



الشبكة العربية لمحو الامية وتعليم الكبار
شبكة اقليمية حاصلة على ترخيص عمل برقم (٤١)
مسجلة بوزارة التضامن الاجتماعي

Partnership Meeting Report
**Between Adult Education Authority and civil
society**
**For preparing the Fifth Global Report on Adult
Learning and Education**
(CONFINTEA 5)

Prepared by:

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Arab Network for Literacy and Adult Education

Introduction:

Within the framework of the Egyptian state's preparation for the Global report on adult learning and education (GRALE 5) with assistance of German Adult Education Association (DVV) and Arab House for Education and Development (AHED);The Arab Network for Literacy and Adult Education and partnership with Egyptian government, represented by Adult Education Authority, held a group of coordination meetings to ensure effective partnership between government's institutions, civil society and education and development experts Participants to prepare the current report which highlights the most important points of the executive meetings, that can be summarized as follows:

I. Executive meetings dates:

Meeting	Date	
First	16 August 2020	Face to face
Second	19 August 2020	On Line–ZOOM Application
Third	4 October 2020	Face to face

II. Meetings participants:

- Representatives of the Arab Network for Literacy and Adult Education:

- 1) Prof. Dr. Iqbal Al-Samaloty - Secretary General of the Arab Network.
- 2) Mrs. Seham Najm - Head of the Women and Society Association.
- 3) Mr. Hany Shawky - Caritas Association.
- 4) Mrs. Manar Ahmed - Qabas men Noor Association
- 5) Mr. Rafiq Nagy - The Coptic Evangelical Organization.

6) Mrs. Sanya Badawi – Hawa EL mostakble Association (General Secretariat of the Arab Network)

7) Mr. Tharwat Jaid - Horus Foundation for Development.

- Adult Education Authority representatives:

1) Dr. Ashour Amry – chairman of Adult Education Authority.

2) Dr. Wafaa Zaatar - Vice President of Adult Education Authority.

3) Mr. Musaad Abdel-Gawad.

4) Dr. Magda Khalil.

5) Dr. Nadia Hashem.

6) Dr. Eman Abd El Rahim.

7) Dr. Walid Hewila.

- Representative of the Ministry of Social Solidarity:

1) Mr. Omar Hamza - Advisor to the Minister of Solidarity for the issue of education.

- Representatives of Egyptian University and education professors:

1) Dr. Salama Al-Attar - Professor of Foundations of Education and former Dean of the Faculty of Specific Education - Ain Shams University

2) Dr. Ashraf Muharram - Professor of Foundations of Education at the Faculty of Education -Ain Shams University and Director of UNESCO Regional Centre for Adult Education in Sirs El-Layyan (ASFEC)

3) Dr. Islam Al-Said - Director of Adult Education Center - Ain Shams University

- Representatives of NGOs with initiatives in lifelong learning:

1) Dr. Wael El-Tanahi - The National Youth Council

2) Counselor / Fathy Farghaly - Vice President of the World Federation of Scouts and Guides

- 3) Dr. Ahmed Afifi - Ajyal Foundation
- 4) Mr./ Nasser Saleh - Misr Elkheir Foundation

III. Main issues included in the report:

Coronavirus, COVID19, revealed problems in educational systems and the absence of a future vision and alternative plans in the world in general and the Arab region in particular. All aspects of economic, social, and even political life were affected. The first victim was education. Schools were closed in 191 countries / and 320 million children lost their meals in the poorest regions. The only available option was distance education via the Internet all over the world which is resulted in:

- A) The depth of discrimination, deprivation and lack of educational opportunities in poor Arab regions, especially those that suffer crises and conflicts, as well as the most in need groups (women - persons with disabilities ... etc.).
- B) The teachers are not ready to deal with modern technology.
- C) Infrastructure is not prepared to support internet uses.
- D) Traditional approaches and mechanisms that hinder reversing to modern technology
- E) Building tests are not good enough to measure learning outcomes.

