needs not met by formal media and culture channels. Their efforts have been supported by individuals locally, and have relied on strong volunteer efforts. Some have succeeded in acquiring funding from the Ford Foundation, and the Swedish development aid agency, SIDA.

TACC PROJECT – UNDP's IT for Development Programme

A principal goal of the pilot project is the development and implementation of a flexible, local approach to community development with an emphasis on non-formal education using information technology and human resources to increase the role of training and education in the life-long learning of all community members.

I. Learning Content: Each TACC is open to the public and provides a direct gateway to the Internet supplied by the Government. The TACCs focus on capacity building by offering systematic training and skills development in computer literacy, content generation, desktop publishing, PC applications, PC technical support and maintenance. The sites serve as centers for the development of HD-relevant electronic content in Arabic and facilitate distance education programs for a variety of audiences and purposes. The multimedia characteristics of ICT, combining text, images, audio and video, allows the TACCs to extend its services to illiterate people as well. Information and knowledge can be communicated in various ways, and it is possible for those that are not able to read nor write to benefit directly from tapping the sources that TACCs will provide.

II. Target Group: The project is designed to benefit all stakeholders of civil society at large, at the village/city level, but in particular youth and women, unemployed, small, and medium sized entrepreneurs and traders, educators, and educational institutions.

III. Areas of Coverage: The three Technology Access Community Centers, TACC, INFTEC, and ECOITEC, are located in Zagazig City and 10th of Ramadan City within the Sharkeya Governorate.

IV. Partners: The UNDP's IT for Development Programme, IDSC, the UNV, Sharkeya Governorate, Investors Association of 10th of Ramadan City, and Sharkeya Chamber of Commerce have entered a partnership to establish three Technology Access Community Centres (TACCs) in the Governorate of Sharkeya.

Current User Statistics:

GOVERNORATE TACC

TACC(Governorate of Sharkeya) Users: 68% Male, 32% Female

Month	No. Of New TACC Users	No. of New TACC Users Cumulative	TACC User Hours	TACC User Hours Cumulative
April	140	140	154	154
May	0	140	0	154
June	321	461	568	722
July	271	732	690	1412
August	210	942	315	1727
September	195	1137	419	2146
October	163	1300	350	2496
November	204	1504	541	3037
December	195	1699	320	3357

INFTEC (10th of Ramadan): 34% Female, 66% Male

ECOITEC (Sharkeya Chamber of Commerce): 32% Female, 68% Male

Month	No. Of New INFTEC Users Cumulative	No. of New ECOITEC Users Cumulative
April	-----	-----
May	-----	-----
June	-----	5
July	29	5
August	79	25
September	134	62
October	209	101
November	275	137
December	279	176

Source: <http://www.undp.org/info21/pilot/pi-egprog.html>

8: Groups with special needs

Assiut Burns Prevention Program

I. Learning Content:

Throughout 2002, the Assiut Burns Program continued its efforts in the struggle against domestic accidents that result in burns in two specific villages in the Governorate of Assiut. In addition, the Burns Program Prevention Campaign was initiated in 37 other villages including 15 in the Assiut Governorate and 22 within the Governorates of Minia, Sohag and Qena. In preparation for its campaign, the Assiut Burns Prevention Program trained 93 health promoters from the villages themselves, who visited more than 1440 families who use wicks kerosene stoves. Evaluations of the homes demonstrated that more than 78% of mothers have applied what they have learned from the promoters. If we assume that most families have 3 children, we can easily estimate that 4320 children have benefited directly from this activity. Under its care section, the program effectively deals with burns victims through their complete rehabilitation taking into consideration the victim's origin and financial limitations.

II. Target Group: Families, burns victims

III. Scope of Coverage: Assiut, Minia, Sohag, and Qena

Pilot Project for Children with Special Needs (Caritas)

I. Learning Content:

The aim of the project is to integrate children with special needs into state schools. The preliminary phase was executed by UNESCO's Cairo and Beirut offices in collaboration with Save the Children UK, the Caritas Association (an NGO) and the ministry's elementary schools programme. The process includes training courses on teaching special-needs students, in which 270 schools are participating. The pilot project is the direct outcome of the first agreement between the Ministry of Education, SETI, and UNESCO, the last of which funded the academic year 1999-2000. Save the Children funded the project's second phase in 2000-2001. Six primary schools were chosen in Alexandria, Cairo and Minya as testing grounds for implementation.

II. Target Group: Children with special needs

III. Scope of Coverage: Alexandria, Cairo, and Minya

IV. Funded by: UNESCO, Save the Children (UK)

SETI (Caritas)

I. Learning Content:

Support, Education and Training for Integration (SETI) was founded by Caritas in response to a lack of services for persons with mental disabilities in Egypt. SETI works at improving the quality of life of the largest possible number of persons with special needs deprived of services, at the least cost and through the best utilization of available resources, with the help of family members and the community. The SETI Center is comprised of the following departments:

- Training and Information Department:
- Training of persons working in the field and volunteers
- Raising society's awareness regarding disability issues
- Family Rehabilitation Department:
- Training of families and children

- Training of associations in order to present services
- Community-Based Rehabilitation Department (CBR)
- Training community members in poor areas and areas deprived of services
- Vocational Rehabilitation Department
- Training young persons and adults on job skills
- Supporting families with productive projects

II. Target Group: Disabled children, their families, field workers, associations, community members.

III. Scope of Coverage: Cairo and Alexandria

Caritas Activities for the Children with Special Needs

I. Learning Content:

- (i) Mattareya Centre: Mattareya Medico-social centre provides special courses to 80 families with mentally handicapped children from 6-16 years old. Courses aim to make the child more independent.
- (ii) Vocational Training at Choubra: offers 50 young handicapped children workshops to produce educational games, pocket torches, liquid soap, brooms, tapestry, embroideries etc. Products are then sold on the local market and at the annual fair.
- (iii) Fundraising for Street Children: The local fundraising department has helped 290 children at Mattareya, Haggana and Boulac to go to school by providing them with scholarships to cover the expenses of school fees, equipment, uniforms and remedial courses organized in governmental schools.
- (iv) Training of Street Children: 150 street children attended vocational training programs in electricity, electronics, plumbing, painting or dressmaking.

II. Target Groups: Street children, handicapped children, needy students

III. Scope of Coverage: Cairo and greater Cairo.

9: Economics of adult learning

10: Enhancing international Co-operation and solidarity

Cooperation takes place on the regional level between numerous NGO's on a sectoral basis, i.e. in the area of primary health care, women's legal literacy, environmental networks, and the like. The General Organization of Literacy and Adult Education and the Arab League Educational, Cultural and Scientific Organization (ALECSO)

Cooperation on the international level is carried out with the UNICEF through the establishment of literacy classes and the publication of post literacy books. It is also undertaken with the German Agency of Technical Cooperation (G.T.Z.) through the development of examination systems. Cooperation with the British Department for

International Development (DFID) is designed to cover the training of literacy teachers and activate of the role of vocational training centers in literacy programmes. Cooperation with UNESCO is realized through the financial assistance for the publication of post literacy books and the production of an education kit for literacy teachers.

CHAPTER 4

RESEARCH STUDIES IN THE FIELD

Universities and Research Centers:

I. The Post-Literacy experiment of the Institute of Educational Studies, Cairo University.

The Institute of Educational Studies is the only organization in Egypt that includes a specialized division for the training of teachers for adult education. The division was established in 1981 as a research and consultative body and in 1995, it graduated its

first group of teachers specialized in adult education. Graduates of the division receive training in communications, voluntary work and community development. The training also includes fieldwork in deprived and marginalized areas, giving literacy classes in the university, and participating in literacy and social awareness campaigns.

II. Adult Education Center – Ain Shams University

In 2001, the University Council approved the establishment of the first specialized center in adult education on the level of Egyptian Universities. In cooperation with the General Authority for Literacy and Adult Education, 14 literacy classes were established in the different university faculties offering their services to 280 learners. In addition to its literacy promotion efforts, the Center also comprises units for life skills, training, research and conferences, and small enterprises and industries.

Publications:

i) Individuals, Local Institutions and Organizations

A number of NGO's have been leading research into curriculum development for adult education programs. These do not just cover alphabet literacy but also include legal literacy, credit literacy, crafts literacy, civic literacy, health literacy and more. Materials covering topics such as female genital mutilation have been produced by the National Council for Population and Development in collaboration with the Ministry of health. The Ecumenical Council to Combat Illiteracy has produced a milestone literacy program entitled "Learn and be Liberated". The Better Life Association has issued multiple media on workers' rights in quarries. The Assiut Burns Program has produced a Burns Prevention Program in print and on CD.

The overriding constraint for most of these publications is distribution, dissemination and training facilitators to use them. They remain highly innovative, relevant and dynamic.

GALAE began publishing the monthly periodical bulletin "*Education for all*", for researchers and those interested in education, culture, and development in general, and literacy and education in particular. Furthermore, GALAE published nine booklets as reading materials for post literacy phase in cooperation with UNESCO and UNICEF and a number of other booklets, published in coordination with Arab league for education, culture and science organization (ALECSO). Furthermore, GALAE publishes "*Altanweer newspaper*" for neo - literacy and learners in literacy classes who have completed the first book.

Table (5) : PUBLICATIONS BY GALAE (All publications in Arabic)

<p><i>First: Social Field</i> Total: 9 books 1- Overpopulation and Family Planning 2- Proper Upbringing of Children I and II 3- Girls' Education 4- Female Circumcision 5- Stories of the Liberated 6- Ideal Models I and II 7- One Hand Can't Clap</p>	<p><i>Sixth: History</i> Total: 3 books 1- Your Guide to Egypt's Islamic and Christian Monuments 2- Arab and Islamic Scientists 3- Cairo in your Hands</p>
<p><i>Second: General and Occupational Health</i> Total: 3 books 1- First Aid manual 2- Proper Nutrition 3- Work and Worker's Safety</p>	<p><i>Seventh: Politics</i> Total: 2 books 1- I am Free....but 2- Messages in Human Rights</p>
<p><i>Third: Reproductive and Children's Health</i> Total: 3 books 1- Manual to protect your Child 2- Safe Motherhood and Happy Childhood 3- Manual for those Expecting</p>	<p><i>Eighth: Recreational</i> Total: 2 books 1- Stories and Jokes 2- Cheap but Nice People</p>
<p><i>Fourth: Environment and environmental Awareness</i> Total: 4 books 1- The Environment as a Responsibility 2- Pollution of Water Sources 3- Towards a Clean Environment 4- Your Manual for Establishing a Biogas Station</p>	<p><i>Ninth: Religion</i> Total: 1 book 1- The Pilgrimage (Al Hij)</p>
<p><i>Fifth: National Issues</i> Total: 3 books 1- Egyptian Leaders 2- Egyptian Personalities 3- Mega Projects</p>	<p><i>Tenth: Economy</i> Total: 1 book 1- Agricultural Procedures</p>

Source: General Authority on Literacy and Adult Education, Education for All, Feb. 2003

ii) International Organizations:

UNESCO (Cairo Office) & Women & Society Association. *Towards a Strategy of Post Literacy Development*, April 2002.

