Non-Governmental Organizations’ Strategy for Literacy and Adult Education in Egypt

2008
# Table of Contents

Preface: .......................................................................................................................................................3  
Introduction .................................................................................................................................................5  
Why the Literacy Initiative for Empowerment (LIFE)? .............................................................................5  
The Need for Literacy .................................................................................................................................5  
Objectives of LIFE ......................................................................................................................................6  
NGOs Initiative to Prepare a Strategy for Non-Formal Adult Education ...................................................9  
I- International Agreements and Principals upon Which the Strategy Is Based .......................................11  
II- The Vision ......................................................................................................................................12  
III- The Conceptual Framework of Non-formal Education ..................................................................12  
Characteristics and Main Strategies of Adult Education ..........................................................................13  
Proposals for the Implementation of Non-Formal Learning Approaches .................................................13  
Glossary ...................................................................................................................................................36  
Annex I ......................................................................................................................................................39
Preface:

While some consider that the staggering number of illiterates in Egypt constitutes a burden for its economic and social development, yet others view them as an untapped potential poised for an urgent and immediate investment in their capacities. Uppermost in their view is that education, starting with literacy, is a basic human right guaranteed by the constitution for all citizens. It departs from the view that learners who are active citizens should be empowered to write their own collective story, starting with the sounds and words that make up their own learning content all the way to actions which fulfill their lives and make their communities flourish.

Through the Literacy Initiative for Empowerment (LIFE), UNESCO’s global strategic framework and key operational mechanism for achieving the goals and purposes of the UN Literacy Decade, UNESCO strategy centres on empowering learners through country-led practice, informed by evidence-based research.

UNESCO recommends a national strategy for literacy work at the country level with a view towards achieving Education For All. Among them is the recommendation to place the contribution of non-formal education to literacy at the forefront of policy discussions, program planning and implementation in matters of poverty reduction, and socio-economic and educational development (UNESCO 2004). These recommendations are also articulated in the International Plan of Action for the United Nations Literacy Decade (UNLD) which calls on governments to place literacy at the centre of national priorities, to give equal importance to the formal and non-formal education sectors and ensure community involvement in literacy programmes to promote local ownership of adult learning.

Under the overall supervision and guidance of UNESCO Cairo Office and CID Consulting, the Non-Governmental Organization’s Strategy for Literacy and Adult Education in Egypt was drafted by a group of Non Governmental organizations with long experience in the field of literacy and adult learning in Egypt. Driven by the need for concerted efforts to mobilize knowledge and resources and to mainstream collective knowledge, the strategy aims at expressing their vision of how to adopt approaches, design programs, develop curricula, deliver programs, professionalize adult educators and monitor the sector’s work so that no more would adults be deprived of their full citizenship by a lack of ability to decipher the written word, and to understand their world and act on it.

This strategy is a reflection of long and extensive practice at the community level in the sector of education and development. Innovative approaches linking people’s lives to the written word are the cornerstone of the approach where adult learning programs are conceived from peoples’ local knowledge, learners’ contexts, needs and aspirations.

A draft version of the strategy was presented to the Adult Education Agency (AEA) and discussions were held with a representative team from AEA around partnership approaches and implementation modalities. Subsequently, the NGO drafting team presented the strategy to the Minister of Education and his team of senior advisors. This document has also been shared with the Social Contract Center at the Information and Decision Support Center (IDSC). It is hoped that it will now be circulated to a wider audience of civil society actors, government agencies, academia and youth groups. It stresses the importance of non formal education in its capacity to reach out to under served, hard to reach, disadvantaged groups, and in its ability to innovate, develop and adopt new approaches and new methodologies.
INTRODUCTION

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) acknowledges that many countries in the world have achieved “significant progress” with respect to literacy. However, a recent UNESCO report states that the number of illiterates worldwide is 774 million, with females constituting 64% of these.¹

As for Arab nations, according to the UNESCO report, an average of only 63% of the total adult population can read and write with comprehension. This is one of the lowest literacy rates in the world. The literacy rate is even lower than average in Egypt, Mauritania, Morocco, Sudan and Yemen; while it increases to 95% or higher in Jordan, Palestine and Qatar.

Official statistics indicate that the number of illiterates in Egypt is 14.2 million.² Considering that Egypt is a member of the global community, it has a commitment to achieve progress in formal and non-formal education. For this to be fulfilled, efforts of all sectors in the nation should come together, and responsibility to achieve education for all (EFA) should be the common goal among governmental institutions, non-governmental organizations and the private sector.

As such, the United Nations literacy decade (UNLD) was launched at a global level in February 2003 in New York. In its focus on literacy, the decade targets a cornerstone of knowledge acquisition, prosperity and sustainable development. UNESCO was assigned by the U.N. General Assembly the responsibility of organizing for this decade and promoting it on an international level.

Literacy is a prerequisite for all types of learning, regardless of the targeted age group. According to the U.N. General Assembly resolution launching UNLD, “the ability to read and write is vital for every child, youth and adult in order for them to acquire basic life skills that enable them to overcome challenges they may face in life. It represents an essential step in basic education. It is an essential tool for active participation in societies and economies in the twenty first century.” The next generation is not faring much better, as approximately 103 million school-age children have neither enrolled in school nor learned to read and write. Consequently, their prospects are not too bright.

In 1958, UNESCO adopted the following definition of literacy: “A person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life.” This definition has become a measure by which to count illiterates in national censuses. In the eighties and nineties, the definition was extended to accommodate globalization challenges.³

WHY THE LITERACY INITIATIVE FOR EMPOWERMENT (LIFE)?⁴

The Need for Literacy

Education is a human right. Yet the current status in Egypt indicates that many youths who complete schooling do not acquire sufficient reading, writing and numeracy skills which they need to access knowledge on health, education, the environment, and the world of work. More importantly, they need these skills for lifelong learning. These skills contribute to the empowerment of individuals and enable them to direct their

³ EFA Global Monitoring Report, 2006: Literacy Initiative for Empowerment, UNESCO.
lives as well as to actively contribute to their societies as responsible citizens. Furthermore, they are tools to improve their livelihoods and adopt healthy lifestyles.

However, in some countries, literacy is still a low priority item on the agendas of development and education, thus forming the weak link in the chain of the global movement toward achieving education for all.

Women and out-of-school girls constitute the largest group lacking access to education. They thus need a concentrated effort to develop their personalities and fulfill their roles as mothers and caregivers to their children as well as being active and contributing members of their communities. An educated mother provides a learning-friendly environment and learning experiences that facilitates her children’s overall growth. In addition to women, the need also arises to give priority to other groups including marginalized and deprived groups, rural populations, and the physically handicapped.

Objectives of LIFE

According to UNESCO’s classification, Egypt is one of the countries eligible for technical and financial support within the context of the LIFE program. Countries which qualify for LIFE are those with more than 10 million illiterate citizens or those in which more than 50% of the adult population is illiterate. The status warrants a national mobilization, as no nation-wide economic progress can be achieved with such illiteracy levels, since illiteracy affects development in all sectors including the business sector.


Obstacles Identified by Successive EFA Global Monitoring Reports:

- Insufficient political commitment and will within the nations to incorporate literacy in their national agenda, whether in the education sector or outside of it;
- Inadequate national capabilities, particularly among workers in the literacy field;
- Insufficient financial resources and support by donors to ensure sustainability and scaling up of initiatives;
- Inadequate cooperation and support by the U.N. and other international partners, including financial institutions, and bilateral and multilateral development agencies;
- Limited participation by non-governmental organizations (NGOs), civil society organizations, and the private sector in some initiatives, which can affect the sustainability of achievements.
Table (1): Countries with more than 10 million illiterates in 2000-2004

