

**A REPORT ON THE WORK  
OF THE ARAB ACADEMY FOR  
ADULT EDUCATION AND  
DEVELOPMENT  
RENEWAL ADULT LEARNING  
EDUCATION ... "AFTER THE  
CORONA CRISIS"**

The Academy was held on  
November 2/3/4, 11/12, and 16/17/18, 2020  
Via the Zoom app

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## Introduction:

The Arab Academy for Adult Education and Development came this year in light of the closing procedures resulting from the Corona pandemic and with the insistence of everyone to hold the Academy online, and this was a challenge to conditions related to the quality of communication and the Internet in some regions for some of the participants, but despite all these challenges, the Academy was held in a manner, dress and a new methodology where the work of all the academy culminated through the participants and through the working papers provided by them, which served as references, wealth and richness more than wonderful, and through these hearty meals, whether at the level of presentations for working papers or research, as well as the rich discussions within groups, the Academy came to chart a journey of learning and exchange of experiences, both in the academic and professional aspect, and to achieve sharing the principles and premises that establish a renewal in the approaches of "Adult Education", towards an educational future that meets all dimensions of development, at a time when the number of adults seeking learning is increasing across the Arab region.

### **The Academy included the following four axes:**

The first axis: Adult Education: concept, innovation and challenges.

The second axis: training approaches, between concept and practice.

The third axis: adult education and civic education.

The fourth axis: What Policies for Adult Education?

There was also an opportunity to develop a vision and future insights about the "Arab House for Adult Education and Development" "AHAED", and its future work as an area for rapprochement, exchange of experiences and their development, and to get acquainted with the four Arab educational networks, namely: "The Arab Network for Civic Education - ANHRE", "The Arab Network for Literacy and Adult Education", "The Arab Network for Popular Education" in addition to "The Arab Campaign for Education for All". The joint initiatives of these networks were carried out with the main support of DVV International, an international specialist in adult education.

### **The Academy in Numbers:**

- Participating Countries: 8 Arab countries (Lebanon – Palestine -Iraq - Jordan - Egypt - Morocco - Sudan - Somalia)
- Participants: 52
- Working Papers and Research Papers that were led and discussed: 16 working and research papers
- Workshops: 8 workshops - included 30 small working groups
- Academy Hours: 26 hours
- Academy Days: 8 days + 1 additional day (22 of December)

## **The First Axis: Adult Education "Concept, Innovation and Educational Renewal"**

Monday, 11/02/2020 - Concept, Innovation and Educational Renewal

### **3:00 – 4:00 Opening Session**

At the opening of the meeting, Mr. Sabah, President of the Arab House for Adult Education & development, spoke about the challenges facing this time and, in the future, education in general, and adult education and learning in particular, especially with regard to equality, equity and exclusion of women, discrimination and marginalization, debts that education pays for, and the crisis of spending on education, especially in the countries of the South. All of these matters are becoming more and more difficult with the impact of the pandemic on adults and on the perceptions and relationships between generations. It is undeniable, however, that real development really needs all expertise, especially the expertise of adults. What is important to us in community institutions is the next question of justice. Either we are on the side of the people and defend the social function of education, or our role contributes to reproducing oppression and persecution. We are talking about a social, economic and political role, as an educational movement working on social and economic emancipation. The role of the Academy comes in this context from building the human being to face the upcoming challenges.

As for Dr. Zahi Azar, a member of the founding board of directors of "AHAED", added that our reality and our future are getting worse. There is an expectation that the number of learners will increase by 30% in the Arab world, and this is happening in a context of poverty and impoverishment, and dependence on the major countries that will increase. Consequently, illiteracy will increase both economically and intellectually. So, we are talking about an environment neglected by authority in which adult education occurs. Nevertheless, there is an opportunity, and the possibilities for success will be greater if our initiative is enriched and that will be our role. We must seize this opportunity, and the Academy should re-launch the trend of reviewing and rethinking reality. As for the word renewal, it is a very important word. Renewal is not a luxury, but rather a necessity if we re-read this reality. We need to renew the methodology and the curriculum. We must not see technical education as independent of larger visions. The Arab Academy began planting some of these seeds despite the difficulty of renewal in the face of ideological, economic, intellectual and cultural thick walls. Therefore, the Academy should be close to the people and be close to the mentality of the visionary who practices renewal.