UNESCO & Community & Institutional Development (CID). *Training Manual on Designing and Implementing Non-Formal Education Curricula*.

UNESCO. Education for all. *EGYPT NATIONAL REPORT: EDUCATION FOR ALL 2000 ASSESSMENT*. Report prepared and modified by a team of researchers from the National Centre for Educational Research and Development, and other consultants under the supervision of Professor Nadia Gamal El-Din; Director of NCERD. Submitted to the International consultative forum on EDUCATION FOR ALL, Oct. 1999

UNICEF. *Girls' Education Strategies in the Middle East and North Africa* (Arabic). 1993.

UNICEF. *The Situation of Egyptian Children and Women: A Rights-Based Analysis*. UNICEF (Middle East and North Africa Office), Cairo, August 2002.

UNICEF & the Organization of Reconstruction and Development of the Egyptian Village. "Methods of Assessing Environmental Problems and Needs in Local Communities". Training manual for village volunteers and their supervisors, July 2001 (Arabic).

UNICEF & the Organization of Reconstruction and Development of the Egyptian Village. "Personal Health and Maintaining Healthy Environments at Home and at Work." Training manual for village volunteers and their supervisors, July 2001 (Arabic).

CHAPTER 5

ADULT EDUCATOR/FACILITATOR STATUS

- A) *Training policies:* It is difficult to outline a comprehensive, national training policy for adult educators and facilitators in Egypt as they are widely dispersed among various disciplines such as primary health care, agricultural extension, credit programs, literacy programs, women's legal literacy programs, environmental advocacy programs and the like. This is largely in the domain of NGO activity and is deeply entrenched in local communities. It is responsive to local needs and uses participatory methods in determining the direction of

policies. It is often constrained by limited funding and is highly dependent on volunteer efforts.

B) Improving quality of training through the use of new methods

Enterprise Based Training Program - CEOSS

The Enterprise Based Training (EBT) Program focused on meeting the needs of businesses for skilled workers, and the training and employment needs of the local workforce. CEOSS changed the traditional setting of vocational training and its limited classroom boundaries into field training opportunities matched to the needs and capabilities of each trainee. This method could be easily replicated in other communities. The EBT Program targeted males and females that hold university degrees as well as high school dropouts with no formal training.

Program Design

In the EBT program a trainee spends a period ranging from one week to ten days with his/her trainer (probation period) to become acquainted and acclimated with the work and the environment. By providing preliminary exposure, this probationary period ultimately helped to decrease the number of program dropouts. Following this, the actual training took place from 15 days to 6 months in a fully functioning enterprise workshop.

Trainees were required to cover 25% of the training costs. This financial participation discouraged those who were not serious about learning new skills. As the program became more formalized by establishing locations, specifying periods of training, setting training program costs and creating a syllabus, the follow-up and evaluation processes improved.

Throughout the process, committees were instrumental in helping to organize and oversee the training processes. Committees were often formed of 8-10 members representing the community leaders in the society who have an interest in the unemployment issue. They received training on planning, participatory techniques, conducting social studies, execution, follow-up and evaluation.

Results / Outcomes

The program contributed to launching the careers of 353 males who were geared toward self-employment. This figure represents 26% of the total of unemployed individuals who joined the program. The program also opened up new employment opportunities for the trained youth both within and outside of their local communities: a total of 53 males who received training on driving/using heavy equipment were re-located to jobs in Toshka, Hurghada, Cairo and Alexandria.

The EBT Program was able to minimize its costs by relying on the existing resources of the community. In addition, awareness raising campaigns as well as presenting successful models helped to promote the program and created possibilities of collaborating with other CEOSS activities such as their loans program.

The Program introduced the community to the benefits of "enterprise-based" training concept as opposed to traditional training methods that stress theories rather than emphasizing hands-on training.

Conclusions / Lessons Learned

CEOSS found that during the initial training probation period, responsibility was placed upon the trainer to carefully choose his trainees and specify the required period of training. This helped to ensure lower program dropout rates.

Training that was based on market needs and conducted on location yielded the best results. Some specific professions proved to be more lucrative in rural communities such as sewing, maintenance of agricultural machines, manufacturing of soluble soup, barbers and upholstery.

Other professions were more in demand in urban communities and depended mainly on mobility and the capabilities of technically skilled individuals. These included computer and photocopy machine repair, ad design and operation of heavy machinery.

C) Professionalism of adult educators:

A number of human resource non-profits have been attempting to bring adult educators together in professional networks. Some have succeeded on a sectoral scale, while others have been donor driven, therefore have not been sustainable past the donor funded program. Examples are the Egyptian Human Resource Management Association (EHRMA), the Egyptian Small and Micro Enterprise Association (ESMA), the loose network of adult educators linked to the USAID funded NGO Service Center.

D) Networking of adult educators

Most adult educators practicing participatory methods of instruction operate in the non-profit field and meet informally in professional circles around specific events

E) Specific activities and programmes aimed at improving conditions and status of adult educators

Project for Comprehensive Development, Integrated care and Illiteracy Eradication for Rural Children and Women (NCCM)

The project includes teacher training, with some input from the NGO sector:

- a) Teachers and learners should come from the same area.
- b) Priority in recruiting teachers should go to unemployed graduates since they are able to devote more time to teaching.
- c) Various manuals have been prepared and provided to teachers covering the agricultural, health, education, environmental and economic fields. Teachers are trained to use these manuals.
- d) Intensive training sessions are organized for teachers in the different governorates. Trainers are selected from among members of the teaching staff of education schools.

This is therefore a national employment scheme combined with non-formal education. It faces a main challenge of transforming education graduates into facilitators of adult learning.

GALAE

- Launch mobile educational caravans for villages and remote areas to raise awareness on the importance of literacy, as well as health, social and environmental information and services to the people. To date 400 caravans circulated villages and hamlets in rural Egypt.

- Preparation and qualification of 121,758 teachers to work as teachers in literacy classes during the period from 1993 to 1999; the total number of supervisors and inspectors amounted to 7,630 trainees.

- GALAE produces agricultural and health care guides are involved with GALAE in order to eradicate the illiteracy of women in rural areas.

A major challenge facing these materials is making them relevant, appropriate to level of learners, incrementally graded for learner acquisition and promoting critical thinking.

F) Statistics on different categories of adult educators and facilitators

CHAPTER 6

EVALUATION OF LEARNING OUTCOMES AND IMPACT ON SOCIO-ECONOMIC DEVELOPMENT OF ADULT LEARNING PROGRAMMES AND POLICIES.

A) Skills (literacy, numeracy, life skills, etc.) and competencies that are being measured and what assessment practices are used to arrive at that result

Literacy Rates:

Statistics displaying the literacy and illiteracy rates in Egypt are difficult to gather and vary from one source to another. Therefore caution must be exerted when discussing numbers of illiterates and how successful the country has been at eradicating illiteracy.

The World Education Report of 2000 estimates the number of adult illiterates in 1997 to be 19,162,000, 62% of which were female. According to the general population statistics undertaken from 1998 to 2003 by the Egypt Human Development Report, table (1) shows the reduction in illiteracy rates at the age of 10 years. In comparison, the UNDP Egypt Human Development Report indicates that literacy rates for females have increased during the last 5 years from %45.7 to %54.2. This is demonstrated in table (4).

Table (6)

TOTAL	Illiteracy Rate (10+)	Illiteracy Rate (10+) as %	% of which were female
2002 / 2003	17,915,000	54.2 %	45.8 %
2000 / 2001	24,567,600	38 %	50.4 %
1998 / 1999	16,378,200	42.3 %	54.3 %

Source: Egypt Human Development Report 1998-1999, 2000-2001, 2002-2003

Numbers of female illiterates reached 10,357,455 according to the statistics of 1996. They are 6,948,062 in the rural areas (% 67.1) and they are 3,469,393 in the urban areas (% 32.9). Because the numbers of female illiterates in rural areas are double their numbers in the urban areas, the Ministry provided One-Class Schools for girls (8-14 years old) to raise the female literacy rates in rural areas.

According to 1998/1999 statistics the ratio of female enrollment has increased to 72% from the total number of enrollment in illiteracy classes. This reduces gender disparity in this concern.

Table (7)

Indicators of Illiteracy Reduction Rates 1998 – 2003

Year	Literacy rates Females	Total percentage of Literacy
1998/ 1999	45.7 %	57.7 %

2000/ 2001	49.6 %	62 %
2002/2003	54.2 %	65.6 %

Source: Egypt Human Development Report 1998-1999, 2000-2001, 2002-2003

According to the Egypt Human Development Report of 1998-1999, Egypt is facing "overriding challenges to eradicate illiteracy. Some progress has been achieved in this respect. In 1992, almost half of the Egyptian adults were literate. By 1996, the literacy rate had risen to 56 percent. But breaking data down by region reveals the continued disparities between the rural and urban areas and between different regions (p.4)." The following table indicates statistics of population in 2003 related to their distribution in the rural and urban areas of the country:

Table (8)

	Literacy Rate	Population as a % of total
Total		100 %
2002 / 2003	65.6 %	
2000 / 2001	62 %	
1998 / 1999	57.7 %	
Rural		57.1 %
2002 / 2003	53.1 %	
2000 / 2001	44.8 %	
1998 / 1999	45.9 %	
Urban		43.8 %
2002 / 2003	78.5 %	
2000 / 2001	70.4 %	
1998 / 1999	72.1 %	

Source: Egypt Human Development Report 1998-1999, 2000-2001, 2002-2003

Data from governmental institutions paint a different picture however. According to the SIS (State Information System) Yearbook of 2002, Egypt has succeeded in innovating new mechanisms to combat illiteracy among adults. Major achievements made in the field are as follows:

- Egypt's illiteracy rate for the 10-above-age group dropped to 30.6 percent from 33.4 % in 2000/2001. Furthermore, about 33,000 literacy classes opened where 663,000 attained literacy.
 - The number of enrolled in literacy programs increased to 1,993,946 from 1997 to 2000.
 - About 53400 young graduates were certified in 2002 in addition to the 108,744 young graduates who were trained as literacy teachers for programs in 2000/01.
 - The number of females enrolled in literacy classes went up to 73 percent compared to 72% in 2000/01. The number of the one-class schools increased to 2,639.
 - About 56,472 attained literacy and joined preparatory education during 2000/01. Under the plan, investments of LE 60.717 million were allocated, including LE 60 million for the General Authority for Literacy and Adult Education and LE 0.71 million for the Regional Centre of Adult Education.
- Ministry of Education figures report the total eradication of illiteracy in 1,349 villages.