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Total no. of illiterates (million)</th>
<th>% of Females in total illiterate population</th>
<th>% of out-of-school children</th>
<th>% of Girls among out-of-school children</th>
<th>Net % of enrollment in schools</th>
<th>Rapid intervention initiative</th>
<th>Less developed nations</th>
<th>Poverty mitigation strategy paper</th>
<th>The E-9 countries</th>
<th>A, B groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab Countries</td>
<td>Egypt</td>
<td>20.468</td>
<td>36.9</td>
<td>7.4</td>
<td>64.4</td>
<td>92.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Morocco</td>
<td>10.108</td>
<td>63.0</td>
<td>22.0</td>
<td>57.2</td>
<td>78.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>East Asia &amp; the Pacific</td>
<td>China</td>
<td>89.788</td>
<td>72.7</td>
<td>7.3</td>
<td>45.6</td>
<td>92.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>18.432</td>
<td>69.2</td>
<td>7.8</td>
<td>53.0</td>
<td>96.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Latin America &amp; the Caribbean</td>
<td>Brazil</td>
<td>17.219</td>
<td>50.8</td>
<td>3.3</td>
<td>100</td>
<td>96.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>South &amp; West Asia</td>
<td>Bangladesh</td>
<td>52.209</td>
<td>56.7</td>
<td>11.1</td>
<td>45.1</td>
<td>88.9</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>270.466</td>
<td>-</td>
<td>-</td>
<td>85.7</td>
<td>2004</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Iran</td>
<td>10.546</td>
<td>63.8</td>
<td>26.4</td>
<td>49.6</td>
<td>73.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Pakistan</td>
<td>51.536</td>
<td>59.6</td>
<td>39.8</td>
<td>59.6</td>
<td>60.1</td>
<td>2004*</td>
<td>-</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
The number of poor people in Egypt in 2002 reached 11 million, which represented 16.35% of the total population. In the same year, the number of persons living in extreme poverty was 3.8%, i.e. 5.6% of the total population. According to Egypt’s Human Development Report of 2005, the total number of poor people in 2004 was 14.1 million (20.7% of the total population), of which 3.3 million persons suffered from extreme poverty. A comparison of these figures indicates that poverty has increased in Egypt both as an absolute number and as a percentage. Furthermore, the income share of the poorer 40% of the population decreased from 22.7% in 2000 to 20.3% in 2004. The worldwide definition of a poor person is one who lives on less than US$ 2 a day as measured by the purchasing power of the local currency, while a person in extreme poverty is one who lives on less than US$1 a day.

In Egypt there is an overlap between the poverty map and the illiteracy map, as shown below.

MAP

On both the local and international levels, illiteracy among people in extreme poverty is considered a key factor hindering social mobility and a major obstacle preventing their escape from the extreme poverty trap. In Egypt, the issue of alphabet literacy is closely linked to gender equity as well. Thus three development objectives of the new millennium overlap, namely poverty eradication, education, and gender equity. These three intersecting issues create a particularly negative situation for the poor in Egypt. With respect to improving gender equity and empowering women, literacy among females rose to 56.2% in 2004, as compared to 49.6% in 2000. The role that education of mothers plays in family welfare is pivotal. Thus, focusing on women’s literacy as a national goal is likely to have a strong influence in achieving better standards of living for many poor families in Egypt.

The term literacy is used here to imply the various facets and levels of meaning, not just alphabet literacy. It includes basic health and environmental skills, starting from water, sanitation and waste disposal, personal hygiene and environmental hygiene, all the way to awareness of rights, such as fishing rights, rights to water and protection from pesticides. It also includes understanding official and legal matters such as how to procure a birth certificate or a national ID card. The term extends to the acquisition of basic life skills including management of micro-loans, professional skills, and meeting basic needs in villages or slums such as reading road signs, reading and understanding directions, accurately assessing information, asking questions regarding contemporary issues, communicating with local administrations and village councils regarding infrastructure needs and services, and rights as well as voting in elections.

Accordingly, literacy and adult education are defined as a “process” not an “activity” with specified start and end times. This process extends from the simple ability of reading and writing the ‘word’ to the more comprehensive concept of “reading the world.”

This measure of learning is linked to active citizenship, where the process of literacy becomes part and parcel of a lifelong journey that does not end by passing an exam.

Additionally, the contents of relevant programs and curricula are derived from a rights perspective that extends beyond the applied and functional aspects of using the written word. It derives its values from concepts built on rights.

In the academic year 1999-2000, total female enrollment in basic education was 90.5%. This went up to 94% in 2003-2004. While these statistics indicate a positive trend, some light is shed on the quality of education which still needs to stress quality in order to avoid producing a generation of adult illiterates in the next decade. Another disconcerting indicator is the rate of school drop-outs among working children (2.7 million children).10

Research in Egypt uncovered a number of good programs implemented by active and innovative NGOs in many communities. They promote the notion of multiple literacies (UNESCO, 2004).11 Their work has been acknowledged nationally and internationally. These organizations do not offer learners a monetary incentive to join literacy classes; instead the more powerful motive to join was the relevance of curricula to learners and their learning needs. Research also revealed the existence of several positive and effective strategies to fulfill learning needs of working children to provide specialized education in non-formal, out of school learning programs. NGO’s have implemented innovative programs that provide children who work in high-risk occupations an opportunity to acquire basic knowledge skills related to reading, writing, health and culture. These NGOs have entered into a partnership with the Ministry of Social Solidarity and several private-sector entities have provided philanthropic financial contributions and in-kind donations. These NGOs have also succeeded in reaching donors to implement projects on a collaborative basis with small civil society associations on a local community level.

The EFA mid-decade review for 2000-2006, compiled by the Ministry of Education (MOE) with support from the UNESCO Cairo office in 2007, stated that the World Education Forum – within its framework of Dakar, Senegal, in 26-28 April 2000 – dedicated substantial room for the achievement of the important global goal, namely:

**Achieving 50% in adult literacy rates by the year 2015, especially for women, and achieving equality in learning opportunities in basic education and continuing education for all adults.**

Despite efforts undertaken to achieve the adult literacy goal nationally by 2015, actual progress has not been adequate. Literacy rates are still too low for targets to be reached and are not rising fast enough, according to future projections stated in the EFA global monitoring report of 2008.

11 UNESCO 2004. Multiplicity of Literacy Skills and their Implications to Policies and Programs. A UNESCO report on the education sector status. Multiple literacy skills refer to the multiple ways in which basic knowledge skills are applied and the multitude of things that come with it in a society throughout an individual’s life.
The Adult Education Authority, a separate independent agency established in 1993 under Law No. 8 of 1991 – is in charge of planning adult education programs, following-up their implementation, and coordinating among concerned entities to achieve that. Despite all efforts undertaken on the literacy front, the final outcome is still below desired goals.

**NGOs Initiative to Prepare a Strategy for Non-Formal Adult Education**

A number of NGOs make serious contributions toward literacy acquisition and have a track record in the form of curricula, teaching methods, utilization of the various resources, community participation, and capacity building of facilitators. It is worth mentioning that some of the NGOs drawing this strategy have more than 60 years’ experience, are active in several governorates, focus on villages and popular neighborhoods, and provide equal opportunities for both girls’ education and continuing education.

The team which drew this strategy was drawn from the staff of NGOs with long experience in non-formal education. (See Annex I: NGOs Participating in the Strategy.)

The team approach is based on the vision that, while providing education is the responsibility of governmental institutions, the challenges and the required financial and human resources of meeting that commitment necessitate an integral partnership between governmental and non-governmental institutions. As such, this strategy is a first draft that is open for discussion and completion with other stakeholders.

The drafting team hopes that this framework is a start of a comprehensive strategy which lays the foundation for a qualitative transition in non-formal education which will lead to a real, integrated partnership between the government sector, the various non-governmental organizations and the private sector.
I. INTERNATIONAL AGREEMENTS AND PRINCIPALS UPON WHICH THE STRATEGY IS BASED

Egypt is a member of the international community and therefore has an obligation to achieve progress in the formal and non-formal education tracks. Recognizing the crucial role that the civil society sector plays in achieving the EFA goals in parallel with government agencies’ strategies, this strategy was an initiative of a group of NGOs with experience in non-formal education.

This strategy is based on international agreements and conferences – and Egypt’s membership in them – that call for achieving equal opportunities for continuing education and literacy for all adults. These include the following:

1. **Fifth International Conference for Adult Education, held in Hamburg, Germany, in 1997.**
   This reiterated the Persepolis Declaration of 1975, describing literacy as “a basic human right.” It focused on improving the quality of adult education and its context; enhancing women’s empowerment via adult education; linking adult education and population, health and environment issues; and providing adult education opportunities for all.