ESCWA indicated that the Arab region is expected to lose 1.7 million jobs in 2020 after the Corona pandemic, leading to an increase in youth unemployment rates of 1.2% in addition to the lack of the Arab youth to have the technological and life skills that would qualify them for the job market. This is confirmed by the latest studies that indicated the possibility of laying off 45% of workers for this reason. For all these reasons, all attendees agreed on the main issues affecting the adult education future which should form the main attitude of the discussions to be concluded in this report as following:

- The importance of dealing with the issue of literacy in unconventional and unprecedented ways.

- The importance of shifting to the concept of adult education and learning in its broadest sense, and linking it to sustainable development.
- All developmental issues related to the course that require different interventions, such as building the human being and confronting extremism and terrorism, creating moral and ethical concerns related to the issue of adult education and learning.
- The biggest challenge for the state and civil society is for everyone to unite together in order to achieve a unified vision that adopts the issue of adult education and learning in its broader sense.

IV. Main issues / challenges raised by the partnership meetings:

The Egyptian state, represented in the Adult Education Authority, showed great understanding for holding participatory meetings on the preparation of the report in a participatory manner. During the meeting, it passed the report questionnaire to representatives of the national work / Egyptian University / education experts and they filled out the questionnaire and then the discussion about it was raised during direct and executed discussions Through the electronic space through the application of (ZOOM), a set of issues and challenges related to adult education, the most important of which can be explained as follows, "Attached to the quantitative results of the questionnaire responses":

1-The remarkable progress of the state's performance with regard to adult education:

The Egyptian state has made remarkable progress in terms of public policy regarding adult education and learning. The respondents of the questionnaire, 90%, expressed their agreement on this, as they mentioned a set of evidence as follows:

1. More flexible policies for the Literacy and Adult Education Authority in partnership with associations to provide their services in the field of adult education
2. Increase the volume of agreements concluded by the Adult Education Authority with universities on the one hand and with many civil society

organizations on the other hand.

3. Preparing standards for adult education, preparing an organizational structure for the authority and approved by the Central Agency for Organization and Administration.
4. Non- governmental organizations launch programs and prizes in the field of adult education, continuing education and lifelong learning (the model of the Women and Society Association - the economic empowerment initiative for women liberated from illiteracy)
5. Increasing the participation of partner agencies in adult education issues as well as commending Egypt's efforts in the field of adult education in many international forums.
6. Statistical reports from the Information Center qualitative reports.

2- The problematic data (Availability - Accuracy):

Most of the participants indicated that there is a problem in the availability of data in general, especially since the only party in Egypt concerned with issuing data is the Central Auditing Organization, which is insufficient in addition to that it often provides total numbers or abstract general ratios.

3- Freedom from the traditional concept of adult education:

It is no longer sufficient to refer to adult education and learning as being only liberation from alphabetical illiteracy. Rather, we must go beyond this concept to run in parallel with the education process another process of empowerment, as if illiterates are not empowered, all literacy efforts become futile and from the experience of NGOs, the work that is limited to eradicate alphabetical illiteracy pushes the liberated person to convert to illiteracy sooner or later, and the most successful initiatives are those that linked education and empowerment, which was based on presenting the learning experience in an atypical and non-traditional form that takes into account the great difference and respects its privacy.

4-Measurement Mechanisms:

The importance of finding methods for measuring and evaluating learning outcomes and not relying on a single test method concerned with measuring literacy, as achieving learning in its meaning and content requires measuring

the growth of attitudes / skills (this can be used by models of measuring social empowerment and growth of life skills instituted within the framework of the Women and Life methodology program) and here it is worth noting that until now there is only one measuring mechanism in the country, which is a mechanism for testing literacy and alphabetical literacy, and there is no tool for measuring life skills and empowerment, as well as there is no demand or amendment to legislation from decision makers to develop measurement mechanisms in addition to the lack of programs for teaching skills and vocational training, especially post-literacy and the absence of a fixed and future program / plan for expansion by the state in implementing these programs.