The Ministry of Planning has also stated that an increase in spending on education by the government during the fourth five-year plan (1997-2002) has resulted in the improvement of performance indicators of the education system of Egypt during the nineties, which can be summarized into increased enrolment rates in schools in schools and universities and therefore a decrease in the illiteracy rate for the population. These are summarized below:

Table (9)

Indicator	1997/1998	2001/2002
Total number of enrolled students in preuniversity education (thousands)	14994	16222
Enrolment rate in preuniversity education (%)	89.7	91.5
Enrolment rate in university education (%)	21	24
Increase in enrolment rate of females during the plan period (%)	--	9
Increase in enrolment rate of females during the plan period (%)	--	4.1
Increase in enrolment rate in rural areas during the plan period (%)	--	6.3
Increase in enrolment rate in urban areas during the plan period (%)	--	1.3
Wastage rate in primary education (%)	--	Less than 1
Illiteracy rate for population at the age of 10 or more (%)	39.6	30.6

Source: Ministry of Planning. The Fifth Five-Year Plan for Socio-Economic Development (2002-2007) & First Year, April 2002

Poverty, Gender and Literacy:

A recent study, "A Profile of Poverty in Egypt" (Datt et al., 1997), investigated the reasons for non-enrollment in school, in twenty governorates (Egyptian Integrated Household Survey (EIHS) (1997)). UNICEF, in "The Situation of Egyptian Children &

Women: A rights-based analysis", states that at least four million children aged 7-18 years, and 1.7 million aged 7-14 years (the official age range for compulsory education), were out of school during the 1996/97 school year, either because they have dropped out or had never entered school in the first place.

The following table shows the reasons given by individuals 15 years of age and older for having never attended school. The two most common reasons given by both poor and non-poor respondents were financial reasons followed by lack of desire to attend school.

Table (10)

Reasons for never attending school, by location and sex					
	School not accessible	Financial reasons	No desire to attend	Other reasons	No. of obs.
Urban					
Poor	9.77	48.27	41.08	0.88	240
Non-poor	5.84	44.11	46.97	3.08	567
All	7.04	45.39	45.16	2.41	807
Rural					
Poor	9.47	52.87	36.24	1.42	728
Non-poor	8.89	49.00	40.78	1.33	1555
All	9.07	50.22	39.35	1.36	2283
Male					
Poor	10.97	62.30	23.84	2.89	319
Non-poor	9.38	57.02	30.84	2.76	645
All	9.91	58.79	28.50	2.80	964
Female					
Poor	8.84	46.14	44.57	0.45	649
Non-poor	7.38	43.43	47.74	1.46	1477
All	7.82	44.25	46.78	1.15	2126
All-Egypt					
Ultra poor	6.35	56.64	35.92	1.09	344
Poor	9.55	51.55	37.63	1.27	968
Non-poor	7.98	47.55	42.61	1.85	2122
All	8.48	48.80	41.05	1.67	3090

Source: Egyptian Integrated Household Survey (EIHS) (1997)

The 1997 National Survey of Adolescents also found that the most common reason for never attending school cited by children was economic, i.e. family inability to cover school fees.

Children in poor families are more vulnerable to multi-faceted deprivation, including deprivation of educational opportunity, and consequently more likely to enter early into the labor market. The Egyptian Integrated Household Survey (EIHS) (1997) assessed the years of schooling and literacy rates of poor and non-poor respondents (over 15 years).

Table (11)

Years of schooling and literacy by location and sex				
	Av. years of schooling	% who can read	% who can write	No. of obs.
Urban				
Poor	5.65	60.60	59.31	736
Non-poor	8.76	80.00	69.23	2833
All	8.10	75.85	74.97	3569
Rural				
Poor	3.47	39.23	38.27	1218
Non-poor	5.42	54.03	53.06	3574
All	4.93	50.31	49.35	4792
Male				
Poor	5.74	63.53	62.00	945
Non-poor	8.36	79.08	77.94	3204
All	7.77	75.52	74.29	4149
Female				
Poor	3.14	34.01	33.30	1009
Non-poor	5.67	53.86	53.26	3203
All	5.06	49.13	48.50	4212
All-Egypt				
Ultra poor	3.14	37.18	36.01	580
Poor	4.40	48.35	47.25	1954
Non-poor	7.02	66.45	65.58	5007
All	6.41	62.22	61.30	8361

Source: Egyptian Integrated Household Survey (EIHS) (1997)

The survey indicated that the average years of schooling of non-poor respondents was 7.0 years, in contrast to 4.4 years for the poor, and only 3.1 years for those considered to be

ultra poor. The study recorded the existence of a gap between poor and non-poor across all levels: urban/rural and males/females.

Not surprisingly, the study also found a gap in literacy between poor and non-poor. At the national level:

- Percentage who can read: 66.5% of non-poor, 48.4% of poor.
- Percentage who can write: 65.6% of non-poor, 47.3% of poor.

Causes of school dropout

Various surveys and studies have sought to assess the causes contributing to high rates of school dropout. The assessment is of particular relevance for understanding child labor.

Data from the EIHS survey (Egyptian Integrated Household Survey (EIHS) (1997)) shed some light on this issue. These findings refute the allegation that school accessibility is an important factor. Clearly financial reasons represent the main reason of school dropout (20% among non-poor, 31% among poor). The second most relevant cause is unwillingness to continue education (17% among non-poor, 27% among poor).

Table (12)

Reasons for leaving school by location and sex						
	Completed schooling	School not accessible	Financial reasons	No desire to continue	Other reasons	No. of obs.
Urban						
Poor	41.39	0.00	31.01	25.81	1.79	413
Non-poor	65.11	0.37	15.06	14.01	5.45	1856
All	60.65	0.30	18.06	16.23	4.76	2269
Rural						
Poor	34.28	2.31	31.91	29.39	2.11	408
Non-poor	46.59	1.38	25.81	21.02	5.20	1675
All	44.18	1.57	27.00	22.66	4.60	2083
Male						
Poor	37.90	1.13	35.48	25.01	0.47	517
Non-poor	58.17	0.80	22.24	17.84	0.96	2088
All	54.11	0.86	24.88	19.28	0.86	2605

Female						
Poor	38.62	0.90	24.85	31.33	4.31	304
Non-poor	55.26	0.84	16.34	16.05	11.52	1443
All	52.28	0.85	17.86	18.78	10.23	1747
All-Egypt						
Ultra poor	23.95	0.91	40.78	32.56	1.80	199
Poor	38.18	1.04	31.42	27.43	1.93	821
Non-poor	56.96	0.82	19.79	17.10	5.34	3531
All	53.36	0.86	22.01	19.08	4.69	4352

Source: Egyptian Integrated Household Survey (EIHS) (1997)

The 1997 National Survey of Adolescents cited poor scholastic performance as the most common reason for dropping out of school. This was held for both sexes and in all five regions, regardless of household social and economic status. Second, was the low value of interest in education by the student or parents, followed by school-related reasons and finally by a lack of financial means. However, it is acknowledged in the survey that limited household economic resources may exert indirect influence on scholastic performance through its effect, for example, on nutritional status, or on the need to combine work with education.

A more recent study by the World Bank, entitled "Poverty Reduction in Egypt: Diagnosis and Strategy (2002)", also argues that there is a strong relation between poverty and the educational attainment of children in Egypt, with large gender and sectoral (urban/rural) gaps. For the group of children aged 12 – 15 years, the illiteracy rate for females was almost twice of that of males (15.5 % to 8 %), whether the children were poor or not. Most of illiterate female children were found to be in the rural areas. The gap between the poor and the non-poor also made a difference in the literacy of children. Among the poor, 16 % of males of age 12-15 years and 32 % of females were illiterate, while the corresponding proportions for non-poor children were only one third of these ratios (see Table (10).

Table (13) Illiteracy rate for children (12-15 years), 1999/2000 (percent)

	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Male headed						
Non poor	2.96	2.80	7.22	15.89	5.41	10.26

Poor	13.38	14.71	16.20	37.69	15.58	32.42
Total	4.41	4.44	9.91	22.14	7.84	15.35
Female headed						
Non poor	5.87	5.74	7.73	17.76	7.04	12.76
Poor	16.25	15.71	22.18	35.71	20.87	30.82
Total	7.63	7.22	11.51	22.53	10.25	16.76
Total						
Non poor	3.27	3.07	7.28	16.10	5.60	10.53
Poor	13.68	14.84	16.84	37.52	16.14	32.26
Total	4.75	4.70	10.10	22.19	8.11	15.49

Source: World Bank, Poverty Reduction in Egypt: Diagnosis and Strategy (2002)

Programs tackling school dropout

The Ministry of Education has been undertaking initiatives to upgrade basic education, modernize the curriculum and improve teaching methods. However, the rates of non-enrollment and school dropout still represent a serious challenge.

Parallel to current efforts for upgrading the formal school system, other government programs provide alternative opportunities for those who failed to enroll or dropped out before completion.

- One-class and community schools. A program targeting the establishment of 3000 one-class schools seeks to reduce gender disparities among school age groups and dropouts. Schools are built in villages and hamlets, females teachers from the community are trained to become facilitators and flexible hours accommodate local needs. The philosophy of self-learning is encouraged and some vocational income-generating projects are provided. The Egypt-UNICEF Community School initiative contributed to experimentation in more than 100 schools set up in deprived rural areas.
- Non- formal education is offered in the Adult Education Center in Helwan. Though this government institution is designed for adults, it has provided literacy courses for school dropouts, coupled with vocational training. Non- formal education is also provided by many NGO's in different parts of the country, in addition to training in local industries.
- Centers for Occupational Training. The Ministry of Social Affairs contributes to tackling the problem of school dropout through fifty-six centers for occupational training. The program targets several categories, including adolescents who failed to enroll in education, those who dropped out before completion of preparatory

education and those who dropped out before completing primary education. The number of beneficiaries in 1996 was 4427 adolescents.

B) Quality indicators that have been developed to measure these outcomes

CHAPTER 7

EXAMPLES OF REAL CASES AND GOOD PRACTICES

- **Democracy, Peace and Citizenship**

Legal Literacy Classes (Center for Egyptian Women's Legal Assistance)

I. Learning Content: The project began based on the request of women in Boulaq, a low income neighborhood in Cairo, for legal literacy classes.

II. Target Groups: Illiterate women

III. Scope of Coverage: Boulaq area, Cairo

Non-Governmental Organizations & Grants to Promote Human Rights – UNDP

June 2003 - Six NGOs received a grant of U.S. \$5000 each to support local initiatives for promoting and protecting human rights. Under the project “Assisting Communities Together (ACT)”, six Egyptian NGOs were chosen to get financial support. The 6 NGOs were selected through a transparent competition which attracted 150 applications.