### **4:00 - 5:00 First Session: "Concept, Innovation and Educational Renewal"**

#### **First Paper: The concept of adult education: a general theoretical framework (Tharwat Gaid) – Egypt**

Mr. Tharwat Gaid focused on the part related to the theoretical framework for the concepts of adult learning and education: philosophies, thinkers, methodologies and their development. In particular, he focused on the propositions of Paulo Freire and modern concepts. In the historical introduction to the development of adult education concepts, Mr. Gaid presented modern liberal, progressive, behavioral and radical philosophies.

The concepts of liberal learning go back to the Greek sciences, and they believe that the mind acquires a better meaning and sense with age. It is a knowledge-based learning that develops the aesthetic, ethical and idealism of the individual. In progressive philosophy, progressive education focuses on the relationship between education, society and the learner. Learning is for professional and practical life. In behavioral philosophy, there is an emphasis on planning the environment that leads to a behavioral change that allows the continuation and survival of life for society and the individual.

As for radical education, it has a long history and ancient roots, but it has recently risen to raise awareness, spread political awareness and take initiative to act. Paulo Freire has adopted this type of education and appeared in his book "Educating the Oppressed" stressing the importance of dialogue and that the teacher should be a coordinator, as well as exchanging views and the learners' positivity, and that educational experiences should be linked to the realities of the learners' lives and the problems they face. According to Freire, human beings know that they know, and they know that they can change their states and environments. As long as individuals are able to do so, they are doers.

Paulo Freire linked illiteracy with oppression and called it a culture of silence. Freire emphasizes that the source of these cultures is ignorance or education, and the poor citizen lives a culture of silence if he is unaware of the real circumstances of his poverty. Accordingly, poor people are absorbed into the social system that generates poverty from compulsive education. Freire believes that traditional education is a banking education in which the learner receives, records and stores assets, and this education violates the learners' freedom and autonomy. He proposes a liberating, conversational education that poses problems, making learners aware of the real situation in which they live and the possible solutions to their reality. He adds to this that indigenous education is a political act, as there is no neutral education, so education is either domestication or liberation.

There are foundations for education for Paulo Freire:

1. Belief in the value of mankind and his ability to change his condition and the world in which he lives
2. Considering knowledge as a process of search and investigation, not memorization and indoctrination
3. Learning is not rigid or physically fixed, but rather renewed and evolved given the world as a variable
4. The importance of awareness and criticism as an entry point for education, understanding and changing the world

There are multiple trends in adult education:

- 1- The first trend:** Its supporters believe that the goal of adult education is to acquire knowledge to form the structure of the mind and its growth, and that knowledge is not a means to achieve goals and solve societal problems, but rather represents a goal in itself and has a fundamental value, and this trend is called the growth of the mind.
- 2- The second trend:** It revolves around the subjectivity of the adult learner, that is, his/her personality in all its aspects on the basis that it is balanced, and depends on the idea that man is by nature good, and the more this goodness grows in the personality of the adult through education, the more it helps him/her to be freer

and more aware of his/her personality and directing his/her self. This trend is called adult's self-fulfillment.

- 3- **The third trend:** Its supporters believe that the goal of adult education is a social transformation, meaning that changing society is seen as a basic axis of adult education, and this trend is revolutionary that calls for adult education to achieve a change in the social system and replace it with other new systems.
- 4- **The fourth trend:** This is a compromise trend that revolves around the idea that the adult learner is a member of society and there are reciprocal relationships between them, and therefore the goal of adult education is to serve both the individual and the society in which he/she lives and that great personal growth can only be achieved in a social milieu, and this trend is called personal and social improvement.
- 5- **The fifth trend:** Its supporters believe that the goal of adult education should achieve the service of the productive institution in which the adult works, on the basis that this adult represents the main element in the production process within the institution or society, and the goal of this trend is purely economic; because it mainly focuses on increasing the material production of the institution and his/her education increases his/her production.

From the above, it is clear that the fourth trend, which is considered a compromise trend, combines the second trend, which relates to the subjectivity of the adult learner and the development of his/her personality in all its aspects, and the third trend, which looks at changing society as a fundamental focus of adult education. Accordingly, the fourth trend is the most compatible and appropriate to the nature of Arab societies and their value system derived from the divine laws that invite the individual to seek knowledge throughout his/her life for the benefit of others.

### **Adult Education Concepts**

1. **The broad concept:** it means adult education processes that are used by adults to develop themselves, whether on their own or by others, and it is also used by all kinds of institutions to develop and promote their workers, their members, and those who join these institutions, so it is the educational process.
2. **The technical concept of adult education:** It describes a set of activities organized by many institutions to achieve specific educational goals.
3. **The third meaning:** It contains all the processes and activities related to social mobility.

