

El-Karama

The Project of Enhancing Women's Role in the Future Making

Life Skills for Women Participating in the Public Domain



Partner NGO's

- Coptic Evangelical Organization For Social Services
- Helwan Institute for Society Development
- Salama Musa Institute
- Arab Women Development Institute
- Sinai Women's Rights Institute
- Egyptian Association for Comprehensive Development

Analytic Technical Report

Non-Governmental Organizations Database

**in support of Literacy, Adult Education and Life Skills for
Women**

By:

Siham Negm

Secretary-General of the Arab Network for Literacy and Adult Education (ANLAE)

Member of the International Advisory Group on Education for All non-governmental organization

Introduction

This report comes within the framework of a project to strengthen the role of women in the making of the future, which focuses on life skills for women in the field of literacy and adult education, based on the fact that life skills for adults is an important topic which has given rise to the biggest educational and community controversy during the current decade. It is also associated with the international initiative on Education for All, as the third objective of the initiative ensures meeting the learning needs of all youth and adults through equitable access to appropriate learning and life skills programs. The initiative also links that goal closely to the issue of literacy and adult education, bearing in mind that the fourth objective underscores the importance of achieving a 50% improvement in levels of literacy and adult education by 2015 especially for women, as well as equitable access to basic education and continuing education for all adults. If the issue of illiteracy constitutes one of the issues of marginalized people in the world, illiterate women represent the category that is most marginalized and excluded from most development programs. Statistics show that there are 750 million illiterate adults in the world, with women accounting for two thirds of them in 2009. On the Arab level, there are 70 million illiterate Arab adults, with women representing two thirds of them, as well. On the national scale, illiteracy is spread in about 28% of the total population in Egypt (17 million adults, in addition to the 5 millions who do not know how to read and write, bringing the total to 22 million people). Again, women represent two thirds of that figure, i.e. nearly 14 million (according to official statistics). Illiteracy is concentrated in hamlets and villages all across Egypt, and is particularly more prevalent in Upper Egypt. Illiteracy is also widespread in the slums and the most crowded and poorest of the cities, among the Bedouin population, in desert areas and border cities. As a result of that broad geographical diversity, it became necessary and vital to adopt strategies and programs that are flexible and diverse enough to respond to the needs of education-deprived women and girls in those areas.

Literacy is a basic right in life which does not belong to an individual only, but concerns the community as a whole. It is also crucial for the participation and development at the economic, social and political levels, particularly in the context of building contemporary knowledge societies. In addition, literacy and adult education enhance the promotion and development of human capabilities, protection against viruses, care and upbringing of children, poverty reduction, support of active citizenship so that the goal would be to improve the quality of life for individuals and communities, alike.

Studies have shown that strategies and programs, that respond to the right to adult education and continued education, and that are linked to human development, reflect positively on the social and cultural dimensions of women, and also build local communities with multi-cultural and geographic characteristics. The success of those programs was reflected on the development of human capabilities and enabling man to acquire new life skills.

The objective

The project of enhancing the role of women in the making of the future and supporting life skills for women, through literacy classes so as to participate in public life, was particularly keen on the priority of

building an essential database as a prelude to identifying the role of non-governmental organizations active in the field of literacy and adult education programs and activities as well as how far those organizations understand the concept of life skills, the manner of applying them and the challenges involved therein. Joining NGO's stand as the basic reference so as to continue the activities and programs of the project.

As such, the following criteria were set for NGO's joining the database:

- Founding and partner NGO's in the axis of education and the project.
- NGO's active in the field of literacy and adult education.
- NGO's across the founding and partner governorates in the axis of Education at Al-Karama Foundation (Giza - Helwan - Minya - El Arish - Ismailia).
- NGO's that interact and coordinate with Al-Karama Foundation axis of education in other governorates.
- NGO's that support women development and skills programs through literacy and adult education classes.
- The database should include no less than 45 NGO's.

First, methodological procedures of building the database of non-governmental organizations for literacy and teaching life skills to adults.

1. Founding and partner NGO's in the axis of education shall define the features of the database.
2. A proposed database form shall be sent to NGO's concerned with adult education and life skills for feedback.
3. Forging the final shape of the form, after amendment, and sending it to partner organizations, as well as to 90 NGO's working in the fields of literacy, adult education and life skills.
4. Receiving responses on forms, documenting and feeding them on computer systems .
5. Designing statistical statements of the responses on the forms.
6. Analyzing evaluation of statements.
7. Writing technical and analytical reports on evaluation of database forms from non-governmental organizations concerned with literacy, adult education and life-skills.
8. Copying the database and the report on a CD to be distributed among the founding and partner NGO's in the axis.
9. Disseminating the database using all means and with total flexibility as deemed by the founding and partners NGO's.
10. Posting the database on the website of Al-Karama Foundation (www.el.karama.org).