I. Target Group: All the winning projects aim to support least privileged groups in society, such as women and children.

II. Scope of Coverage: The successful NGOs are located in five different governorates in Upper Egypt, the Delta and Cairo.

III. Funding: U.S. \$15,000; ACT is funded jointly by the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Development Programme (UNDP) and is being implemented in partnership with the Ministry of Foreign Affairs.

Administration of Justice Support (USAID)

I. Target Group: The Administration of Justice Support (AOJS) project enhances the capability of the Egyptian justice sector to deliver judicial services in a more timely fashion and apply the rule of law.

The project is raising the quality of judicial decision making through developing and automating information services and training judges in new civil and commercial law trends. Activities under the AOJS include the automation of two pilot civil courts, training programs for court personnel, the identification of procedural reforms, and training judicial personnel in the use of automated legal databases.

II. Learning Content: Support for the National Center for Judicial Studies includes curriculum development, judicial exchanges, strengthening the administration of training programs, and training for career-long judicial education, clinical court, and legal English.

Achievements to date include:

- The institutionalization of computerized case initiation and registration network in both pilot courts with indications of strong customer satisfaction and implementation of its related training;
- The successful installation of case management application in the second pilot court and implementation of its related training;
- The institutionalization of the use of equipment for office automation at the second pilot court in Ismailia;
- A 32 percent ratio of female court administrators and judicial trainers who have directly benefited from the training opportunities;
- The organization of five study tours in the United States for judges and the faculty of the NCJS; and
- The provision of commercial law training programs for 3,000 judges.

Assistance has resulted in a 50 percent reduction in case processing time in the two pilot courts.

NGO Service Center (USAID)

I. Learning Content: This project supports civil society development through training and grants.

II. Target Group: The five-year NGO Service Center activity supports development of the service delivery and civic action capabilities of individual Egyptian NGOs, strengthening the infrastructure of civil society at large, and leaving behind a sustainable NGO support facility capable of providing NGOs with a range of services including training, technical assistance, and operational support.

In addition, the activity provides an umbrella mechanism through which other USAID units (e.g. Health and Population, Environment, Micro-Enterprise) can implement elements of their programs that entail working with Egyptian NGOs and U.S. PVOs.

The Center provides four forms of support to eligible NGOs: technical assistance and training, grant assistance, networking and information exchange services, and operational support. The activity focuses on supporting the technical and institutional capacity of individual NGOs in areas of internal democratic governance, civic action, and sound and efficient management. It supports the infrastructure of civil society at large by encouraging networks and information exchange among NGOs, promoting dialogue with the government and the business sector, the formation of gender networks, and promoting public awareness.

III. Areas of Coverage: Income and geographic disparities are being tackled through the establishment of two field offices in Upper Egypt and the Delta in addition to Cairo, to ensure nationwide coverage and equitable access. Finally, by virtue of the fact that many NGOs serve the neediest, the activity will reach the under-served and improve access to some services that otherwise might not be available.

Legal Assistance and Awareness Program (The Association for the Development and Enhancement of Women)

I. Learning Content: The Legal Assistance Program originally began as a legal service assisting with personal status problems and conjugal matters. The program soon expanded to help women obtain official documentation and teach women their legal rights. The lack of official documentation in the form of identity cards, birth certificates, marriage certificates, and divorce papers constituted a major problem for low-income women. ADEW assists with this process by individually counseling women and filing court petitions on their behalf. Classes are also held regularly to teach women about their legal rights.

II. Target Group: Women

III. Scope of Coverage: Cairo

IV. Results:

To date, the program has helped women obtain:

- 1480 ID cards
- 230 birth certificates
- 90 drop-out certificate
- 100 death certificates
- 79 marriage certificates
- 115 divorce papers
- 600 documents relating to pension cases

*The program has opened a channel between poor women and government entities, as it invites 1) lawyers to speak to women about marriage, divorce, and labor laws and 2) clerks from the Civil Registration Authority to speak to women about the issuing of official documents.

- **Improving Conditions and Quality of Adult Learning**

Agreform (CARE)

I. Learning Content:

This is a program that is designed to increase incomes among economically marginal farm households in Upper Egypt by empowering them to access new markets and appropriate new agricultural production technologies, and improve the economic performance of their farming systems, in addition to stabilizing and increasing small livestock productivity in the rural areas. With a target group of innovative farmers or those who are trained to train other farmers on new farming techniques to increase both their farming and livestock skills as well as a group of informal marketing coaches to train farmers in the areas of increased product margins as well as increasing volumes of sales. In that respect 7,749 innovative farmers were trained who in turn spread the newly acquired skills to 20,488 other farmers

II. Target Groups: 6,320 small and medium farmers in the rural areas of Upper Egypt.

III. Extent and Scope of Coverage: Upper Egypt Qena, Sohag, Minia and Fayoum.

V. Funded by: USAID and CARE

Capacity-Building:

Community Action for the Environment (CAFE) - CARE

I. Learning Content:

Aim of Community Action for the Environment (CAFE) seeks to improve the quality of life for the rural poor in Egypt through an increased awareness of and responsibility towards environmental problems such as over-planting and soil erosion. It seeks to empower community based development organizations to identify environmental problems and raise awareness towards them, as well as implement environmental activities such as tree planting, water and sanitation system improvement, and improved agricultural techniques.

II. Target Groups 40 community-based development organizations four governorates an estimated 500,000 people will benefit from project activities.

III. Scope of Coverage of Aswan, Qena, Sohag and Fayoum (through training and technical assistance).

Capability Enhancement through Citizen Action - CAP (CARE)

I. Learning Content:

Aims to improve the quality of life - including participation in civic affairs - of low-income households in rural communities of seven governorates. Quality of life improvements will result from increased household income and improved community services in water, sanitation, health and nutrition awareness, and girls and basic education. The project aims to work with 190 rural communities with special focus on the institutional support of local NGOs serving these communities, namely Community Development Associations (CDAs). CARE-Egypt - through

CAP Project - will assume the role of intermediary NGO that channels the technical and financial support to the 190 participant CDAs. These CDAs are the main actors to alleviate capability and income poverty of the 90,000 vulnerable households in the targeted communities.

- II. Target Groups:** 90,000 Low income households
- III. Scope of Coverage:** Middle and Upper Egypt (Aswan, Qena, Sohag, Assiut, Minia, Beni Suef, and Fayoum Governorates).
- IV. Funded by:** Egyptian Swiss Development Fund and CARE

Talaat Harb Training Centre (CEOSS)

I. Learning Content:

In response to growing unemployment in the early 1990s, CEOSS (Coptic Evangelical Organization for Social Services) established the Talaat Harb Training Center. The Center started as a Business Management Skills Training Program but soon expanded to include training and capacity building programs for individuals, small business owners, trainers, private industries, non-governmental organizations and governmental entities. With more than 200 training courses conducted to date, the Talaat Harb Training Center has proven itself to be a leader in the field of Management Training and Capacity Building Programs.

The mission of Talaat Harb is to promote sustainable and equitable social transformation by enhancing human resources and organizational development and to foster social development by conducting development studies and evaluating current development interventions. Techniques such as lectures, workshops, real-life case studies, experiential exercises, research surveys, role-playing, managerial and behavioral games, and site visits are used to maximize learning. In cooperation with international educational institutes renowned in development, Talaat Harb is currently developing a series of adult education certificate courses oriented to managers of Egyptian NGOs working in development. Certificate programs will include topics such as Advocacy, NGO Management, and Training of Trainers.

- II. Target Group:** Individuals, small business owners, trainers, private industries, non-governmental organizations and governmental entities
- III. Scope of Coverage:** Cairo

Community Development through Mobilizing Support for School Improvement (World Education & the Salama Moussa Foundation for Education and Development Services)

I. Learning Content:

World Education works in collaboration with the Salama Moussa Foundation for Education and Development Services to increase the capacity of community-based institutions to effectively mobilize communities to enhance their economic, social and educational resources, and establish working relationships with relevant government officials. Program activities include providing basic organizational development interventions to community based institutions, implementing small

school improvement actions plans in communities, and conducting action research on educational improvement as a vehicle for community development.

II. Target Group: Community-based institutions

III. Scope of Coverage:

ENVIRONET (CARE)

I. Learning Content:

EnviroNet addresses environmental concerns by supporting local community development associations (CDAs) in the districts of Edfu and Kom Ombo of Aswan governorate, to form an environmental network. Through the local CDAs, EnviroNet helps communities develop solutions to environmental problems such as solid waste disposal. And water and air pollution, as well as pool financial and other resources to effect solutions they choose. In this way, the network strengthens the environmental advocacy capabilities of community members. And with greater awareness, community members will be able to sustain the effectiveness of their solutions. Initially, the network:

- Enables communities to become environmentally literate in order identify their needs, develop solutions, and obtain and pool resources to address these needs efficiently and effectively.
- Strengthens community members' environmental; advocacy capabilities.

II. Target Group: 12 community development associations, 24000 women, 6000 children in 12 villages.

III. Scope of Coverage: Edfu and Comombu districts in Aswan governorate.

IV. Funded by: DANIDA and CARE

The Training of Trainers Project in Egypt (Caritas)

I. Learning Content:

As part of the Small Grants Project, RAINBO worked with Caritas Egypt and the Egyptian Task Force on FGM in 1996 to produce an innovative training manual that would address reproductive health and rights issues of women and girls, including FC/FGM and gender issues. Published in 1998, and written in Arabic, this manual, *New Concepts for a Better Life: A Reproductive Health Reference Manual*, gives trainers a perspective on issues such as gender roles and the relation between reproductive health and reproductive rights.

As a direct result of the production of this manual, as well as the overwhelming positive response to it from the Egyptian community, RAINBO's *Training of Trainers Project* was founded, in collaboration with Caritas Egypt and the Egyptian Task Force on FGM. This project is an educational initiative to train community health workers and community leaders from NGOs and Government offices using RAINBO's manual. In November 2000, RAINBO hosted a stakeholder meeting in Alexandria, Egypt to map out a three-year plan for the *Training of Trainers Project* as well as to monitor the effectiveness of the manual's use to-date, and to discuss any revisions that needed to be made to the manual. Implementation of the three-year plan is pending funding.

- II. **Target Groups:** Trainers
- III. **Scope of Coverage:** N/A

• **Literacy and Basic Education**

Illiteracy Eradication and Post Literacy Programs and activities (Women and Society Association)

Activities of the association are based on several components among which are: the Forum for Women Development, formal and non-formal education, center for documentation and data, youth, children and computer center.