2. **Goals of the EFA Conference in Dakar, Senegal, 2000.** These are as follows:
   - Expanding and improving comprehensive education and early childhood education, particularly for the most affected and deprived children.
   - Working to achieve, by the year 2015, access for all children to quality, free, and compulsory primary education and to have them complete this education, with a particular focus on girls and on children living in different circumstances.
   - Ensuring that learning needs of youth and adults are met through equal access to relevant programs for learning and acquisition of life skills as well as citizenship programs.
   - Achieving a 50% improvement in adult literacy rates by the year 2015, particularly for women, and achieving equal opportunities in basic education and in continuing education for adults.
   - Eliminating gender disparity in basic education (primary and preparatory stages) by the year 2005, and achieving gender equality in education by the year 2015, focusing on ensuring full and equal opportunities for girls to benefit and acquire learning from quality basic education.
   - Improving qualitative aspects of education, ensuring excellence for all such that all learners are able to achieve recognized and measurable results, particularly in reading, writing and arithmetic abilities and basic life skills.

3. **The United Nations Literacy Decade (UNLD) (2003-2012).**

4. **The Millennium Development Goals**, especially Goal 2 regarding the universalization of elementary education, and Goal 3 on enhancing gender equality and fostering the empowerment of women.

Moreover, the principles upon which this strategy is based are:

1. Paulo Freire’s principles of learning that is linked to learners’ needs and realities, which refuses to view learners as receptacles of information much like a knowledge bank and instead views them as learners who are conscience and critical of their circumstances.

2. The effectiveness and need for participation of all concerned institutions (government agencies, NGOs, syndicates, unions, and the private sector).

3. Providing opportunities for learners and their families to effectively participate in developing and enhancing active learning methods and seeking effective tools for knowledge acquisition and production, using their own human and financial resources.
4. Literacy is a right for all human beings and a basic requirement for national development. Literacy is a practical need and a national cause which requires the cooperation of all stakeholders in society and the national economy. No single entity can address this mission alone; partnerships are imperative. In addition, the poorest must be included and preference must be given to women and rural populations to restore the current inequitable situation.

5. Gender equity should be achieved and equal opportunities for women and girls in quality education should be guaranteed.

Learners can be classified according to the drivers of learner motivation and age group into the following categories:

1. Those who need to continue learning in the mainstream educational system.
2. Those who need a literacy certificate to improve their professional status.
3. Those who simply want to learn and do not aspire to receive a literacy certificate.

Learners in all three tracks have to acquire literacy.

II- The Vision

This strategy is based on the vision that people are citizens who are capable of effecting economic, environmental and social transformation through partnerships directed toward positive actions which touch all aspects of our lives toward the global EFA process. It is also based on the declaration of the Dakar conference of 2000, particularly Goal 3 regarding the right of all citizens to a basic education which produces individuals who are:

- Aware of self and others, accepting who they are and capable of developing themselves;
- Accepting of others whoever they may be, approaching diversity with a positive attitude;
- Aware, along with their fellow countrymen, of their citizenship, their common issues and problems;
- Capable of learning with others to help solve problems in multiple ways;
- Able to seek and acquire the tools which enable them to improve their lives, and contribute with others in building a more just society;
- Aware of their membership in the human family, and effective in building a world where a people’s dignity is upheld;
- Capable of self directed learning on a continuous basis; capable of positively interacting with contemporary realities and guarantee sustainability of the Earth and humanity.

III- The Conceptual Framework of Non-formal Education

Due to the broadness of the concept of non-formal education (as will be detailed later in the paper), it is important to clarify what is intended when this term is used in this strategy. We focus on two main aspects, namely literacy and continuing education.

- **Literacy:** the strategy relies on the traditional definition agreed by the UNESCO’s general conference in 1958, which states that “A person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life.”
- **Continuing education:** a general term indicating a broad collection of learning activities designed to fulfill basic learning needs of adults.
This is based on the Global EFA Declaration in Jomtien, Thailand in 1990, which put the literacy challenge in the broader framework which includes ensuring that the basic learning needs of all children, youth and adults are met. “These needs include basic learning tools (such as reading, writing, oral expression, arithmetic, and problem solving) and basic learning contents (such as knowledge, skills, values, and attitudes) that individuals need to survive, build their capacities, live and work with dignity, actively and effectively participate in the development process, improve the quality of their lives, make informed decisions, and continue learning.”

Characteristics and Main Strategies of Adult Education

Adult education is associated with new ways of thinking and new forms of social and personal practices that lead to the following:

- Ethical values enjoyed by empowered individuals;
- Societies based on collaborative common action and principles of tolerance and equality;
- Social structures and institutions built on participation, transparency, and justice;
- Social practices which appreciate and foster the right to a dignified life and which respect and support human diversity;
- Use of multiple methods, by word, art, acting, dialog, practice and experience, etc.;
- Participation in decision making: learners should participate in decisions about the way they learn;
- Learners are in touch with local realities: in addressing local as well as global issues.

Proposals for the Implementation of Non-Formal Learning Approaches

- Flexibility: Applying this type of education at the local and national levels should adapt to variations in social, economic, and environmental contexts to be suitable and appropriate to cultural and social realities.
- Using a multi-disciplinary approach and a transdisciplinary approach as well.
- Using a “bottom-up” which combines field dimensions, experiments and experiences, guided by local and international best practices, while improving successful methods and methodologies from the base.
- Update and draw strategies which integrate education and development since they intersect at all stages of education, in the coming years.
- Appoint national, consultative, coordination agencies for development education to represent varied environmental, developmental and educational interests.
- Educational authorities and NGOs to design training programs for development staff, teachers, administrators, and planners to deal with the essence and learning methods for sustainable development.
- Draw development plans using participatory methods which engage public schools, civil society organizations, local communities, and the business sector.
- Encourage learning methods which have proven their effectiveness and design programs and innovative learning methods for various educational contexts.
- Acknowledge learning systems which derive from local community heritage.
- Gain official support for non-formal education on the local, regional, and national levels through cooperation with civil society organizations and NGOs, and support efforts of non-formal education teachers and others in civil society organizations and NGOs.
- Participation of educational authorities, NGOs, women’s organizations, and the business sector in designing adult and continuing education programs based on the realities of local communities.
• Interact with authorities and the industrial sector, businessmen, and industry and agriculture officials around community learning needs.

Springing from a context which includes policy changes, setting of programs, and capacity building, the strategy presented by NGOs that are active in the non-formal education field is built on the following six core areas of focus:

1. Provide a learning environment which supports people’s ability to “read” their realities, provides them with the knowledge and attitudes they need in order to change these circumstances, and empowers them for positive action to influence their reality. This involves interaction between the formal and non-formal education sectors.

2. Design new programs and curricula and modify existing ones in a way which reflects the social and cultural richness and diversity of learners.

3. Professionalize teachers in the adult education sector by establishing an “Institute for Adult Education Teachers and Facilitators” through which they can attain educational accreditation.

4. Reformulate and redistribute roles of the various agencies working in adult education, and support decentralization by monitoring to improve practice in this sector.

5. Establish a strategic plan of action for an adult learning network and by laws for the planned institute. Establish a supportive entity to uphold literacy and adult education issues in communities and prepare and qualify community institutions to participate in adult education activities, through effective partnership with the Adult Education Agency.

6. Cooperate with the Adult Education Agency to plan and conduct a media campaign and to carry out community promotion to confirm “adults’ right to education” and encourage illiterates, as well as mobilize society in general, to participate in and benefit from literacy and continuing education opportunities.
1. Learning occurs in places which are not bound by the conventional form of a classroom or school, but extends to include other sites that are more appropriate for learners and community resources.

2. Creating a learning environment which promotes diversity and establishes a rapport among learners and between learners and facilitators.

3. Investing in development projects as a main entry point to creating a learning environment.

4. Utilizing local resources to establish a favorable learning environment.

5. Establishing a spirit of solidarity among the learning group which opens up opportunities for dialog and discussion which leads to literacy.

6. Utilizing a variety of resources and innovations to ensure a positive and supportive environment that is conducive to learning.