### **Concept Development**

**Definition of the United Nations Organization:** In 1960s, the United Nations Educational, Scientific and Cultural Organization UNESCO, defined adult education as: the sum of educational experiences and influences to which an adult is subject, and this

includes formal lessons in any subject, private educational work in clubs and institutions, as well as direct or indirect effects of mass media. It also includes independent education, technical and vocational education, etc. in developed countries, community development, literacy, and health.

**The Fifth International Conference on Adult Education in 1997:** The Fifth International Conference on Adult Education, held in Hamburg, Germany in 1997, defined it as: the sum of educational processes that take place in formal or other ways, thanks to which adults of the community develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or take a new path with them that can meet their needs and the needs of their community. Adult education includes formal education and continuing education, as well as non-formal education and all forms of informal and spontaneous education available in a multicultural community where theoretical approaches and practicality-based approaches have been recognized.

**Definition of the United States of America:** Adult education means all educational activities undertaken by adults after the twelve years provided by general education. That is why adult education in the United States is viewed as the fourth educational level, which is distinguished from the first (primary), second (secondary), and third (university) education levels.

**Definition of Britain:** Adult education means all types of non-professional education, which are provided to individuals over the age of eighteen (18 years old), and provided by the responsible authorities under the supervision of the educational authority. It includes cultural and recreational fields, and it also means lifelong education.

**Definition of the Arab world:** As for in the Arab world, and in developing countries in general, the concept of adult education is considered a relatively recent concept, as it dates back to the sixties of the last century only, and it is still vague and undefined, and its meaning differs from one country to another, and even within the same country from one era to another. There are also those who use it, in its comprehensive and broad sense, to include the cultural, social and political literacy of individuals, as well as reading and writing literacy, and there are those who limit it to the latter meaning only.

Adult education in Arab societies generally means providing the opportunity for adults who have completed the basic stage (the literacy stage) to obtain their educational and cultural needs, in order to enable them to develop their capabilities and experiences, to the extent that raises their social and economic level, and allows them to participate effectively in the development and advancement of their society, within the framework of the philosophy of continuing education.

### **Second Paper: Educational Renewal: Concept and Conditions for Achievement** (Mohammed Al-Madiouni and the Group)

Mr. Al-Madiouni presented main definitions of renewal in education. They are inspired by Haberman's definition, which he defines as follows: "Renewal is an intentional, measurable improvement that is permanent and does not happen frequently. It is a process aimed at localizing, accepting and using a certain change, which must be sustainable and widely used, and not lose its initial characteristics." Moreover, "educational renewal or renewal in the field of education is a deliberate process of

transforming practices through the introduction of new curricular, educational or organizational matters that are published and are aimed at the continuous development of the educational success of learners."

Renewal results from an intentional act through the accomplishment of actions aimed at changing a certain element (status, situation, practice, methods ...) based on a diagnosis of imbalance, inadequacy or dissatisfaction with the intended objectives, outcomes, or business relationships. Renewal usually takes place within social or institutional frameworks, and it is these frameworks that allow it to continue and develop.

### **Localization of renewal and transfer of expertise:**

Educational renewal requires an important period of time to become a reality in educational practice, and we can talk about three stages to stabilize educational renewal and ensure its continuity:

- The first stage: is considered a stage of training and experimentation. On the one hand, it allows gaining a better understanding of the way in which learning is accomplished, and on the other hand, exploration, planning and experimentation of educational strategies better adapted to the learning process.
- The second stage: is characterized by the consolidation of educational and teaching (didactic) and organizational knowledge and skills. It enables the deepening and expansion of theoretical knowledge, as well as the application during planning and activation of a harmonious set of pedagogical strategies. During this stage, the various actors begin to critically consider the pedagogical kit and the various tools used.
- The final stage: during which the actors are able to take a distance from their practices, to analyze those practices with a degree of independence, as well as to judge the value of the tools they use, adapt them, as well as build others that are compatible with the approach they prefer to work with in the field of education and management of learning.

### **Research as a means of introducing educational innovations:**

Research, especially the interventionist or procedural one, is one of the most important mechanisms for integrating innovation initiatives into the educational system, as it allows for the possibility of starting a study of reality and accountability for practices in light of emerging theories and approaches, and in full respect for the needs of those concerned with change and the context of the development of educational practices

### **The most important obstacles to educational renewal:**

In the field of education in general, and because education is not necessarily neutral, and because the influence on its paths and directions is subject to the power relationship that frames the political struggle between the various formations, a kind of resistance to change and renewal is formed that does not facilitate renewal initiatives.