I. Learning Content:

- A) Conference on "Illiteracy Eradication: a Right and Development" in cooperation with GALAE.
- B) Non-formal Education Program:
 - Objectives:
 - Proposing radical solutions for illiteracy problem and drop out rates for women and girls
 - Providing women and girls with opportunities to continue their education
 - Adopting new technological methods in education
 - Establishing links between women and their societies through subject-specific training programs.
 - Activities:
 - 3 month pre-study program to familiarize learners with alphabet and numbers.
 - 9 month program to teach the illiteracy eradication program using materials from the environment as educational tools.
 - Health, environmental, legal, social and political awareness raising sessions and organized trips.
 - Pre-study program to introduce the idea of continued education and present the curricula of the English language, math and science.
 - 30 sessions per week to teach academic curricula, computer and library science.
 - Upgrading skills and talents through specialized workshops.

II. **Target Group:** Women and girls

III. **Scope of Coverage:** Giza

Integrated Child Labor Project (CEOSS)

I. Learning Content:

In 1999, CEOSS started implementation of the Integrated Child Labor Project in this community, as a part of International Program on the Elimination of Child Labor. The project aimed at reducing child labor but also at improving the well-

being of working children in Kom Ghorab, through offering literacy classes, vocational training, health and social services, start-up loans for small enterprises and awareness-raising. Both children and parents attended literacy classes and were awarded certificates after completing final exams. Small loans were given to 50 families in order to help parents improve their incomes, which then made it possible for many of them to send their children to school instead of to work. Encouraged by the reception of the project in the community and the benefits it brought to the children, one of the local Community Development Associations will continue with the project in Kom Ghorab.

II. Target Group: Children and parents

III. Scope of Coverage: Kom Ghorab

IV. Funded by: USAID

Expanding Integrated Health and Literacy (World Education)

I. Learning Content:

In collaboration with General Authority for Literacy and Adult Learning (GALAE), the Ministry of Health and Population, the American University of Cairo, and John Snow, Inc, World Education is expanding the integrated reproductive health and literacy activities initiated in the Healthy Mother/Healthy Child program.

Throughout the 18-month program funded by the Ford Foundation, partners work in Cairo/Giza, Fayoum and Luxor. The program involves developing additional literacy lessons focused on essential reproductive health messages. World Education trains and mentors literacy facilitators and supervisors who in turn, teach the lessons to an estimated 8,850 literacy women learners throughout Egypt. The program's combined focus on materials development and training aims to expand the range of tools available to the Ministry of Health and Population for delivering reproductive health messages and will strengthen GALAE's ability to develop and deliver innovative curriculum to women learners.

II. Target Group: literacy facilitators and supervisors and literacy women learners

III. Scope of Coverage: Cairo/Giza, El Fayoum and Luxor

Near East Foundation

The Near East Foundation (NEF) established the Center for Development Services in Cairo in 1990 to support community development initiatives.

The Center for Development Services (CDS) is the largest single provider of Arabic language development-related services for non-governmental organizations (NGOs) in the Middle East. Each month, CDS delivers 250 days of hands-on, practice-oriented training and technical assistance aimed at enhancing individual skills and institutional performance.

I. Learning Content:

CDS provided extensive training and technical assistance in support of a large-scale, multi year British Council project for adult education and literacy in Egypt. The Center played a significant role in project design and start-up, classroom

training and field supervision, follow-up and evaluation. This national project pioneered and tested a number of innovative approaches to literacy as well as lobbied for significant policy changes at the national level. The project brought CDS staff in daily contact with villagers across Egypt, promoting a more in-depth understanding of the reasons which compel adults to join literacy classes, the techniques which serve them best, and success and failure as understood by those in the classes, both during training and following graduation.

II. Target Group: Villagers

III. Scope of Coverage: National Project, all across Egypt

Regional Center for Adult Education (Sers al Layaan, Menufia)

The Center mission and goals include:

- Preparing trained personnel in the area of adult education.
- Producing the necessary educational materials for illiteracy programs and adult education

I. Learning Content:

i) Having adopted a comprehensive notion of adult education, training offered by the Center in this area rests on two main pillars: characteristics of trainees and their needs. Thus, various training modalities are offered to address these two aspects such as workshops, lectures, discussion, study groups, fieldwork, brainstorming and exchange of expertise. In undertaking its tasks, the Center has cooperated with GALAE and Ministry of Education. Over the years, 6800 local and regional students graduated from the Center.

ii) Eradication of illiteracy: The Center produced several studies and educational materials to address the actual needs of illiterates that were often used to enrich the discussions in several Arab forums and conferences. It produced a total of 44 publications in the form of booklets, leaflets, and posters covering the areas of religion, customs, traditions and values. However, most of these materials are now outdated.

I. Target Group: Rural men and women

II. Scope of Coverage: Menufia

Mahad: The Institute for Adult Education – SEKEM

I. Learning Content: The Mahad offers general consciousness-raising programmes for local community adult residents in various areas of education, with the aim of enabling individuals to make a positive contribution to their communities and country. Weekly seminars and lectures are given to help broaden the individuals' thinking and understanding. Learning takes place through conventional and non-conventional methods although learning by doing is the connecting principle. Traditional classroom based skills acquisition in computers or English language is balanced with activities involving participatory or experiential activities such as music and drama. In this way the faculties of the individual are developed comprehensively.

The Mahad's program includes the provision of the following adult educational activities:

- Literacy training (reading and writing)
- English language classes (incorporating computer literacy)
- Computer training
- Hygiene in the workplace
- Arts
- Music
- Sports

II. Target Group: Local community adult residents

III. Scope of coverage: Cairo

- **Promoting the Empowerment of Women**

New Horizons - CEDPA

This activity expands access to education for girls and young women, increases community participation and support for girls' education, and improves the health and educational status of girls and young women living in Egypt. Under this grant, local NGOs are being utilized by the Center for Development and Population Activities (CEDPA) to award primary and preparatory school scholarships and to deliver the "New Horizons" life skills program (targeting girls who are not enrolled in the formal education system). CEDPA also strengthens and expands services at the community level, while simultaneously mobilizing community leaders to advocate for gender equity and promoting a policy environment favorable to the needs of girls and young women.

V. Learning Content:

The girls' New Horizons materials include more than 100 teaching units covering issues such as adolescence, marriage, reproductive health, child development, first aid, violence against women, environment, income savings, and income generation. Implementation sites are selected based on their low female literacy rates and early childbearing patterns and the availability of potential non-governmental organization (NGO) partners.

VI. Target Group: Girls and young women. A boy's awareness was launched in February 2002.

VII. Scope of Coverage: To date, much of the work has been focused on Upper Egypt but work is currently being extended into other governorates.

VIII. Budget: U.S. \$9.8 million

IX. Results:

- Mobilized leadership at the national, governorate, and community level to close the gender gap in education and health. More than 2,000 community leaders have been trained, 291 youth leaders trained and 7 annual conferences have been conducted under the first grant.
- Seventy new NGOs from 17 governorates were brought into implementation of the program. More than 1,200 training opportunities were provided; 84 percent of the participants were women and over 75

NGOs were included.

- Improved life skills, self-confidence and social competence in girls and young women and specifically improve health and reproductive health of girls, young women, and young couples. One hundred sixty nine religious leaders have been trained and 5,785 young women have been counseled in health education under the first grant.
- Strengthened the capacity of institutions to plan and implement sustainable programs. Twenty four technical workshops have been conducted, 810 technical consultant visits have been completed, and 3 strategic plans have been completed for implementation.
- Reduced the gender gap in girls' education. More than 20,000 young women 'in addition to the 13,000 under the original grant--will have improved their life skills, self-confidence, and health awareness by the end of the grant period--more than double the expectations. More than 2,250 scholarships have been awarded under the current grant, while 4,800 have been granted through the first to allow girls to attend primary school.
- Twenty-three communities opened second generation classes (replication after initial CEDPA funding) serving over 5,000 girls and an additional 60 classes are in progress.
- Reduce the incidence of FGM. Pilot communities have shown a reduction of FGM prevalence from 97% to less than 30%.

Improving the Situation of Girls and Women (Women and Society Association)

Activities of the association are based on several components among which are: the Forum for Women Development, formal and informal education, center for documentation and data, youth, children and computer center.

I. Learning Content:

Advancement of Women:

- As the coordinator of the coalition of NGOs concerned with the implementation of the Convention for the Elimination of All Forms of Discrimination against women (CEDAW), the Association has been able to detect discriminatory attitudes against girls in primary education. The matter has been brought to the attention of the Ministry of Education and since then, women have been represented in Parents' school boards.

ii) Forum for the advancement of women:

Social and religious seminars to raise awareness levels and enhance women's cultural, economic and social levels while establishing links with women in the local community.

II. Target Group: Women and girls

III. Scope of Coverage: Giza

Loans to Youth (Youth Entrepreneurs Society)

I. Learning Content

Aim of the project is to combat unemployment among the youth. The association loans to young people up to LE 50,000 used to establish a small project. The

interest rate is 7%, installments to be paid on a monthly basis for a period of 5 years. The beneficiaries are offered training sessions on issues such as marketing and accounting. The training usually lasts for 15 days after which the trainees are offered certificates.

II. Target Groups: Youth

III. Scope of Coverage: Cairo

Al Marg Comprehensive Development project (Egyptian Association for Comprehensive Development)

I. Learning Content

Aim of the project is to help poor women who are financially supporting their families (female-headed households) secure a sustainable source of income by giving them loans to use in establishing their own small business. Loan size reaches a maximum of LE 1500. Interest rate 10 – 12%; installments paid on a monthly basis. Supervisors recruited to conduct market studies to identify profitable projects. Beneficiaries are given classes on marketing and accounting, and literacy classes. Eligibility requires that women be literate. Illiterate women are asked to join literacy classes. Training sessions are conducted to teach the women how to sell their products and how to perform certain cost and revenue calculations.

II. Target Groups: Needy women

III. Scope of Coverage: Al Marg

Assiut Development Project (Egyptian Association for Comprehensive Development)

I. Learning Content

Providing loans to help needy men and women start their own small business and thus secure a sustainable source of income. The financial conditions are similar to those in Al Marg project (see above) also local supervisors are recruited to advise the beneficiaries on different issues. The association is financing 3500 projects in Assiut, 35% - 40% of which are operated by women beneficiaries.

II. Target Groups: Needy men and women

III. Scope of Coverage: 10 villages in Assiut

Loans Project (Tahseen el Seha Association)

I. Learning Content

Aim of the project is to empower women by helping them establish their own small business so that they can secure a sustainable source of income. The project is loan based. Loans range from LE 250 to LE 3000. The duration of a loan is four months, after which the women can ask for an extension to the loan. The loans are repaid in the form of installments that are made every other week. Women are to form a group of 10 – 13 in order to guarantee each other. The association has supervisors to help the women deal with difficulties they face in their projects.

Examples of the projects undertaken by the women are dairy production, tailoring and cloth selling. The association offers different services to the poor. Examples of these services are reading and writing classes and tailoring classes which are offered free of charge. Also, the association offers medical services at very low prices.