7. Reducing the rates of lapsing to illiteracy by setting up communication channels between learners and sources for continuing education.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Draw a resource plan for site which can be used in local communities.</td>
<td>Factory owners, Heads of government agencies, and other locations, Women’s affairs departments in governorates, Chambers of commerce, Businessmen and business women’s associations, Religious leaders, NGOs</td>
<td>Lack of conviction of importance of basic education for all citizens on the part of many government officials (who are required to act within the government’s plan of action for literacy), Resistance of factory and workshop owners toward the education of apprentices and workers, for fear of their learning their jobs once they become literate, Lack of faith of parties above mentioned that such educational programs are part of the vision which perceives development to be a maximization of human potential</td>
<td>Coverage of groups that are unreach by formal education, Provision of positive environments which encourage potential learners to become learners, Communities discover their abilities to provide non-conventional learning locations, Communities discover that maximizing human capacities means learning in its extended sense, and that its first step is people’s acquisition of basic reading and writing skills, Local innovations and new ways to provide favorable learning environments with available resources.</td>
</tr>
<tr>
<td>1-2 Encourage the use of locations as learning sites where people gather: peoples’ homes, factories, workshops, government buildings, mosques, churches, urban settlements, industrial zones, NGO offices, youth centers, maternal and child centers, culture halls, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Organize clubs for adult education in open areas (e.g. under trees in villages).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-4 Train officials in charge of selected locations on how to set them up to be favorable learning environments.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2-1 Train teachers in non-formal education on how to create a positive classroom environment. Training through field visits of places where this actually occurs: community schools, classes run by some NGOs, etc.

2-2 Focus on extracurricular and elective activities with school students, where freedom from constraints reflects positively on learning environment.

2-3 Focus on supplemental curricular activities, as they help bring content closer to the lives and problems of learners, and more closely focus on basic life skills, especially understanding, acceptance and development of self and relationship with the other.

2-4 Training teachers and facilitators on a variety of methods which strengthen communication between them and learners, and among learners, and helps everybody mutually celebrate events and happy occasions.

2-5 Going back to reflecting upon, and learning from, analysis of practical application of ideas of Freire, Illich and others in building learning groups.

| Senior officials, at the governorate levels and in Adult Education Agency |
| Training departments in MOE and the AEA |
| NGOs working in diverse settings in youth and adult education |
| Educators and educational program sector staff |
| Teachers and facilitators in non-formal education |
| Mass media, especially at the local level |
| The large numbers of youth and adults that need to be reached |
| The traditional view of classroom environments, particularly in formal school circles |
| Lack of belief or interest in extracurricular and non-classroom activities and activity groups in schools, priority given to formal education subjects |
| Inappropriate capabilities to undertake this type of intervention inside schools |
| Limited expertise in building learning environments, in all educational institutions |
| Learning environments are the basis of quality, yet most policies, so far, give priority to access not to quality |
| Some NGO’s rely on conventional teachers from the formal education sector to interact with learners in a non-formal context |
| New, non-conventional learning environments encourage learners to learn and continue learning |
| A more human relationship between the various actors in the learning process, namely learners and teachers |
| A stronger feeling among learners that they are responsible for their own learning |
| Solidarity among learners contributes to faster and more effective achievement of learning goals |
| Comparative advantage of programs and curricula for life skills’ in the learning road map |
| A positive positioning for extracurricular activities in schools |
3. Investing in development projects as a main entry point to creating a learning environment.

<table>
<thead>
<tr>
<th>3-1 Empower development to integrate basic reading, writing and arithmetic skills and life skills in the core content of development projects.</th>
<th>• All people working with young and adult learners.</th>
<th>• Most current programs, especially formal ones, do not adopt the comprehensive methodology in building educational programs or measurement methods and tools.</th>
<th>• Positive learning environments encourage acquisition of basic reading, writing and arithmetic skills within any development project.</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-2 Empower development workers to reconsider methods of measuring project success not just by quantitative project level results (e.g. improved income) but by the measurement rules of EFA based on comprehensive human development.</td>
<td>• Policy makers.</td>
<td>• Development agencies and associations/NGO’s.</td>
<td>• New approaches for monitoring and evaluation of the learning aspect of development projects.</td>
<td>*</td>
</tr>
<tr>
<td>3-3 Seek to create links between formal and non formal education.</td>
<td>• Adults Education Agency</td>
<td>• Formal education sector may not welcome this communication with the non-formal education sector</td>
<td>• Revive positive learning environments in the broad sense adopted by EFA goals that support and encourage learning of anyone seeking it.</td>
<td>*</td>
</tr>
<tr>
<td>3-4 Encourage unskilled learners to undertake technical training then assist in providing job opportunities for them.</td>
<td>• Adult Education Agency</td>
<td>• NGO network and various civil society organizations</td>
<td>• Mutual influence between the two sectors</td>
<td>*</td>
</tr>
</tbody>
</table>

4. Utilizing local resources to establish a favorable learning environment.

<table>
<thead>
<tr>
<th>4-1 Train people working with illiterates on multiple ways to build physical classrooms environments in line with the resources of the local environment.</th>
<th>• Literacy workers</th>
<th>• General prevailing culture about what the physical environment for learning should be</th>
<th>• A large number of learning places which receive illiterates</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2 Capacity building through field visits for literacy workers to educational settings in a broad range of environments to witness the experience of people in a local community in building positive classroom environments using local resources.</td>
<td>• NGOs</td>
<td>• Standards and specifications required by government authorities as basic requirements in the physical environment of a classroom (e.g. GAEB Agency specifications)</td>
<td>• Regular attendance of learners as a result of an improved physical environment of learning places</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>• Local communities</td>
<td></td>
<td>• Overcoming the problem of finding a place for learning in many remote environments (geographically located far from district).</td>
<td></td>
</tr>
</tbody>
</table>
5. Establishing a spirit of solidarity among the learning group which opens up opportunities for dialog and discussion which leads to literacy.

| 5-1 Train facilitators in this field on the differences between conventional and active learning, and the consequent radical change, in practice, in the teacher’s role, to be transformed from a rote instructor into a facilitator or stimulator of learning. | • Policy makers  
• Officials in education institutions  
• Training staff in the Adult Education Agency  
• Specialists in adult education  
• Trainers  
• NGOs  
• Graduates of adult education classes/learning circles | • Traditional ideas that still constrain our practices today in educational processes  
• Adult education teachers’ perception of themselves and how educational institutions perceive them  
• Authoritarian relationship between teachers and learners still maintains the status it has had for years | • New learning environments centered around every learner’s responsibility for himself/herself and for his/her colleagues  
• Stability and regularity of learning groups and elimination of drop-out phenomenon  
• Emergence of a new class of learners who can act as teachers |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5-2 Build capacities of facilitators with learners and empower them with the basic skills that go with their new role as facilitators of learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-3 Empower facilitators with learners to use new methods that use active learning strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-4 Learners articulate issues of concern to them using resources available in their environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-5 Direct facilitators to invest in learning approaches and entry points to enable learners to participate in managing and evaluating classes and programs offered to them.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Utilizing a variety of resources and innovations to ensure a positive and supportive environment that is conducive to learning.

| 6-1 | Encourage learners’ expression through the various expressive arts: singing, theatre, painting, sculpture, folk art such as puppets and shadow play, etc. |
| 6-2 | Build capacities of facilitators to make them proficient in basic skills in some of the above mentioned arts and others. |
| 6-3 | Reinstate libraries as a main source of knowledge besides educational curricula, in areas that do not have libraries. |
| 6-4 | Open school libraries for literacy class graduates and investigate means of supplying them with appropriate books. |
| 6-5 | Explore a variety of ways to benefit from the publications issued through the “Reading for All” campaign as well as material designed especially for the target group. |
| 6-6 | Establish an audio-visual library containing models and local and international experiences in support of active learning. |

| 6-7 | Art centers |
| 6-8 | Culture halls |
| 6-9 | Public libraries |
| 6-10 | Children’s libraries |
| 6-11 | Folk artists |
| 6-12 | Schools |
| 6-13 | MOE |
| 6-14 | The General Authority for Books |

| 6-15 | Learning basic reading and writing skills, and other life skills is still limited to rote learning and instruction from teacher to learner |
| 6-16 | A significant decline in the value of reading and books in Egyptian society, limiting knowledge acquisition to visual media (mainly TV) |
| 6-17 | The prevalent principal means of expression is still writing only |

| 6-18 | Rediscovering folk culture and other arts as tools of expression and learning |
| 6-19 | Diversity and abundance of expression means giving each learner a greater opportunity for expression in accordance with his/her learning style reflecting individual differences |

| 6-20 | * |
| 6-21 | * |
| 6-22 | * |
| 7. Reducing the rates of lapsing to illiteracy by setting up communication channels between learners and sources for continuing education. |
|---|---|---|---|---|
| **7-1** Produce a collection of stories and brochures for the new literates, where each discusses a real life problem or teaches learners a new topic (e.g. a set of brochures issued by a number of agencies). | • All agencies that can help on that front: agricultural administration, veterinarian administration, information authority, tourism offices, information centers in governorates, and associations that have produced such brochures and story-books. | • The absence of a culture of looking through heritage and using resources available in agencies instead of having to produce new material. | • The main outcome is learners’ continuing to read thus preventing their lapsing into illiteracy. |
| **7-2** Organize discussion circles for learners to discuss their daily lives (difficulties, problems, success stories, and hope). | | • Limited coordination capabilities to reuse resources available in the various agencies. | • The existence of reading material that helps learners continue acquiring knowledge of value to their daily lives. |
| **7-3** Conduct interviews with major figures and specialists in local communities, from among officials and popular figures, to answer learners’ needs (e.g. local doctor, veterinarian, agriculture extension officer, etc.). | | | • Self directed acquisition of learning and culture reclaims its former status. |
| **7-4** Focus on reading and expression through learners’ writing and hold writing contests. | | | |
| **7-5** Select books and brochures from different sources and start people’s libraries to help learners continue reading. | | | |