5- Citizenship:

With civil society representatives stressing that citizenship is not just a concept that learners are taught with adult education and learning curricula, it is important to convert this concept into practical practices. These practices in their entirety create the active citizen. Exposure to more than one site in the questionnaire on the issue of citizenship education has raised several problems, the most important of which are:

A) Do the curricula include citizenship content in its integrated sense?

B) How is the citizenship skills taught to adults measured?

Here, civil society praised the vision of the government, which has already recognized that the entire activities carried out in this regard are not by the desired force and that they need to be reconsidered to make more efforts.

6- Effectiveness of practices:

In general, the state has an interest in confronting illiteracy, and this was evident through the strategy of Egypt 2030, which included all groups of society, including those who were not included in education for different circumstances, in addition to the plan of the Ministry of Education as well as the plan of the General Authority for Literacy and Adult Education, but the problem basically does not lie in The existence of plans is related to practices that still lack many mechanisms to be more effective and more accomplished, and the evidence for this is that the number of illiterates has

not decreased, as well as the high rates of dropouts from education or those who were not primarily included in education who are of enrollment age.

7- Governance:

The real practice of the concept of governance requires a real effective institutional partnership that is not linked to specific people with what that means in terms of civil society participation in formulating, following up and evaluating policies. Accordingly, there are still some shortcomings in the areas related to governance, including (data availability - transparency - partnership - inviting stakeholders to participate - Empowerment).

8- Professional Training and Development:

Programs for training and professional development need more support, especially for young people, due to the high rates of unemployment and the increase in poverty rates in many societies with high illiteracy rates, in order to motivate illiterate men and youth to join literacy classes, in addition to the existence of a national strategic plan in this regard with the importance of management. The necessary funding to support this plan is through the state budget, civil society partnership, and in coordination with the Social Responsibility Sector.

9-Funding adult education programs:

The issue of financing adult education programs is one of the most important issues, taking into account that according to the state budget, spending on education amounts to 2.5% of the total allocated to adult education and learning does not exceed 0.5%, and this very small amount does not provide the opportunity to achieve advocacy and defense in the field of adult education. Add to this the problems associated with financing civil society in general, especially after Covid19, and in particular, financing civil society programs in the field of adult education is not a priority for donors.

V. The most important recommendations resulted from the discussions between the participating parties:

The participants concluded group of necessary recommendations in this meetings to wake up the march of adult education and learning in Egypt, some of the most important recommendations are:

1-The need to find legislative amendments:

Although all the constitutional texts and international covenants ratified by the state stipulate continuous learning and that education should include everyone without discrimination, the main target of the state in the non-formal education sector from the age of 15 to 45 years is not covered by formal education and above that are not covered by programs of informal education.

2- The need to limit the negative impact of the Corona pandemic on the poor:

The Corona pandemic has had a negative impact on working in the adult education and learning sector, especially in the areas of work of these organizations, most of which are economically, intellectually and technologically poor environments that lack the elements of technical and technological work, and most of the students do not have mobile phones with android technology that enable them to technologically communicate with modern digitized programs.

3- The importance of the governmental role to confront the repercussions of Covid19:

The Adult Education Authority, in response to the crisis, introduced the Technology Development and Distance Education Unit, in addition to launching a set of distance learning lessons with the help of some digital experiences from NOGs., such as the Women and Life Program, in addition to some associations owning digital programs such as Teach with a pen program (Qabas Min Nour Association) and here all Participants from both sides stressed the importance of developing a future plan to build the capacity of facilitators / teachers to use distance education mechanisms.

4- The importance of accreditation and quality in the field of adult education:

The Adult Education Authority has a distinguished experience in preparing and actually adopting standards in cooperation with UNESCO, but these standards have not yet taken their way to light, despite the establishment of the Authority for an independent unit to implement these standards.