II. Target Groups: Women

III. Scope of Coverage: Loans have been given to residents of Abdin, Al Darb Al Ahmar, Al Khalifa, Manshiet Nasser, and Masr Al Kadima.

ADEW's Group Credit Program (The Association for the Development and Enhancement of Women)

I. Learning Content

Aim of the project is to improve the socio-economic condition of poor communities by promoting women's status and providing opportunities for female-headed households to increase their income, skills and take charge of their lives. Program is loan based. Women are to form groups of 3 – 7 in order to guarantee each other. Loans range between LE 300 to LE 500. Loan period is one year to be paid back in monthly installments. Supervisors have been recruited in order to conduct market studies to identify profitable projects and also in order to advise the women on different issues such as marketing and accounting. Examples for the projects undertaken by the women are dairy production, tailoring and goat breeding. In order to ensure the commitment of the women, they are asked to contribute to the project either financially or by providing the place needed for the project. The installments are used to pay the salaries of supervisors and to cover the costs of the project. The remaining part is used in giving further loans. Thus the project has achieved self sustainability.

II. Target Groups: Women who are the heads of households

III. Scope of Coverage: Manshiet Nasser

Arab Women Speak Out (The Association for the Development and Enhancement of Women)

Many of the women who participate in the credit program or take classes on their legal rights lack the personal confidence and leadership skills to play a powerful role in family and community affairs. In 1999, ADEW collaborated with CEDNA and John Hopkins University to host classes that would teach women how to be socially empowered.

A series of seminars were held that tackled the issues of:

- *Gender sensitization
- *Self-confidence
- *Means of decision making
- *Negotiation skills

- *Social support networks
- *Participation in public life and positions

Results:

- *The program began with 10 classes and 200 participants and soon grew to 30 classes with 600 participants
- *This program also prompted women to request the institution of a literacy program.

Literacy Program (The Association for the Development and Enhancement of Women)

The women participating in “Arab Women Speak Out” requested that a literacy program be established. ADEW complied in the year 2000, recognizing that literacy is pivotal to building women’s self-esteem and resistance to legal exploitation.

I. Learning Content: The literacy program uses the Caritas “Taalām Tahrir” curriculum with some variations to make the classes more interactive and participatory. ADEW uses film-screenings, trips, informal tests and extracurricular activities to make learning an enjoyable experience. Currently, four functional literacy classes have been established with a total of 150 attendees.

II. Target Group: Women

III. Scope of Coverage: Cairo

Girl’s Dreams Project (The Association for the Development and Enhancement of Women)

I. Learning Content

The aim of the project is to develop the personalities of adolescent girls and raise their self confidence, ambition as well as develop their talents. Weekly classes are held in one of the girls’ houses. The classes are led by psychologists and social scientists. In these classes, the girls discuss different topics such as female circumcision and different problems that the girls face. As well, during the classes, the girls try to develop their talents through drawing and tapestry.

II. Target Groups: Adolescent girls

III. Scope of Coverage: Masr Al Kadeema and Manshiet Nasser

Legal Assistance and Awareness Program (The Association for the Development and Enhancement of Women)

I. Learning Content: The Legal Assistance Program originally began as a legal service assisting with personal status problems and conjugal matters. The program soon expanded to help women obtain official documentation and teach women their legal rights. The lack of official documentation in the form of identity cards, birth certificates, marriage certificates, and divorce papers constituted a major problem for low-income women. ADEW assists with this process by individually

counseling women and filing court petitions on their behalf. Classes are also held regularly to teach women about their legal rights.

II. Target Group: Women

III. Scope of Coverage: Cairo

IV. Results:

To date, the program has helped women obtain:

- 1480 ID cards
- 230 birth certificates
- 90 drop-out certificate
- 100 death certificates
- 79 marriage certificates
- 115 divorce papers
- 600 documents relating to pension cases

*The program has opened a channel between poor women and government entities, as it invites 1) lawyers to speak to women about marriage, divorce, and labor laws and 2) clerks from the Civil Registration Authority to speak to women about the issuing of official documents.

Providing Needy Women with Employment Opportunities (Alliance for Arab Women)

I. Learning Content

Training women on certain skills needed to perform an already available vacancy. In order to reach this end the alliance seeks the cooperation of other associations that act as focal points in the governorates where the project to be implemented. The type of training is based on established job vacancies ensuring that women trainees are guaranteed a job and are trained for these specific positions. In order to be eligible for joining the project the women have to prove real need. Also they have to know how to read and write. The alliance puts the main plan and the local associations adjust it according to their specific needs. In case of illness, the Alliance pays all medical charges for the women. As well, the Alliance pays for childcare charges.

II. Target Groups: Needy Women

III. Scope of Coverage: The project was implemented in the year 1999 / 2000 in 10 governorates in Egypt and it lasted for just one year. Then it started again in 2001 and supposed to last until 2004. This time it is taking place in Giza, Qalyoubia and Port Said

Bashayer Workshop (Bashayer)

I. Learning Content

Aim of the project is to empower women and help them enhance their economic role by developing their skills and providing them with suitable job opportunities. The project provides different services such as literacy classes, childcare, and legal assistance for women, as well as a women's forum, in addition to training women on handicrafts and providing them with outlets for their products. The workshop has 2 main production lines: clothes production and the household linen production. In

order to help women market their products the center participates in different exhibitions organized by different institutions. As well, it makes deals with different stores in Cairo to display and sell the products. The center provides the women with the material and facilities needed for the production process. The women are allowed to keep almost half the price of their products while the remainder goes to the center. This income covers about half the budget needed by the center. Thus it is achieving some degree of self sufficiency.

Target Groups: Women in need

Scope of Coverage: Helwan

Training on Care Providing to Patients and the Elderly (Care With Love)

I. Learning Content

Aim of the project is to satisfy the market's growing needs for care providers while training and providing underprivileged women with skills that will help them secure a job opportunity. Women take a training course on care providing and how to deal with the elderly. After graduation the trainees are asked to work under the supervision of the association for a year and half, during which they are asked to repay the fees for the training. The women are hired by the center at a monthly salary of LE 250 until they an external job placement in the community is found.

II. Target Groups: Underprivileged women

III. Scope of Coverage: Cairo

Legal Literacy Classes (Center for Egyptian Women's Legal Assistance)

I. Learning Content: The project began based on the request of women in Boulaq, low income neighborhood in Cairo, for legal literacy classes.

II. Target Groups: Illiterate women

III. Scope of Coverage: Boulaq area, Cairo

Developing and Promoting Adolescent Women (Egyptian Medical Women Association)

I. Learning Content:

The project aims at developing the personalities of young women through empowering them with decision making skills and teaching them basic facts about health, nutrition and environment. Training-based project on the basics of health, nutrition, environment and other social aspects. The training sessions took place in 20 different local associations. The association selected women leaders to provide the training to the girls. Those women were already in the field of teaching.

II. Target Groups: Adolescent women

III. Scope of Coverage: Matarya, Alsabaa Masaken, Western Monira, Masr Al Kadima, Dar Al Salam, and Al Basateen, Cairo

Supporting Female-Headed Households (Egyptian Medical Women

Association)

I. Learning Content:

Training programme on babysitting and care provision to the elderly and medical patients. Training consisted of a theoretical part and a practical one where the women were taken to elderly houses and watched over them. The names of the participants and their contact information are registered in the Association so that they can be reached in case possible job opportunities come up.

II. Target Groups: Needy women who are the heads of their household

III. Scope of Coverage: Giza

Networking, developing communication channels and training provision to NGOs (NGO Forum for Women Development)

I. Learning Content

Networking, developing communication channels and training provision to NGOs. The forum aims at supporting NGOs especially those operating in the field of women development. This is achieved through training for associations and NGOs (upon their request). The training is usually on technical skills such as accounting, bookkeeping and documentation. Also the forum provides training on legal issues, gender, violence against women, and international agreements on gender issues.

II. Target Groups: NGOs

III. Scope of Coverage: Egypt

Women's Training (Red Crescent – West District)

I. Learning Content

In Dec. 2000, the Red Crescent began a project that dealt with the protection of young working girls in Helwan. As part of that project, the Red Crescent provided training programs for the girls or their family members in order to provide them with better job opportunities. Training programs included programs on how to become (i) a sitter for the elderly, (ii) a sitter for handicapped people, (iii) a babysitter, and (iv) computer training. For the Elderly-Sitting courses, the girls/women spend some time doing some practical training in a home for the elderly. For the child-sitter courses, they spend two days training in a private childcare facility.

II. Target Groups: Young girls (15-18)

III. Scope of Coverage: West Helwan, Cairo

Crafts Center (Red Crescent – Nahda)

I. Learning Content

A small-sized center where women with special circumstances (mostly widows) learn how to produce clothes. The women are the paid a salary and the products also sold in markets and exhibitions in Cairo.

II. Target Groups: Women with special circumstances, especially widows

III. Scope of Coverage: Nahda, Cairo

Women's Training and Loan Programme (Integrated Care Society)

I. Learning Content

Training program with different courses for women in the crafts: knitting, sewing, crochet, candle-making, plastic lamps and clocks, jewelry-making and carpet weaving. The Society then sells the women's products on site. Following the training classes, the women are then entitled to apply for a loan from the Society, ranging from L.E. 200 to L.E. 1000. The loans are used to buy craft material that can be used by women to create crafts in their own homes, sell them, and then return the loan. The loan duration is one year and installments are to be paid on monthly basis.

II. Target Groups: Women

III. Scope of Coverage: Nahda, Cairo

Knitting and Patchwork Workshop (Integrated Care Society)

I. Learning Content

A center where women can learn how to sew and knit clothes, handbags, create traditional patchwork etc. The products are then marketed and sold in markets and exhibitions all over Cairo.

II. Target Groups: Women

III. Scope of Coverage: Nahda, Cairo

Rag and Paper Recycling Center (The Association for the Protection of the Environment)

I. Learning Content

Aim of the project is to instill a new problem-solving way of thinking into the minds of young women and empower them to get involved in their communities while helping them generate income through rag rug weaving and paper recycling. Recycling rags forms the crux of the curriculum. Health, legal literacy, alphabet literacy, recreation and training are part of the curriculum..

II. Target Groups: adolescent girls and women

III. Scope of Coverage: Manshiet Nasser, Cairo

Health Visitors' Scheme (The Association for the Protection of the Environment)

I. Learning Content

Young Girls and women are trained to be health visitors. Following training, they work with the APE to disseminate health information in the community. The participants are trained through various workshops. APE provides the resources that the participants will need as health visitors in order to perform their jobs. Its two landmark programs are the combating of female genital mutilation and prevention and cure of hepatitis B program.