* NGO Literacy & Adult Education Strategy in Egypt 20*
### (2) Curricula and Programs

<table>
<thead>
<tr>
<th>Strategies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collaboration between experienced development associations to design and develop curricula and learning materials.</td>
</tr>
<tr>
<td>2.</td>
<td>Inventory all existing development and education curricula and programs springing from field experiences of NGO to reuse and/or develop them.</td>
</tr>
<tr>
<td>3.</td>
<td>Compile reading and writing curricula that spring from people’s needs and daily lives using a rights based approach linked to other development and education programs.</td>
</tr>
<tr>
<td>4.</td>
<td>Training developers of programs and curricula on the design and presentation of such materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>NGOs, Adult Education Agency, The proposed institute</td>
<td>Limited culture of networking and teamwork, Limited faith in the value of diversity as an enriching resource</td>
<td>The new culture will facilitate work in all subsequent strategy elements, Greater opportunities to benefit from the various strengths of all NGOs, Networking culture will support in the materialization of the institute, Emergence of a variety of new programs that fulfill needs of the different learners, Enriching current programs</td>
<td>Capacity building, Program design, Program development, Policy changes</td>
</tr>
</tbody>
</table>
2. Inventory all existing development and education curricula and programs springing from field experiences of NGO to reuse and/or develop them.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2-1 | Inventory of available literacy and adult education curricula, analyzing and classifying them. | ● NGOs  
● Adult Education Agency  
● Universities  
● Consultants and specialists | ● Limited inclination towards team work  
● Existence of bad practice in the area of network creation | * |
| 2-2 | Design a general curriculum framework which incorporates the common elements of curricula to achieve our vision of adult education. |   |   |
| 2-3 | Support and develop existing programs and curricula. |   |   |
| 2-4 | Design new curricula to fill gaps identified. |   |   |
| 2-5 | Design a users’ manual as a guideline for using the curricula |   |   |
| 2-6 | Draw a training plan for facilitators on presenting curricula to learners |   |   |
| 2-7 | Build a website which contains comprehensive information on programs & curricula. |   |   |

3. Compile reading and writing curricula that spring from people’s needs and daily lives using a rights based approach linked to other development and education programs.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3-1 | Identify needs of various target groups: their interests, issues and problems. | ● The network  
● Specialists in adult education and sociology  
● Facilitators | ● Articulating stereotypical needs which do not reflect people’s realities  
● A plan of peoples’ needs (target groups) | * |
| 3-2 | Involve target groups and some neo literates in defining their needs and designing programs targeting them. | ● The network  
● Specialists in adult education and sociologists  
● Facilitators | ● Treat learners as lacking sufficient experience  
● A plan of peoples’ needs (target groups) | * | * |

NGO LITERACY & ADULT EDUCATION STRATEGY IN EGYPT
### 3.3 Design curricula and programs that suit learners’ environments, levels and ages; take into consideration customs, traditions and cultural heritage of the community, adopt a rights based approach, and foster positive participation of learners in all aspects of their lives.

- The proposed institute
- Adult Education Agency
- The network
- Specialists in adult education program development and sociologist
- Social workers
- Facilitators

- The effort required is of a magnitude which requires the concrete efforts of all committed parties
- Curricula and programs that are relevant to people’s real needs and desires

### 3.4 Formulate technical and vocational programs (to meet market needs) for target groups which need preparation and qualification to enter the job market.

- The network
- Specialists in adult education program development and sociologist
- Social workers
- Facilitators

### 3.5 Compile a variety of programs for adults to encourage their effective participation, help overcome community problems, to effect better living conditions, and adopt a rights based approach, tolerance of diversity, in addition to advocacy skills for health, education, pension, to achieve sustainability for people and the earth; respect social diversity, local culture, professions and trades; complement other development programs; and contribute to learners’ mastering basic skills and avoid relapsing into illiteracy.

- The network
- Specialists in adult education, development and sociology
- Specialists in program design
- Neo literates

- Paucity of specialists in this field in Egypt
- Curricula supporting participation and development and reflecting social and cultural diversity, etc.

### 3.6 Design opinion polls and regular surveys to measure learners’ satisfaction, their needs, and the level to which curricula designed are beneficial.

- The network
- Specialists in social research and program evaluation
- Neo literates

- An opinion survey questionnaire

* * *
3-7 Test new curricula in an adequate environment to verify their effectiveness prior to general dissemination and use.

<table>
<thead>
<tr>
<th>4. Training developers of programs and curricula on the design and presentation of such materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1 Build a database of specialists in literacy program development.</td>
</tr>
<tr>
<td>4-2 Train new program and curriculum developers (academics/field experts) on professional methods to design programs which observe program specifications mentioned above.</td>
</tr>
<tr>
<td>4-3 Hire old and new experts to compile, test, and evaluate programs and curricula.</td>
</tr>
<tr>
<td>4-4 Build a database of all trainers specialized in literacy to enlist their support in training.</td>
</tr>
<tr>
<td>4-5 Prepare cadres of trainers specialized in literacy.</td>
</tr>
<tr>
<td>4-6 Issue a periodical journal directed to trainers, facilitators and interested readers. Its scope is to regularly introduce what’s new in programs; present lessons learned and showcase best practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-1</th>
<th>Build a database of specialists in literacy program development.</th>
<th>The network</th>
<th>Information centers</th>
<th>The need for a long timeframe to accomplish the task</th>
<th>New effective curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2</td>
<td>Train new program and curriculum developers (academics/field experts) on professional methods to design programs which observe program specifications mentioned above.</td>
<td>The network</td>
<td>Program development specialists</td>
<td>Scarcity of specialists in this field in Egypt</td>
<td>Trained developers of programs and curricula</td>
</tr>
<tr>
<td>4-3</td>
<td>Hire old and new experts to compile, test, and evaluate programs and curricula.</td>
<td>The network</td>
<td>Specialists in program development and adult education</td>
<td>Scarcity of specialists in this field in Egypt</td>
<td>Trained developers of programs and curricula</td>
</tr>
<tr>
<td>4-4</td>
<td>Build a database of all trainers specialized in literacy to enlist their support in training.</td>
<td>-</td>
<td>-</td>
<td>A good database as basis for work</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Prepare cadres of trainers specialized in literacy.</td>
<td>Training specialists</td>
<td>Insufficiency of competent trainers</td>
<td>Cadres of qualified staff in sufficient numbers to accomplish work</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>Issue a periodical journal directed to trainers, facilitators and interested readers. Its scope is to regularly introduce what’s new in programs; present lessons learned and showcase best practice.</td>
<td>The network</td>
<td>The Adult Education Agency</td>
<td>Inadequacy of financial resources</td>
<td>Rise in the number of learners</td>
</tr>
</tbody>
</table>
(3) Professional Cadre, Facilitators, Teachers