Second, statistical evaluation of the database forms of NGO's concerned with adult education and life skills.

The form included 6 key questions; "form attached herein."

First question basic data (11 sub-questions).

Second question: adult education programs and beneficiary groups (13 programs to choose from).

Third question: basic data on literacy programs and adult education (5 data).

Fourth Question: the major activities the organization is trying to achieve (22 activities to choose from).

Fifth question: sources of funding adult education programs (3 key questions and 12 sub questions).

Sixth Question: the challenges and problems facing non-governmental organizations (6 key questions).

Seventh question: nomination of NGO's active in literacy, adult education and life skills for women.

Results of the Evaluation

Table (1)

First question: basic data of NGO's

Total	Governorates																			Statement
	Kalubeya	Damanhour	Dakahlia	Alexandria	Bani Swaif	Assiut	El Wadi El Gedid	Zagzig	Damietta	Sohag	Kafr El-Sheikh	Suez	6 th October	Menia	Sinai	Ismailia	Helwan	Giza	Cairo	
67	1	1	1	3	4	2	2	1	2	1	2	4	1	11	4	5	7	5	10	No. of NGO's
34	-	1	-	3	1	1	1	-	-	-	2	-	1	9	3	2	3	3	4	Email address
52	1	1	1	3	4	2	2	1	2	1	-	-	1	11	4	-	4	5	9	Network membership
57	1	1	1	3	2	2	1	1	2	-	2	3	1	7	4	5	7	4	10	Operate in urban areas
37	-	1	-	2	4	1	1	1	2	1	2	1	1	8	-	5	2	4	1	Operate in rural areas
9	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	5	-	1	-	Operate in desert areas

Based on the above table, it appears that:

First, the total number of NGO's included in the database are: 67 NGO's across 19 governorates.

- Lower Egypt = 10 governorates (52.6%) 25 NGO's constituting (37.3%)
- Upper Egypt = 4 governorates (21.10%) 18 NGO's constituting (26.8%)

- Greater Cairo = 5 governorates (26.3%) 24 NGO's constituting (35.9%)

Second, NGO's that have an email address = 34 NGO's constituting (50.7%)

Third, NGO's that are members in national, regional and international networks and alliances = 52 NGO's constituting (77.6%)

- Local networks = 40 NGO's constituting (76.9%)
- Regional networks = 28 NGO's constituting (53.8%)
- International networks = 8 NGO's constituting (15.4%)

Fourth: NGO's scope and areas of operate:

Urban areas (cities) = 57 NGO's constituting (85.1%) of the total.

Rural areas = 37 NGO's constituting (55.2%) of the total.

Desert areas = 9 NGO's constituting (15.4%) of the total.

- 100% of Ismailia NGO's operate in urban, rural and desert areas
- 50% of Sinai NGO's operate in Bedouin areas.
- 100% of the NGO's in Bani Swaif, Kafr El-Sheikh, Damietta and Damanhour operate in rural as well as urban areas.
- 70% or more of Giza and Menia NGO's operate in rural as well as urban areas.

Table (2)

Second question: Key adult education programs and beneficiary groups

NGO programs/beneficiary groups	Girls below 18 yrs	Boys below 18 yrs	Women	Men
1- Issuing literacy books	10	9	6	6
2- Issuing books for new literates	3	4	9	7
3- Starting literacy classes	42	33	53	39
4- Post-literacy education programs	23	24	27	18
5- Life skills programs	43	23	42	24
6- Programs for women	37	15	53	11
7- Training programs for the	39	27	42	25

beneficiaries				
8- Awareness programs for the beneficiaries	42	37	50	39
9- Training programs for adult education facilitators	18	17	25	20
10- Economic programs for the beneficiaries	24	22	37	29
11- Human rights and citizenship programs	23	19	30	28
12- Creating literacy and adult education events	17	14	21	17
13- Computer-assisted adult education	19	15	16	11

Based on table 2, it appears that:

First, the most popular NGO programs according to the beneficiary groups are:

a. Girls below 18 years:

- Life skills programs = 43 NGO's constituting 65% of the total number of NGO's
- Literacy/awareness classes = 42 NGO's each constituting 63.6% of the total number of NGO's
- Training programs for girls = 39 NGO's constituting 59% of the total number of NGO's

b. Boys below 18 years:

- Awareness programs = 37 NGO's constituting 56%
- Starting literacy classes = 33 NGO's constituting 50%
- Post-literacy education programs = 24 NGO's constituting 36.4%

c. Women:

- Starting literacy classes/specialized programs = 53 NGO's each constituting 88.3%
- Awareness programs for the beneficiaries = 50 NGO's constituting 75.75%
- Training programs/life skills = 42 NGO's constituting 63.6%

d. Men:

- Starting literacy classes = 39 NGO's constituting 59%
- Economic programs = 29 NGO's constituting 43.9%

- Human rights and citizenship programs = 28 NGO's constituting 42.4%

Second, the priority of programs that are a common factor among NGO's is as follows:

- a. Large-scale programs
 1. Starting literacy classes (for all categories).
 2. Awareness and training programs (for all categories).
 3. Life skills programs (for all categories).
 4. Women programs (for all categories).
- b. Medium scale programs
 1. Post-literacy education programs (women, boys, girls, men)
 2. Economic programs (women, boys, girls, men)
 3. Human rights and citizenship programs (women, boys, girls, men)
 4. Facilitators training programs
- c. Low-scale programs
 1. Issuing literacy books (women, boys, girls, men).
 2. Issuing books for new literates (women, boys, girls, men).
 3. Computer-assisted adult education (women, boys, girls, men).
 4. Creating literacy and adult education events.

Table 3

Question three, what are the priorities of the key activities that the NGO's seek to achieve?

Governorates																			Activity
Matruh	Damanhour	Dakahleya	Alexandria	Bani Swaif	Assiut	El Wadi El Gedid	Zagzig	Damietta	Sohag	Kafr El-Sheikh	Suez	6 th Octobre	Menia	Sinai	Ismailia	Helwan	Giza	Cairo	
1	1	1	1	2	2	2	1	-	1	2	4	1	6	7	5	6	5	7	1. Facilitators training
-	1	-	3	2	-	-	-	-	-	2	2	1	6	1	-	5	2	6	2. Environmental activities
1	1	-	2	3	1	-	1	-	-	2	3	1	8	2	-	7	3	9	3. Health services
1	1	-	3	4	1	2	1	-	-	2	2	1	8	2	-	5	3	8	4. Economic activities
-	-	-	2	1	-	-	-	-	-	-	1	-	1	-	-	-	-	4	5. Child labor activities
1	-	1	3	1	1	1	1	-	-	1	1	-	8	1	5	-	4	8	6. Women's rights activities
1	-	-	2	2	-	-	-	-	-	-	1	-	6	3	5	-	3	5	7. Child's rights activities
1	-	-	1	2	-	-	-	-	-	1	2	1	3	3	-	-	-	3	8. Religious programs
1	1	-	1	2	2	2	1	-	1	2	2	1	8	1	-	-	4	9	9. Girls education classes
-	-	-	1	1	-	-	-	-	-	1	-	-	3	-	-	-	1	3	10. Basic education support activities

-	-	-	2	2	-	-	-	-	-	1	1	-	4	1	5	-	1	1	11. Homeless children activities
-	1	1	3	1	1	1	1	-	-	1	-	-	7	-	-	-	1	5	12. Children with special needs activities
1	-	-	1	2	-	-	-	-	-	-	1	-	5	1	5	-	-	5	13. Legal consultations activities

Based on table 3, it appears that:

- Key activities that the NGO's seek to achieve are prioritized as follows:
 1. Training facilitators = 55 NGO's constituting 83%
 2. Health services and economic activities = 44 NGO's each constituting 65.6%
 3. Rights activities for women and girls= 38 NGO's constituting 56.7%
 4. Health activities = 31 NGO's constituting 46.3%
- Activities that do not constitute a priority for NGO's:
 1. Child labor activities = 9 NGO's constituting 13.4%
 2. Basic education support activities = 10 NGO's constituting 14.9%

Table 4

Question four, what are the forms of cooperation with the state in the domain of literacy and adult education?

Total	Governorates																		Governorates/programs
	Damanhour	Dakahlia	Alexandria	Bani Swaif	Assiut	El Wadi El Gedid	Zagzig	Damietta	Sohag	Kafr El-Sheikh	Suez	6 th October	Menia	Sinai	Ismailia	Helwan	Giza	Cairo	
28	-	1	2	4	1	1	-	-	-	-	2	-	2	5	3	2	2	3	Program funding
24	-	-	2	3	-	-	-	-	-	-	5	-	5	-	2	2	-	5	Technical and institutional support
36	1	1	2	4	1	1	1	-	-	-	3	-	5	-	1	5	3	8	Training
14	-	-	1	2	-	-	-	-	-	-	-	-	3	-	-	4	-	4	Technical assistance
13	-	-	3	-	-	-	-	-	-	-	-	-	3	-	2	3	-	2	Advisory expertise
7	-	-	-	1	-	-	-	-	-	-	1	-	1	-	-	2	-	2	Cultural programs