### **Some of the most important guidelines for educational renewal in the field of adult education**



- Education to respect the viewpoints and enable learners to build a developed, changing point of view that is not bounded or definitive, because everything in our life is prone to development and change.
- The ability to work together.
- That the renewal initiatives allow building the capabilities and skills of discovery, starting from self-discovery to discovering the various components of the local and global natural and social environment in a direction that serves creativity, participation, responsibility and engagement in the nation's current causes.
- Educational renewal is an enlightening and liberating act, as without this dimension, renewal loses its original meaning.
- The real confrontation with the commodification that education is exposed to under the banner of educational renewal.

### **Open discussion and sharing**

- The constant discussion of the concept of adult education and who the adults are.
- The developments of civilizations, including the theme and concept of authoritarianism, have greatly affected the extent to which the concept has changed, not just needs.
- We cannot drop the impact of Arab civilization on the development of the concept of adult education.
- The leading Arab models in the evolution of the concept cannot be overlooked as well, such as Al-Khatib Al-Baghdadi or others.
- Renewal stems from the interconnection and intermingling of civilizations.
- The authority of the formal education administration over non-formal education.
- We have to ask to what extent spaces are given for creativity and renewal.
- There is a need for a critical reading of the fourth objective, consistent with the need for renewal.
- Rethinking the new concept of lifelong learning and not looking at it only in terms of literacy, with looking to the future and not just reviewing the past.
- New world tools vary and evolve rapidly, and we have to see how we employ and use them.
- The challenge for the Arab House is to transform theoretical approaches into practical and applied skills for innovative visions in adult learning and education.
- Focusing on the economic dimension and its connection to identity, belonging and citizenship in adult learning and education.
- We have to make sure that we understand and agree on the concept of enlightening thinking (each of us believes that the ideas he/she holds are enlightening thoughts). So, do we have the right to include what is ideological in adult learning? And how can we be objective when talking about enlightenment thought.
- There was a question regarding the period of preparation for educational renewal, and theoretically it seems that change or renewal needs at least three years to introduce new concepts or processes, experiment, digest and institutionalize them.
- There was also a general question about the broader umbrella and concepts of adult education and non-formal education and their differences from one context to another.

## 5:00 - 6:00 Working groups: Elements of innovation in the evolution of adult education concept

### **The most important founding elements of renewal in dealing with the concept of adult education and what makes them acquire a renewal character**

Depending on the content of the research papers submitted, the presentations and discussions of the first session, and the experiences of the participants, the group discussions were as follows:

#### **The first group:**

- The technology component, especially in light of the challenges of COVID-19.
- Openness to languages, which helps in renewal.
- An improvement in the economic situation to develop the concept of education.
- Renewed link with reality in line with the emergent variables.
- Activating the existing Arab networks interested in education.
- Educational renewal: permanence, continuity and to suit the current situation, which helps to resist the process of change.
- Opening up to new educational methods in adult education.
- Demanding gender equality and enacting legislation that brings social justice.
- Empowering women economically.
- Preparing an alternative plan for education in line with the urgent changes.
- Adopting interactive approaches based on dialogue and discussion.
- Involving women and young people in the adult education process.

#### **The second group:**

- Focusing on learning strategies and methods that do not have to be traditional.
- Creating the educational environment for educational renewal and making the participants contribute to supporting the renewal in communities.
- Focusing on democracy to fill the existing democratic vacuum.
- Investment of media and technological advances.
- Mobilizing domestic resources to back and support educational renewal.
- Renewing educational objectives in line with the requirements of the current situation.
- Observance of human rights.
- Work to develop and renew all employees of the educational system because they are influential participants.
- Giving priority to adult education by governments in countries.
- Getting out of the concept of adult education to lifelong learning.
- Providing various sources of funding, as funding focuses on basic education.
- Work to renew evaluation methods that are consistent with renewal data.
- Building on learning outcomes.

#### **The third group:**

- Emphasizing the curriculum and methodology, building and structuring adult education curricula that are compatible with what is intended to be learned and

applied, for example civic education needs its own curriculum. Qualifying for the labor market requires a special approach in order to produce an influential workforce, as well as building culture and so on.