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish standards and criteria for selection of professional staff (trainers and facilitators).</td>
</tr>
<tr>
<td>2. Train trainers and facilitators on the use of development programs, not just alphabet curricula.</td>
</tr>
<tr>
<td>3. Mobilize NGOs with relevant experience to train and guide facilitators.</td>
</tr>
<tr>
<td>4. Participate with the private sector in financing salaries and facilitators’ training, as literacy is a national cause.</td>
</tr>
<tr>
<td>5. Establish an institute (idea, vision, philosophy, programs) for the preparation and qualification of facilitators in adult education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Capacity building</td>
</tr>
<tr>
<td>1. Establish standards and criteria for selection of professional staff (trainers and facilitators).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-1 Draw job descriptions for facilitators and trainers: their characteristics, personal attributes, and basic skills required (based on the learning needs of learners).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Experts in non-formal education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Specialists in adult education and sociologists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adult Education Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• University centers specialized in adult education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interference of influential figures in recruitment and selection of facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Experiences of facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The low academic level of applicants for this job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Insufficiency of required professional staff in some areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Job descriptions and profiles for facilitators and for trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recruitment through competitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Selection of trainers and facilitators who are qualified for the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2 Set up an objective system for the selection and recruitment based on equal opportunity and objectivity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Train trainers and facilitators on the use of development programs, not just alphabet curricula.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-1 Assess current skills of trainers and facilitators and determine their training needs to serve adult education sector objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adult Education Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Experts in non-formal education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• NGOs with relevant experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Specialists in adult education and sociologists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• University centers specialized in adult education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cost of implementation program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Difficulty of coordination among relevant parties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Training program based on needs of trainees and objectives of the program which can be updated as necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A team of qualified trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-2 Implement training programs based on training needs which stem from an approach that training is a continuous process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2-3 Draw an implementation plan to train trainers on training facilitators to apply training received
- The network\(^{12}\)
- Specialists in program development and trainers
- Difficulty of covering the dispersed geographical areas and the large number of trainers.
- A training plan
- A database of trainers
- *

2-4 Train facilitators to select programs that are relevant to interests of the various categories of learners.
- The network
- Specialists among trainers
- The length of time needed for this task
- A training plan
- A database of trainers
- *

2-5 Compile guidelines and manuals for facilitators on use of programs
- The network
- Specialists among trainers
- Citizens (target groups)
- Inadequacy of financial resources
- Curricula designed that are suitable for learners’ environments
- *

3. Mobilize NGOs with relevant experience to train and guide facilitators.

3-1 Identify and tally NGOs with experience in that field within each governorate.
- NGOs in each governorate
- The Adult Education Agency
- Universities
- Consulting agencies

3-2 Identify outstanding approaches in each NGO with respect to building qualified professional staff (technical cadres) in training, guidance and monitoring.
- \* *

3-3 Investigate the appropriate measures for the participation of each NGO in this activity.
- NGOs in each governorate
- The Adult Education Agency
- Universities
- Consulting agencies
- Difficulty of getting all NGOs to agree on a unified framework for the training program common features; to overcome their differences in approaches and philosophies
- Existence of competition among NGOs
- Difficulty in obtaining official recognition of the diverse training programs and literacy curricula
- Existence of practical ways to invest the diversity of experiences of NGOs and in their richness
- A database of experienced NGOs in each governorate in training, monitoring, and professional support
- *

---

\(^{12}\) This refers to the network proposed which will include various associations and agencies with relevant experience, including the team that prepared this strategy.
### 4. Participate with the private sector in financing salaries and facilitators’ training, as literacy is a national cause.

<table>
<thead>
<tr>
<th>4-1</th>
<th>Inventory private sector institutions and businessmen in each governorate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2</td>
<td>Organize activities for mobilization and awareness of business people in each governorate.</td>
</tr>
<tr>
<td>4-3</td>
<td>Propose specific programs and clear ideas to the private sector around their participation and gains from funding the cost of training and salaries of facilitators as well as educational activities in the various contexts.</td>
</tr>
</tbody>
</table>

- Governorates
- Businessmen/business women’s associations
- Experts in the field of social mobilization among NGOs
- Universities
- National/local mass media

- The prevailing culture among the private sector regarding corporate social responsibility
- Lack of trust between the private sector and civil society

- An inventory of private sector institutions and business people in each governorate
- Clear cooperation frameworks between the private sector and NGOs and government agencies
- Greater financial opportunities for educational causes

### 5. Establish an institute (idea, vision, philosophy, programs) for the preparation and qualification of facilitators in adult education.

<table>
<thead>
<tr>
<th>5-1</th>
<th>Select qualified experienced personnel to qualify trainees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-2</td>
<td>Compile curricula for the institution.</td>
</tr>
<tr>
<td>5-3</td>
<td>Determine assessment methods for trainees.</td>
</tr>
<tr>
<td>5-4</td>
<td>Establish the procedural, operational and financial system for the institute.</td>
</tr>
<tr>
<td>5-5</td>
<td>Establish a system for educational accreditation.</td>
</tr>
<tr>
<td>5-6</td>
<td>Explore modalities for the institute to reach and include all governorates.</td>
</tr>
</tbody>
</table>

- Governorates
- Business people
- NGOs
- Funding partners
- University centers specialized in adult education
- Consulting agencies
- Experts in non formal education
- Management experts

- Difficulty of coordinating among the various parties involved
- Difficulty of convincing stakeholders of the concept
- Conflict of interest between agencies/actors charged with qualifying facilitators
- Disparity in levels of graduates as the institute is to adopt decentralization concepts
- Difficulty of achieving sustainability

- The concept of the institute spreads in all governorates and the continuous preparation and qualification of facilitators
- Admission regulations for the institute are established
- A procedural, operational and technical unit for the institute
- Highly qualified facilitators with skills for working in the adult education field graduating from the institute
(4) Monitoring

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
</tr>
</thead>
</table>
| 1. Design monitoring systems and tools from a field perspective that take into consideration diversity, comprehensiveness, and the self-assessment dimension, and that are linked with learning outcomes from an EFA perspective. | ● Partner associations  
● People and groups concerned with the cause of literacy  
● Consulting agencies and centers  
● Field workers  
● Evaluation team | ● Selection of a team in each governorate that is capable of a stable yet flexible monitoring system  
● Individual differences among trainees can result in discrepancies in their evaluation of the program | ● Determination of the main points to be taken into consideration when designing evaluation tools (the general framework within acceptable guidelines in accordance with EFA goals)  
● New policies and climate in monitoring activities |
| 2. Train on the use of monitoring systems and tools at the local and national levels. | ● Training institutions  
● Federations of NGO's  
● Partner associations  
● Monitoring personnel | ● Difficulty of identifying trainees based on objective criteria  
● Difficulty of securing the continued commitment of trainees to continue implementing the new monitoring plan | ● A broad category of monitoring staff empowered with new concepts and tools that help expand the scope of monitoring and deepen effective practices |
### 3. Test monitoring systems and tools at the different levels

| 3-1 | Draw a plan to test the monitoring tools, with a timeline defined as well as implementation responsibilities and required financial resources. | • Training agencies  
• Federations of NGO’s  
• Partner associations  
• Monitoring personnel | • Difficulty of obtaining agreement among the various parties involved  
• Control of monitoring in the testing phase | • A new, rich experiment in monitoring | * | * |
| 3-2 | Monitor the experiment and gather the necessary data in preparation for the assessment stage. | • Specialist agencies in addition to partners mentioned in the previous item | • Applying lessons learnt in developing monitoring systems and tools | • Effective, practical methodology to test similar tools and methods | * | * |

### 4. Assess Monitoring Systems and Tools

| 4-1 | Evaluate the tools. | • Specialists in monitoring and evaluation | • Scarcity of specialists in monitoring and evaluation | • Effective and appropriate monitoring tools | * | |
| 4-2 | Make necessary modifications based on lessons learned from testing. | • Specialists in monitoring and evaluation  
• Users of these tools | • Scarcity of specialists in monitoring and evaluation | • Improved, appropriate monitoring tools | * | |
| 4-3 | Define and draw the general outline of the strategic direction to guarantee expansion in monitoring and evaluation systems and tools. | • Field practitioners  
• Specialists in monitoring and evaluation  
• Users of these tools  
• Partner associations | • Our history in such measures, as we tend to move from experimenting to generalizing, rather than phased approaches | • Clear guidelines for expansion in monitoring and evaluation systems and tools | * | |
| 4-4 | Propose recommendations around measures that need review such as: inputs, processes, and outputs of learning. | • Specialists in monitoring and evaluation  
• Users of these tools  
• Partner associations | • Limited professionalism in proposed recommendations | • A positive revision of what the educational process should be like | * | |

### 5. Expand the application of monitoring systems and tools at the national level (formal and non-formal)

| 5-1 | Draw an implementation plan for expansion. | • The network  
• Local parties | • Limited capacity for expansion | • Effective and fast expansion to reach areas and communities that need effective monitoring | * | |
| 5-2 | Explore assigning monitoring roles, at governorate levels, to some NGO’s, agencies and federations. | • The proposed network  
• The limited level of competence of monitoring personnel | • Decentralization, speed and flexibility in implementation | | * | |

---

*Table containing detailed steps and stakeholders.*

---

*NGO Literacy & Adult Education Strategy in Egypt*
## Strategies

1. Formulate a strategic plan of action for organizational administrative and financial procedures for the network and the institute.
2. Establish a supportive entity to support—financially, non-financially and conceptually—literacy and adult education issues in communities.
3. Prepare and qualify civil society institutions to participate in adult education issues, through an effective partnership with the Adult Education Agency.