II. Target Groups: the entire community

III. Scope of Coverage: Manshiet Nasser

Support to Gender Equality – Women in Politics (The Egyptian Center for Women’s Rights and The British Council)

I. Learning Content:

A series of workshops and visits to increase women's participation in public life , in collaboration with the Egyptian Centre for Women's Rights, to help women candidates in Egypt's parliamentary elections in November. The initiative brought together women participants from different governorates and different political parties in Egypt, together with their campaign managers, with the aim of preparing them to design and manage their campaigns and to attract volunteers to work with them.

II. Target Groups: Women candidates in Egypt's parliamentary elections

III. Scope of Coverage: Twenty women participants from different governorates.

The Women Business Development Centre (WBDC) – National Council for Women

I. Learning Content:

The Women Business Development Centre (WBDC) aims at empowering women to fulfill their economic and social role and to integrate their efforts into the overall development plan. The Centre offers a variety of programmes and services to help women undertake small projects and assist young women entrepreneurs. Training on project management and counseling on the requirements and procedures of the lending and credit organizations, bookkeeping, etc. are offered. Reputable service providers, state of the art training tools and technologies are available to the Egyptian women so that they can acquire the skills in demand by the market. WBDC will also mount a database and documentation on the various statistics, services, facilities and training available.

II. Target Group: Women

III. Scope of Coverage: Local NCW branches in the governorates (Cairo, Giza, North and South Sinai, Port Said, Fayoum, Beni Suef, Sharkiah , Assiut, Minia, Menufia, the New Valley, Sohag, Gharbeya, Alexandria, Qena, Luxor, Matruh, Ismailia, Kafr El Sheikh, Suez, Damietta and Dakahleya)

The Non-Formal Education Program – Catholic Relief Services

I. Learning Content: The Non-Formal Education Program was developed to help build the capacity of girls/women and the poor to advocate for services needed in their communities and to improve their educational opportunities. The Non-Formal Education program aims to strengthen civil society in communities by promoting community nominated representatives to serve on interfaith committees. These committees address local issues and successfully lobby authorities for service enhancements or policy changes. Girls and young women, ages 9 to 25, participate in non-formal education activities varying from health to creative arts. These

programs seek to bridge the gap between formal education and the skills needed to live a dignified life in the rural communities of Upper Egypt. So far 5,500 girls and young women in 47 communities have participated in the project.

II. Target Group: Girls and women

III. Scope of Coverage: Upper Egypt

• Changing the World of Work

Non-Formal Education Project (Community & Institutional Development–CID)

I. Learning Content:

CID has developed an approach which seeks to empower youth through an alternative, non-formal model of education revolving around designing working conditions that lead to lifelong learning and earning skills and creating a network of learning communities. The project combines earning income, work skills, environmental protection, arts and recreation, literacy, industrial safety, and personal hygiene. The concept and design of the projects are based on the fact that working youth need to be empowered with income generating skills and opportunities that do not threaten their lives or health but provide them with lifelong learning skills they were denied. These youth are from among the poorest of the poor who have no choice but to go out to work. Four recycling schools have been utilizing the approach established: two in Mokattam (garbage collectors' neighborhood) under the auspices of the Association of Garbage Collectors for Community Development (AGCCD), and the Association for the Protection for the Environment (APE). The third is in 10th of Ramadan under the auspices of Hope Village Society (HVS). The fourth is in Nuweiba, South Sinai run by Hemaya Association for Community Development. Projects are implemented by a network of NGO's in partnership with the private sector, business associations, municipalities, academia and donors that work closely to exchange experiences, transfer technologies and learn at the same time as the children who come under their auspices. Thus both individuals and institutions learn. C.I.D. designs, supports, and accompanies this process.

II. Target Group: Youth (ages 10 – 15 years) including:

- Youths living on the streets
- Youth of garbage collectors who were too poor to convert to motorized trucks
- Youth working in mechanic workshops
- Youth working in brick factories
- Rural youth engaged in agricultural activities

III. Scope of Coverage: Youth are trained by various professionals, in learning centers, which CID has established in Cairo, Nuweiba, and the 10th of Ramadan.

Vocational Training Centre – SEKEM

I. Learning Content: The Vocational Training Programme seeks to provide young people with specific skills for self-employment because of the lack of opportunities that currently exist in the labour market. When they graduate they are sufficiently

skilled either to start their own business or find employment. Trainees are encouraged to gear their studies to the conditions and market needs that can be expected to exist when they graduate.

Through intensive course work the students are immediately involved in production. Thus practical skills take precedence over theory. Training by professional teachers both foreign and local, takes place in fully equipped workshops.

The training that is offered is as follows:

- Biodynamic Agriculture
- Carpentry
- Textiles
- Electrical Work
- Metal Work

II. Target Group: Fifty trainees participate each year in a 2-3 year program that guides them in every aspect of their chosen profession.

III. Scope of Coverage: Cairo

• **Environment, Health and Population**

Fresh Water Program (ALIVE)

I. Learning Content

ALIVE partners with community development associations (CDAs), intermediary organizations, and a micro-finance institution in 15 communities of Beni Suef to enhance their capacity to help people bring clean water into their homes and install environmentally sound sewage and solid waste management systems that suit their local needs. Services include helping and educating community members to use fresh water, providing technical assistance, small loans and increasing community understanding of health and environmental issues and empowering them to participate in critical decision making and service provision. To that end, educational efforts highlight hygiene and the environment. Adult literacy and life-skills training further strengthen the decision-making ability of 3,000 girls over the age of 14. Teachers are also trained to become environmentally aware and to pass on that awareness to their students. This translates into increased quality of life for all.

II. Target Group: 112,000 participants in 15 communities in Upper Egypt and Delta.

III. Scope of Coverage: Naser and Ihnasia districts in Beni Suef governorate.

IV. Funding by: Egyptian Swiss Development Fund and CARE

Aids Intervention Unit (CARITAS)

Intervention Program – the intervention program aims at: teaching people, especially the youth, the essential facts about the disease; promote healthy behavior;

modify risk behavior; reduce the risk of exposure and transmission; calm anxiety about casual transmission; prevent discrimination; mobilize the community to participate as active members; promote inter-sectoral and inter-agencies collaboration; strengthening the preventive role of health care practitioners as well as social workers.

I. Learning content: Seminars, Workshops, Sessions - A seminar for community leaders and policy makers, on HIV/AIDS; two seminars for secondary school students, with a theme aimed at increasing HIV/AIDS awareness and promotion of preventive practices; an intensified HIV/AIDS/STD intervention activity throughout one week in two selected secondary technical schools; a workshop for school social workers focused mainly on counseling skills in tackling high-risk behavior among students, especially regarding HIV/AIDS; establishing two Anti- AIDS Club (AAC) executive offices in the two secondary technical schools mentioned above; organizing workshops on HIV/AIDS and STD for different HCPs (medical and paramedical) on the theme of enhancing their preventive and counseling skills and strengthening their role in the fight against HIV/AIDS; organizing two seminars for HCPs (medical and paramedical, including nurses) on HIV/AIDS with special emphasis on promotion of preventive skills and universal precaution; holding clinic sessions (10 minutes each) on HIV/AIDS, for the clients of the STD clinics in the clinics' reception halls. The sessions were conducted by an AIU-trained medical officer working in the STD clinics. Plus a Communications' Techniques - Establishing a CARITAS AIU "help-line" operating on a daily basis from 10am to 1pm, during which an expert from the AIU responds to different questions and queries raised by clients, and provides them with correct information and appropriate counseling, as well as posters and pamphlets containing information about the disease.

II. Target group: The target group for Year One of the campaign included: community leaders, students, clients of STD clinics, HCPs involved in STD patient's care, HCPs working in blood banks, doctors working in laboratories and laboratory technicians, social workers dealing with students, STD cases and drug-users.

The Training of Trainers Project in Egypt (Caritas)

I. Learning Content:

As part of the Small Grants Project, RAINBO worked with Caritas Egypt and the Egyptian Task Force on FGM in 1996 to produce an innovative training manual that would address reproductive health and rights issues of women and girls, including FC/FGM and gender issues. Published in 1998, and written in Arabic, this manual, *New Concepts for a Better Life: A Reproductive Health Reference Manual*, gives trainers a perspective on issues such as gender roles and the relation between reproductive health and reproductive rights.

As a direct result of the production of this manual, as well as the overwhelming positive response to it from the Egyptian community, RAINBO's *Training of Trainers Project* was founded, in collaboration with Caritas Egypt and the Egyptian Task Force on FGM. This project is an educational initiative to train community health workers and community leaders from NGOs and Government offices using

RAINBO's manual. In November 2000, RAINBO hosted a stakeholder meeting in Alexandria, Egypt to map out a three-year plan for the *Training of Trainers Project* as well as to monitor the effectiveness of the manual's use to-date, and to discuss any revisions that needed to be made to the manual. Implementation of the three-year plan is pending funding.

II. Target Groups: Trainers

III. Scope of Coverage: N/A

The Islamic Charity in El Bourgaia village in Minia (in cooperation with CEOSS)

I. Learning Content:

The Islamic Charity was established in 1974 to help the poor and assist orphans. In 2001, a new generation of leaders elected a new Board of Directors and began cooperation with CEOSS to establish other types of projects. These included facilitating clean water hookups for 120 families; opening 7 Children's Clubs to help children discover their needs, skills and talents; establishing a revolving loan fund to enable female high school graduates to start micro businesses raising chickens and ducks; developing a home economics program to teach women sewing, handicrafts and home economics. Other programs were developed to improve women's health focused on preventive health, using panel discussions and awareness raising campaigns to encourage good personal hygiene and a healthy environment. Programs in the areas of environment and agriculture focus on establishing animal stables that are clean and suitable for animals in order to get rid of manure in the streets and houses. Agricultural activities include increasing public awareness of organic fertilizers in order to eliminate chemical fertilizers and pesticides.

II. Target Group: Children, parents, women, farmers

III. Scope of Coverage: El Bourgaia (small village 70 kilometers north of Minia with a population of about 25,000)

Cairo Family Planning Association

The goal of the CFPA is to promote the voluntary practice of family planning as a human right particularly in spreading awareness about the importance of family planning as a health benefit as well as encourage and maximize the effective practice of family planning among women in Cairo.

I. Learning Content: The CFPA's projects and services include Supervising family planning centers, activities to eliminate traditional practices detrimental to health, documentation and dissemination of information and media production of health education messages.

II. Target Group: Young girls, women, families

III. Scope of Coverage: Cairo and Giza

Media and Culture

Say No to Tobacco and Drug Abuse Campaign (NCCM)

I. Learning Content:

Aim of the campaign is to raise awareness on drugs and tobacco abuse. The implementation of the campaign will be undertaken through a series of partnerships between governmental and non-governmental agencies that will be coordinated by the NCCM. Recognizing the importance of involving youth as a major stakeholder in drug control efforts and demand-reduction programs, the NCCM has designed a number of awareness-raising initiatives that rely on a youth centered approach and a variety of communication tools. These include awareness raising children camps and school volunteer workshops. The NCCM organized 7 outdoor symposia for students during their midyear vacations (2001-2002) in social and sports clubs, youth centers and libraries.