5- The importance of networking and building partnerships:

The strength of civil society lies in its ability to coordinate and network together and work to unify visions, although it is noticed that civil society faces many difficulties with regard to financing and legislation, and in general it does not always follow the principle of coordination and integration between it and it is one of the things that impede the effectiveness of its role and affect its efficiency in general and its performance towards adult education and learning in particular.

6- The importance of the role of political parties:

Despite the manpower and financial resources available to the parties, they do not participate at all in the work in the field of adult education and learning, and civil society, with its mechanisms for communication and coordination, should direct the parties to take an active role in this issue and even the problem of focusing parties on seeking to reach the largest possible number of parliamentary seats. In all political participations (parliament elections - senates), but this also can be used as a means of pressure on the parties to direct part of their resources to confront illiteracy and implement empowerment activities (social / cultural / political) for those who are liberated from illiteracy in order to play their important national role towards this issue and the same applies on the parties, whose membership falls under all the professionals of all specializations.

7- Call for coordination and integration between universities and civil society:

The state strongly adopts the project of integrating university students into working with illiterates, and many decisions have been issued by university presidents (Cairo - Ain Shams - Menya ... etc.) organizing university students to undertake this task, but this does not have to be in isolation from the activities of civil societies, which can unify their efforts of the two

institutions (the university - NGOs) to provide integrated development programs that work on the issue of adult education and learning, not just literacy.

8- Building on the most important pioneering initiatives of the participating NGOs:

- The Arab Initiative for the Economic Empowerment of Women Liberated from Illiteracy, sponsored by the Women and Society Association, with a number of partners from the private sector.
- The initiative of the digital curriculum of the Qabas from Nour Association entitled "Teach with the Pen", which won the ICO Prize for Digital Applications in 2017.
- The initiative and methodology of women and life adopted by the authority and UNESCO with its paper and digital content, which was applied in four governorates in cooperation with the Adult Education Authority, and achieved results in the literacy test that reached 90% of the total enrollment in the exams and educational classes of the curriculum.
- The mobile libraries initiative implemented by Caritas Association for the post-learning phase, with the aim of achieving learning for life, ensuring non-apostasy and developing life skills for those who are freed from illiteracy.
- The Coptic Evangelical Authority initiative to work in Upper Egypt and in the villages most in need to confront poverty associated with illiteracy.
- The Misr El-Kheir Foundation initiative to establish a prize for distinguished civil society organizations in achieving sustainable development goals and allocating them in its first year to associations working in the field of education to achieve the fourth goal of the 2030 Sustainable Development Plan.
- The initiative of the Horus Foundation to rehabilitate and build the capacities of young people to educate illiterates about the communities most in need to confront the Corona virus.

VI. Future vision and most important decisions:

Within the framework of the discussions that were completed, the attendees agreed on a set of decisions that represent a roadmap to confront the challenges / problems, considering that these decisions are not just recommendations but rather guiding points. All participants will present their proposals to convert them into programs:

- 1- The formation of the regular forum for adult education and learning organizations, and they meet regularly and in partnership between the government, represented by the Adult Education Authority and representatives of civil society under the auspices of the Arab Network for Literacy and Adult Education.
- 2- Organizing a training course for civil society representatives on the quality standards of adult education and learning programs, in cooperation with the Sers Ellayan Center "ASFEC".
- 3- Coordination between the partners to hold a conference on adult education – post Corona, sponsored by the Qabas from Nour Association.
- 4- Study setting standards for establishing education and learning centers in civil societies and looking into the possibility of generalizing them. The experience previously implemented by UNESCO with a number of NEGOS., including Hawa Almostaqbal Association in 2008, builds on the previous experience of associations in this field, and the National Council for Youth can be adopted Coordination for the implementation of these centers through the National Initiative of the Ministry of Youth and the "Mobader" unit established by the Ministry to adopt community-based initiatives for youth.