### Interventions

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Develop a strategic plan and define specific objectives and priorities of the network’s activities.</td>
<td>Representatives of NGOs that are network members</td>
<td>Difficulty in having the plan covering the majority of governorates</td>
<td>An action plan with specific objectives and procedures as well as clear priorities</td>
<td>*</td>
</tr>
<tr>
<td>1-2 Define by-laws and regulations to organize network activities, to include:</td>
<td>Network management team</td>
<td>Obtaining agreement from all NGO’s and agencies</td>
<td>Administrative regulations organizing work of the network</td>
<td>*</td>
</tr>
<tr>
<td>o Define roles and commitments of network members whether organizations or individuals</td>
<td>Partner associations</td>
<td></td>
<td>Clear definition of roles and commitments of organizations and individuals, conditions of membership and the network’s organizational structure</td>
<td>*</td>
</tr>
<tr>
<td>o Set organizational structure of the network</td>
<td></td>
<td></td>
<td>Clear and integrative role of temporary and permanent committees</td>
<td>*</td>
</tr>
<tr>
<td>o Establish membership rules and responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Define permanent and temporary committees and roles of each.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Establish a financial system for the network, defining the estimated budget and main cost items and identify legitimate channels for funding the network.</td>
<td>The network management team</td>
<td>The need for multi-disciplinary expertise that may not be available in associations and civil society organizations</td>
<td>A transparent financial system for the network</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>International agencies</td>
<td></td>
<td>Estimated budget and main cost items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proper channels to fund network</td>
<td></td>
</tr>
<tr>
<td>1-4 Draw a funding plan for the network (locally and internationally).</td>
<td>The network management team</td>
<td>The need to identify more actors concerned about adult education</td>
<td>A plan for network financing locally and internationally</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>International agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5 Define organizational and administrative regulations for the institute proposed.</td>
<td>The network management team</td>
<td>Institute graduates may encounter resistance towards recognition from sources of accreditation</td>
<td>Organizational and administrative regulations for the institute</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Parties interested in the literacy issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1-6 Institute a financial and administrative system for facilitators (social security, health insurance, etc.) to link incentives to the number graduates and the quality of learning they acquire.

- The network management
- A financial system that is truly motivational and applicable
- A clear financial and administrative system, that is sufficiently driven to motivate and incentivize facilitators to reach quality performance standards

1-7 Design a dissemination plan around the network/institute’s mission and work.

- The network management
- Partner associations
- Inadequate financial capabilities of network members themselves to implement the plan
- A flexible plan to disseminate the network/institute’s mission and actions in communities

1-8 Establish a database and website to include all actors and specialists in this domain (individuals and institutions) with their respective experience.

- Partner associations
- Parties interested in the cause of literacy
- International agencies
- The proposed institute
- The need to construct and regularly update the website
- Encourage institutions to register
- A database of individuals and institutions with experience in this field as well as a report of their expertise

2. Establish a supportive entity to support–financially, non-financially and conceptually–literacy and adult education issues in communities

2-1 Compile a record of private sector companies, businessmen and those interested in development work at both the national and governorate levels.

- Network members
- Sub committees of the network
- Partner organizations in the network
- Lack of interest in literacy as a cause by the business sector
- An inventory of private sector establishments and business owners in each governorate
- Parties interested and influential in communities

2-2 Establish a “business peoples’ adult education forum” for business people and those with an interest in literacy in each governorate.

- Partner associations in the network
- All business people and interested educators
- No conviction and lack of confidence on the part of some business owners and individuals in the value of partnering on this cause
- Establishment of a club for business owners and interested educators

2-3 Conduct meetings and fora for members around their corporate social responsibility and role in social development as a result of their adoption of literacy and adult education issues.

- Partner organizations in the network
- Businessmen/ business-women associations
- All business owners and interested educationists
- Non-participation of some business people, their lukewarm involvement in those issues, their motivation being primarily driven by social image considerations
- Effective participation of business owners and concerned individuals
2-4 Work with the business people’s adult education forum to contribute to the funding of training and salaries of facilitators and learning activities in communities.

- Businessmen/business-women associations
- Social mobilizers from among NGOs
- National/local mass media
- The novelty of the concept as compared to the prevailing culture on corporate social responsibility of the private sector
- Lack of trust between the private sector and civil society
- Clear cooperation frameworks between the private sector, NGOs, and government agencies
- More substantial sources of financing for the education sector

2-5 Draw an action plan which includes required contributions from forum members and others to cover printing and publishing costs of curricula and programs.

- The network and partner associations
- Difficulty in acquiring sufficient focus to cover all needs
- A record of financial and technical resources available from members forum

3. Prepare and qualify civil society institutions to participate in adult education issues, through an effective partnership with the Literacy and Adult Education Agency

3-1 Establish the various technical and operational standards for federations, agencies and NGOs to participate in literacy and adult education with the network and the Adult Education Agency.

- Agencies, NGOs, federations, the Adult Education Agency, and the network
- Challenge of reaching agreement on standards
- Clear standards with respect to the participation of NGOs and federations in adult education activities with the network or the Adult Education Agency

3-2 Upgrade capacities of NGOs staff and federations in governorates to participate in literacy and adult education activities with the network and the Adult Education Agency and to shoulder responsibilities based on capabilities (offer classes, train facilitators, monitor classes, select facilitators, implement awareness campaigns, establish libraries for neo literates, etc.).

- The network
- Experienced civil society organizations in the various governorates
- Lack of NGOs with significant expertise in some governorates
- NGOs with outstanding expertise to move in governorates and provide their support to NGOs in some governorates only
- More NGOs join in literacy and adult education efforts after gaining qualification and building capacities

3-3 Select a specialized qualified NGO in every district or governorate to take on the role of supporting the implementation of the strategy.

- Technical committees of the network
- Difficulty of reaching every hamlet, small village and popular neighborhood
- A number of NGOs selected in the various governorates to be in charge of the responsibility of helping implement the strategies
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3-4 | Monitor, supervises and assess performance of partners (technical and operational) | • The network | • Inadequate funds.  
• Limited qualified staff in the network to play its role in monitoring and supervision | • Monitoring, supervision and provision of necessary support to agencies and NGOs to achieve continuous progress |   |
| 3-5 | Evaluate and review contracts and performance of partner groups in preparation for contract renewal. | • The network | • The novelty of experience in this aspect of organizational joint implementation | • An inventory of agencies with capabilities to expand and intervene and of the ones that need further support and the ones that should discontinue further operations. |   |
(6) Cooperation with the Adult Education Agency to Plan and Conduct a Social Marketing Campaign to Establish the “Right of Adults to Education” and Encourage Illiterates and Mobilize Society to Participate and Benefit from Literacy and Continuing Education Activities