In 2002, NCCM implemented the program of youth leaders in four schools targeting about 150 children on leadership skills and raising awareness among their colleagues.

II. Target Group: Youth and adolescents

III. Scope of Coverage: National Program

Cairo Family Planning Association

The goal of the CFPA is to promote the voluntary practice of family planning as a human right particularly in spreading awareness about the importance of family planning as a health benefit as well as encourage and maximize the effective practice of family planning among women in Cairo.

I. Learning Content: The CFPA's projects and services include Supervising family planning centers, activities to eliminate traditional practices detrimental to health, documentation and dissemination of information and media production of health education messages. The association has produced mass media messages through the development of audiotapes with the purpose of raising family planning awareness, particularly among illiterate women, from a health perspective. Tapes are used in family planning centers.

II. Target Group: Young girls, women, families

III. Scope of Coverage: Cairo and Giza

• Groups with Special Needs

SETI (Caritas)

I. Learning Content:

Support, Education and Training for Integration (SETI) was founded by Caritas in response to a lack of services for persons with mental disabilities in Egypt. SETI works at improving the quality of life of the largest possible number of persons with special needs deprived of services, at the least cost and through the best utilization of available resources, with the help of family members and the community. The SETI Center is comprised of the following departments:

- Training and Information Department:
- Training of persons working in the field and volunteers

- Raising society's awareness regarding disability issues
- Family Rehabilitation Department:
 - Training of families and children
 - Training of associations in order to present services
- Community-Based Rehabilitation Department (CBR)
 - Training community members in poor areas and areas deprived of services
- Vocational Rehabilitation Department
 - Training young persons and adults on job skills
 - Supporting families with productive projects

II. Target Group: Disabled children, their families, field workers, associations, community members.

III. Scope of Coverage: Cairo and Alexandria

Educating the Disabled Project (Caritas)

The project was set in an education system of the dual system of regular and special schools with the Ministry of Social Affairs addressing the needs of students with moderate to severe disabilities and with the Ministry of Education not offering any kind of service to such students, but being responsible for the regular system of education. There is no legislation or regulation prescribing the inclusion in the regular system of children with special needs. Several initiatives for inclusion of children with disabilities in mainstream education have been undertaken by private educational institutions and parents of students with 'special needs' without the support of the Ministry of Education.

I. Learning Content:

Guarantee the right of students with disabilities to be educated with their non-disabled peers in their neighborhood schools; create new service delivery models that may be replicated throughout the country; develop positive attitudes and meaningful friendships between learners with and without disabilities; facilitate the participation of students with disabilities in the community; leisure activities and competitions were organized for children with and without disabilities.

II. Target Groups: Targeting class teachers, social workers, school doctors, school custodians and parents of non-disabled children.

III. Scope of Coverage: Cairo and greater Cairo.

Child Disability and Education - Terre des Hommes

I. Learning Content:

Aim of the project is to fully integrate children and adults with disabilities into their local environments taking into consideration their health, social, educational and economic needs. The program aims to ensure the continuation of 2400 disabled children with their education and finding alternative educational programs for those who have dropped out. As well the programme seeks to provide medical services to 4000 disabled children. Educational interventions include: public awareness campaigns, lowering tuition fees, providing school uniforms and materials for those in need, school visits, and providing alternative education programs to children who

have dropped out.

II. Target Group: Children with disabilities and their families.

III. Scope of Coverage: Assiut, Sohag and Qena (Upper Egypt)

Pilot Project for Children with Special Needs (Caritas)

I. Learning Content:

The aim of the project is to integrate children with special needs into state schools. The preliminary phase was executed by UNESCO's Cairo and Beirut offices in collaboration with Save the Children UK, the Caritas Association (an NGO) and the ministry's elementary schools programme. The process includes training courses on teaching special-needs students, in which 270 schools are participating. The pilot project is the direct outcome of the first agreement between the Ministry of Education, SETI, and UNESCO, the last of which funded the academic year 1999-2000. Save the Children funded the project's second phase in 2000-2001. Six primary schools were chosen in Alexandria, Cairo and Minya as testing grounds for implementation.

II. Target Group: Children with special needs

III. Scope of Coverage: Alexandria, Cairo, and Minya

IV. Funded by: UNESCO, Save the Children (UK)

Special Education Programme - SEKEM

I. Learning Content: This programme aims at integrating children and young adults with mental or physical disabilities to become useful, strong and independent as much as their mind and body may allow. The **SEKEM** initiative takes this one step further by trying to find job opportunities within the initiative for those who are less capable, to help them achieve maximum independence and social integration.

II. Target Group: Children and young adults with mental or physical disabilities

II. Scope of Coverage: Cairo

Assiut Burns Prevention Program

IV. Learning Content:

Throughout 2002, the Assiut Burns Program continued its efforts in the struggle against domestic accidents that result in burns in two specific villages in the Governorate of Assiut. In addition, the Burns Program Prevention Campaign was initiated in 37 other villages including 15 in the Assiut Governorate and 22 within the Governorates of Minia, Sohag and Qena. In preparation for its campaign, the Assiut Burns Prevention Program trained 93 health promoters from the villages themselves, who visited more than 1440 families who use wicks kerosene stoves. Evaluations of the homes demonstrated that more than 78% of mothers have applied what they have learned from the promoters. If we assume that most families have 3 children, we can easily estimate that 4320 children have benefited directly from this activity. Under its care section, the program effectively deals with

with burns victims through their complete rehabilitation taking into consideration the victim's origin and financial limitations.

V. Target Group: Families, burns victims

VI. Scope of Coverage: Assiut, Minia, Sohag, and Qena

Reproductive Health and Urban Refugees Initiative - Forced Migration and Refugee Studies Program, The American University in Cairo

A pilot project with young men from Sierra Leon and Liberia run under the auspices of the Reproductive Health Initiative, Forced Migration and Refugee Studies Program, The American University in Cairo. The health education project arose as a continuation of the FMRS Program's commitment to outreach projects that are of direct benefit to the refugee community. The goals of the health education program are:

- i. To provide information about reproductive health and other issues relevant to young male refugees.
- ii. To provide a forum for refugees to discuss and share ideas and concerns about health topics.
- iii. To initiate research into the knowledge, attitudes and practices towards reproductive health and other health related issues of young male refugees living in urban Cairo.

I. Learning Content: The project was originally geared towards reproductive health issues including basic physiology, pregnancy, contraception, relationships, STDs especially HIV/AIDS, risk-taking, and the difficulty of accessing health services. However, a needs assessment carried out at the project's outset identified other health concerns such as problems with healthy eating in Cairo, mental health problems, female genital mutilation and a deep seated suspicion of local doctors and services. Participants were strongly encouraged to voice their health concerns and advise on curriculum design and development. An 11-week program of seminars, activities and discussion groups was completed in September 2002 that used local Egyptian health specialists when possible as guest speakers and key presenters. The discussion groups were used to collect information on participants' knowledge, attitudes and beliefs about health and especially to probe their experiences as refugees in Cairo. Information from these sessions is included in the final report, which focuses on the process and experiences of putting together the education.

II. Target group: For this project, refugees from Liberia and Sierra Leone were identified as the target population. The majority are young men living alone (without their families), some of whom had been child soldiers who came to Cairo as unaccompanied minors.

III. Scope of Coverage: Urban Cairo

• Economics of Adult learning

• **Enhancing International Cooperation**

International Cooperation for Development (The National Council for Women)

I. Learning Content:

The National Council for Women (NCW) has developed its own partnership strategy aiming at building and strengthening partnerships with leading development organizations. NCW's Department of International Cooperation for Development is supported by a number of international organizations. One of the remarkable activities of this department was the initiation of a collaboration unit, including four U.N. agencies (UNDP, UNICEF, UNFPA and UNIFEM). The purpose of this initiative - the first of its kind - was to build on the comparative advantages and mandates of the four collaborating agencies to support NCW's multi-faceted mission. Among NCW's Partners are: UNDP, UNIFEM, UNFPA, UNESCO, The World Bank, USAID, The European Union (EU), The Ford Foundation, The British Council in Egypt, The Government of the Netherlands, The Government of Sweden, and The Spanish Government.

Technical Cooperation – Japan International Cooperation Agency

Technical Cooperation is aimed at the development of the human resources who are technically capable of taking a positive part in the national task of economic and social development. Technical Cooperation is carried out by the Japan International Cooperation Agency (JICA), which include such as Training programs, Dispatch of Experts, Project-Type Technical Cooperation, Development Studies. Under this scheme, we have many programs in Egypt as follows;

Training Programs:

Egyptian trainees have been invited to Japan to be given appropriate training on the most update and specialized knowledge and technology in a wide variety fields, ranging from agriculture to health and medical care, manufacturing, transportation and so on. Up to the end of Fiscal Year 1998, 3,671 trainees were invited to Japan. In FY 1999, approximately 170 trainees were invited.

Moreover, it is worth mentioning that Third Country Training Programs (TCTP) are carried out in Egypt, in which Egypt is a training implementing country and accept the trainees from Africa and Middle Eastern countries while Japan extends cooperation by sending experts (lecturers), bearing the training expenses. In FY 2000, 7 programs are on-going as follows: Rice Cultivation Techniques, Construction Equipment, Welding Technology (for Palestinian), Rice Processing Technology, African Nurse Leaders, Clinical Immunology for Infectious Diseases, Introduction to Molecular Biology and Animal Production and Health.

Project for the High Institute of Nursing, Cairo University

The High Institute of Nursing (HIN) in Cairo University has been playing a vital role of producing educators of nurses, leader of nursing administration and head nurses at hospitals since its establishment in 1964, confronting with the lack of nurses compared to doctors in Egypt. However, due to the limited educational

facilities and capability in old HIN, it could not play its role efficiently that Egyptian society expected.

Considering that situation, Japan provided the facilities of HIN including the school building and the dormitory building by grant aid. And using these new facilities, Japan carried out the project-type technical cooperation from April 1994 to March 1999, in order to strengthen and improve the function and activities of HIN, leading to increase the numbers of nurses graduated as well as to provide well-trained nurses.

In this project-type technical cooperation, 23 teaching staff were trained in Japan, and 40 Japanese experts (7 long-termed experts and 33 short-term experts) have been dispatched. In addition, workshop and seminar have been held 5 to 6 times per year for the teaching staff. Moreover, Japan donated some educational equipment including AV hardware, books to the library and so forth.

Through the cooperation, the function and capability of the HIN has dramatically improved, indicating that the total number of the students has increased from 536 in 1994 to 819 in March 1999.