Based on table 4, it appears that:

First, forms of cooperation between the state and the NGO's are prioritized as follows:

1. Training = 36 NGO's constituting 53.7%
2. Class funding = 28 NGO's constituting 41.8%
3. Technical and institutional support: 24 NGO's constituting 35.8%

4. Technical assistance = 14 NGO's constituting 20%
5. Advisory expertise = 13 NGO's constituting 19.4%
6. Cultural programs = 7 NGO's constituting 10.4%

Second, cooperation programs between the state and the NGO's are located in Cairo, Helwan, Menia and Alexandria. Cooperation is of a less extent in Kafr El-Sheikh, Sohag, Damietta and Damanhour.

Table 5

Question five, what are the main challenges and programs facing NGO's.

total	Governorates																			Governorates/Challenges
	Cairo	Damanhour	Dakahlia	Alexandria	Bani Swaif	Assiut	El Wa di El Gedid	Zagzig	Damietta	Sohag	Kafr El-Sheikh	Suez	6 th October	Menia	Sinai	Ismailia	Helwan	Giza	Cairo	
48	1	1	-	2	3	1	1	-	-	-	2	4	-	7	4	5	5	4	8	Shortage of trained resources
45	1	1	-	2	4	-	-	-	-	-	2	3	-	10	4	5	6	1	6	Funding
31	-	-	1	-	-	2	2	1	-	-	1	2	-	4	1	5	5	2	5	Difficulty of reaching targeted groups
30	-	-	-	2	2	-	-	-	-	-	1	4	-	4	2	5	2	1	7	Media and communication
25	1	1	-	-	2	-	-	-	-	-	1	1	-	8	1	-	6	1	3	Training
23	1	-	-	2	3	-	-	-	-	-	-	-	-	4	2	5	3	1	2	Research and studies
23	1	1	-	1	1	-	-	-	-	-	2	1	-	6	-	-	4	1	5	Project writing
19	-	-	-	-	2	2	-	-	-	-	2	-	-	8	1	-	3	-	1	Planning

Based on table 5, it appears that:

First, the most important challenges and problems that NGO's face are:

1. Shortage of trained resources = 48 NGO's constituting 71.6%
2. Funding = 45 NGO's constituting 67.2%
3. Difficulty of reaching targeted groups = 31 NGO's constituting 46.2%
4. Media and communication = 30 NGO's constituting 44.7%
5. Training = 25 NGO's constituting 37.3%
6. Research and studies = 23 NGO's constituting 34.3%
7. Project writing = 23 NGO's constituting 34.3%
8. Planning = 19 NGO's constituting 28.3%

Non-governmental organizations named several challenges and problems they faced in literacy and adult education programs, including:

- Scarcity of volunteers in collective action and the unfamiliarity with the concept of volunteer work in society
- Low standards of living and poor family income affects awareness programs and literacy programs.
- The widespread sense of disappointment in society especially among youth and women
- The lack of opportunities offered by the government to NGO's in relation to full-fledged development programs
- Adult learners dropping out of school on account of part-time job commitments to increase their standards of living.
- Low remunerations offered to facilitators, supervisors and workers in literacy and adult education programs.
- The absence of the role played by scientific research and technological techniques.

Non-governmental organizations were keen on noting their comments with a view to developing literacy and adult education programs and focusing on programs that have to do with the skills needed to integrate women with components of human development.

- The state and NGO's must provide a package of development programs to the beneficiaries.
- Joining hands with partnership organizations in developing the educational process.
- Creating job opportunities for youth and seeking to build their capacities.
- Offering basic services to poor categories, especially in villages and hamlets.
- Putting together advanced awareness-raising programs on human and women's rights aimed at all categories.
- Designing diverse programs to match the targeted categories depending on their geographic characteristics.
- Entrenching the concept of collective action among NGO's and laying down guarantees for the continuance of networks and alliances among NGO's.
- Forging a program for the evaluation of literacy and adult education programs from a rights-based and development-based perspective.

Key recommendations:

- Defining the concept of life skills for adults, especially for women, as there is no common understanding among NGO's.
- It is important to prepare studies and research in the field of life skills and their impact on marginalized women and the impact of human development programs as well as the social and economic dimensions of life skills on the development of societies.
- Developing training programs and developing the capacities of NGO's in relation to life skills for women.
- Exchanging experiences and keeping abreast of regional and international developments in the field of life skills, especially for women.
- Promoting the culture of life skills for younger generations and adults, as it represents the key to community cohesion and capacity building for the marginalized women in society.