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Expected Partners</th>
<th>Challenges</th>
<th>Expected Results</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Establish a framework for partnerships with ministries, agencies and government bodies with the agency, such as:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Cooperation with the Boards of Trustees to make schools accessible to civil society organizations and to teach illiterates in the community especially to parents of formal school students.</td>
<td>Adult Education Agency, The Prime Minister’s Council, The Ministry of Education</td>
<td>Rejection by the Agency of the approach</td>
<td>Drafting of a number of protocols and frameworks for the Agency’s cooperation with various ministries and national agencies in order to offer facilities to literacy certificate recipients, and issuing of relevant ministerial/ administrative decrees and putting them into effect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reluctance of some ministries and agencies to offer facilities to neo literates</td>
<td>Sustaining neo literates’ acquisition of knowledge, which improves their living conditions prevents their relapsing into illiteracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Variation in incentives will encourage a significant number of illiterates to join literacy groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) National newspapers to issue a weekly newspaper for neo literates on people centered and current human rights issues, productivity, farming, etc.</td>
<td>Editors-in-chief of national newspapers, The Higher Council of Journalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The General Book Agency, to publish booklets for neo literates as part of the Family Library project.</td>
<td>The Director of the General Books Agency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) The General Agency for Culture Halls, to publish booklets for neo literates among its publications.</td>
<td>The Director of the General Agency for Culture Halls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Grant health insurance coverage for literacy certificate recipients.</td>
<td>Minister of Health, National Health Insurance Agency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Universities, to grant grades as incentive to students who teach a certain number of illiterates.</td>
<td>The Higher Council of Universities, University Presidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Ministry of Social Solidarity, to exempt those who educate a number of illiterates from public service.</td>
<td>Ministry of Social Solidarity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interventions**
- Establish a framework for partnerships with ministries, agencies and government bodies with the agency, such as:
  - a) Cooperation with the Boards of Trustees to make schools accessible to civil society organizations and to teach illiterates in the community especially to parents of formal school students.
  - b) National newspapers to issue a weekly newspaper for neo literates on people centered and current human rights issues, productivity, farming, etc.
  - c) The General Book Agency, to publish booklets for neo literates as part of the Family Library project.
  - d) The General Agency for Culture Halls, to publish booklets for neo literates among its publications.
  - e) Grant health insurance coverage for literacy certificate recipients.
  - f) Universities, to grant grades as incentive to students who teach a certain number of illiterates.
  - g) Ministry of Social Solidarity, to exempt those who educate a number of illiterates from public service.

**Expected Partners**
- Adult Education Agency
- The Prime Minister’s Council
- The Ministry of Education
- Editors-in-chief of national newspapers
- The Higher Council of Journalism
- The Director of the General Books Agency
- The Director of the General Agency for Culture Halls
- The Higher Council of Universities
- University Presidents
- Ministry of Social Solidarity

**Challenges**
- Rejection by the Agency of the approach
- Reluctance of some ministries and agencies to offer facilities to neo literates

**Expected Results**
- Drafting of a number of protocols and frameworks for the Agency’s cooperation with various ministries and national agencies in order to offer facilities to literacy certificate recipients, and issuing of relevant ministerial/administrative decrees and putting them into effect
- Sustaining neo literates’ acquisition of knowledge, which improves their living conditions prevents their relapsing into illiteracy
- Variation in incentives will encourage a significant number of illiterates to join literacy groups

**Strategies**
- Capacity building
- Program design
- Program development
- Policy changes
| 1-2 | Coordinate with the Agency and with mobile phone service companies to grant literacy certificate recipients, who own a mobile phone line, a certain number of free text messages (i.e. SMS). | • Adult Education Agency  
• Mobile phone companies active in Egypt: Mobinil, Vodafone, Itisalaat | • Reluctance of the Agency  
• Reluctance of Mobile telephone companies  
• Measures to ensure that graduates receive their incentives, once only | • Companies grant facilities to recent literates |  |
| --- | --- | --- | --- | --- | --- |
| 1-3 | Organize with the Agency and business people media campaigns around incentives and facilities offered to neo literates, facilitators and individuals who teach a certain number of illiterates | • Adult Education Agency  
• Nile media centers  
• Newspapers  
• Radio broadcasting network and local radio and television channels  
• NGOs, their publications and their periodicals | • The high cost if parties charge the full advertising fees | • Motivating businessmen, facilitators and illiterates to come forward and join adult education activities |  |
GLOSSARY

Basic Learning Needs
Defined in the World Declaration on Education for All (Jomtien, Thailand, 1990) as essential tools for learning (e.g. literacy, oral expression, numeracy, problem solving) as well as basic learning content (e.g. knowledge, skills, values and attitudes) that individuals should acquire in order to survive, develop personal capacities, live and work in dignity, participate in development, improve quality of life, make informed decisions and continue the learning process. The scope of basic learning needs, and how they should be met, varies by country and culture, and changes over time.

Accreditation
Recognition and approval of the academic standards of an educational institution by some external, impartial body of high public esteem.

Least Developed Countries (LDCs)
Low-income countries which, according to the United Nations, have human resource weaknesses and are economically vulnerable. A category used to guide donors and countries in allocating foreign assistance.

Literate Environment
The term can have at least two meanings: (a) The availability of written, printed and visual materials in learners’ surrounding environment, enabling them to make use of their basic reading and writing skills; and/or (b) The prevalence of literacy in households and communities, enhancing the prospects of successful literacy acquisition by learners.

Achievement
Performance on standardized tests or examinations that measure knowledge or competence in a specific subject area. The term is sometimes used as an indication of education quality within an education system or when comparing a group of schools.

Lifelong Learning
The concept of learning as a process that continues throughout life to address an individual’s learning needs. The term is used widely in adult education to refer to learning processes in many forms and at many levels.

Basic Education
The whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning needs. According to the international standard classification of education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage).

Compulsory Education or Attendance
Educational programs that children and young people are legally obliged to attend, usually defined in terms of a number of grades or an age range, or both.

Technical and Vocational Education
Programmes designed mainly to prepare students for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities (ministry of education, employers’ associations) in the country in which it is obtained.
Inclusive Education

Education that addresses the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

General Education

Programmes designed to lead students to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to prepare them for further education at the same or a higher level. These programmes are typically school based and may or may not contain vocational elements. Their successful completion may or may not provide students with a labour-market-relevant qualification.

Adult Education

Educational activities offered through formal, non-formal, or informal frameworks, targeted at adults and aimed at advancing or substituting for initial education and training. The purpose may be to (a) complete a given level of formal education or professional qualification; (b) acquire knowledge and skills in a new field (not necessarily for a qualification); and/or (c) refresh or update knowledge and skills (See Basic education and Continuing education).

Continuing (or further) Education

A general term referring to a wide range of educational activities designed to meet the basic learning needs of adults.

Informal Education

Learning that takes place in daily life without clearly stated objectives. This term refers to a lifelong learning process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the education influences and resources in his/her environment – e.g. family and neighbors, work and play, the marketplace, the library, mass media.

Non-formal Education

Learning activities typically organized outside the formal education system. The term is generally contrasted with formal education and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills and general culture. Such activities usually have clear learning objectives, but vary by duration, in conferring certification for acquired learning, and in organizational structure.

Mother Tongue Language

Main language spoken in the home environment and acquired as a first language. It is sometimes known as a home language.

Vernacular Language

A language spoken by the people of a country or a region, as distinguished from official standards or global languages.

Indigenous Language

A language that originated in a specific territory or community and was not brought from elsewhere.

Education for All Development Index (EDI)

Composite index aimed at measuring overall progress towards EFA.

At present, the EDI incorporates four of the most easily quantifiable EFA goals – universal primary education as measured by the net enrollment ratio, adult literacy as measured by the adult literacy rate, gender parity as measured by the adult literacy rate, gender parity as measured by the gender-
specific EFA index, and quality of education as measured by the survival rate to grade 5. Its value is the arithmetical mean of the observed values of these four indicators.

**Literate/Illiterate**

As used in the statistical tables, the term refers to a person who can/cannot read and write with understanding a simple statement related to her/his everyday life.

**Literate Society**

A social setting within which: (a) The vast majority of the population acquires and uses basic literacy skills; (b) Major social, political and economic institutions (e.g. offices, courts, libraries, banks) contain and abundance of printed matter, written records and visual materials, and emphasize the reading and writing of texts; and (c) the exchange of text-based information is facilitated and lifelong learning opportunities are provided.

**Equity**

In education, the extent to which access and opportunities for children and adults are just and fair. This implies reduction in disparities based on gender, poverty, residence, ethnicity, language or other characteristics.

**Adult Literacy Rate**

Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group. Different ways of defining and assessing literacy yield different results regarding the number of persons designated as literate.
ANNEX I

Associations and Organizations Participating in the Preparation of the NGO Literacy and Adult Education Strategy

- C.I.D. Consulting
- Association of Upper Egypt for Education and Development
- Caritas Egypt
- Hawaa’ al-Mostaqbal Association, Giza
- The Women and Society Association, Giza
- The Egyptian Association for Comprehensive Development, Fayyoum
- The Coptic Evangelical Organization for Social Services (CEOSS), Beni-Suef
- The Jesuits and Frères Association for Development, Minya
- The Salama Moussa Foundation, Minya
- Association for Community Development and Special-Needs Children, Sohag
- Tahsiin el Sehha Association, Qena
- The Egyptian Family Development Foundation, Aswan