- We need new packages in the development and renewal of the concept of adult education without the traditional packages.
- Giving a role to civil society organizations so that they can be effective and influential in implementing adult education programs, at a time when the state is concerned with literacy programs only.
- Technology is the best tool at this stage, but it poses a greater challenge to the poor. Other tools and mechanisms must be sought to suit the poor learner.
- Evaluation needs new mechanisms to achieve positive results in the development of adult education programs.
- Reliability and the need for governmental mechanisms.
- An advanced adult education curriculum that meets the needs of the adult learner in various walks of life.
- Emphasis on conducting more studies and research on the development of adult education in terms of methods, mechanisms, creativity, activity and training.
- We need comprehensive training for coordinators in the field of technology and media, and possessing practical educational skills.
- Linking adult education to productive projects to be used in his future life.
- Training and developing awareness of the adult learner by self-reliance and self-learning through instilling desire and will in them.
- Linking adult education to human development.
- Training the coordinator digitally to help the adult learner on how to learn through digital tools.

## **Continued to the first axis: Adult Education "Concept, Innovation and Educational Renewal"**

Tuesday: 11/3/2020

Challenges facing the renewal of adult education in the Arab world

### **3:00 - 4:00: First Session: Challenges facing adult education in light of globalization**

The second day session started by presenting a summary of the first day of the theoretical framework and the concept of innovation in adult education and the discussions that took place on it.

During the first session, a set of working papers were discussed that mainly dealt with the challenges facing adult education. Mohammed Madiouni began his introduction to the session by stating that the initiatives to work in adult education face a set of challenges, whether at the level of funding or the level of the relationship with the authority or with the general context in which we live now. He introduced the participants in the session: Walid Saad, Tharwat Gaid, Dr. Mithal, Abdullah Al-Nasser, Intisar Abu Osh, and Mr. Masaad

#### **First Paper: Presentation by Mr. Walid Saad on the concept of adult education and the challenges in Egypt:**

Mr. Walid began his introduction in the paper by talking about the triad of poverty. The modern ancient triad, "ignorance, poverty and disease" is still one of the most important challenges of development facing individuals and countries, due to the breadth and depth of its manifestations of backwardness and disintegration of societies and creating huge sectarian, ideological, geographical and social conflicts. Mr. Walid added that the weakness of educational systems and the absence of effective policies to develop them have deepened the issue of illiteracy through dropping out of formal education over the years and ages to form a continuous and permanent tributary that feeds the problem of illiteracy and exacerbates its challenges and expansion, to be closely linked to the issue of poverty and health, environmental and societal deterioration.

And he spoke about the fourth goal of the Sustainable Development Goals related to education and that the central objectives of the fourth goal are:

1/4 Ensuring quality, free and equitable education for all girls and boys in primary and secondary education.

2/4 Early childhood development and care and pre-primary education.

3/4 Equal opportunities to obtain Technical and Vocational Education and Higher Education as well

4/4 Having the necessary skills to obtain a decent job

5/4 Eliminating gender inequality and ensuring equal opportunities to reach all levels of education and training for vulnerable groups

6/4 Ensuring that all young people and adults are able to read, write and do simple arithmetic

7/4 Education for sustainable development, equality, rejection of violence, peace, cultural diversity and global citizenship

With regard to women's empowerment, he added that freedom from illiteracy is the way to empower women in all fields.

### **As for illiteracy in Egypt:**

According to the Central Agency for Public Mobilization and Statistics report for the Census of Egypt in 2016, these numbers were:

The illiteracy rate was 25.8% for the age group of 10 years and older, i.e. approximately 17 million people.

And compared to the 2006 census of Egypt, which recorded an illiteracy rate of about 30%, while Egypt's 2016 census recorded an illiteracy rate of 25.8%, which means that illiteracy decreased by 4.20% within 10 years, and this indicates a tremendous challenge as the annual rate of decline in illiteracy is the lowest at the Arab world level where it is less than 0.5%, while the Arab average is 1.6%.

And that the three most important challenges literacy programs in Egypt face are: apostasy, leakage, and masses. He gave an analysis of each of the aforementioned challenges.

### **Second Paper: Presentation by Mr. Tharwat Gaid on the challenges related to adult education in light of globalization**

Tharwat began his paper by listing a set of challenges that are related to globalization and included the following problems:

- The problem of concepts, their multiplicity and their breadth, especially the concept of who are the adults, because the more the concept expanded and varied, the more the methods differed
- The culture of the society about the idea of adult education and its difference from one place to another, and the perception of it ranges between negative and positive
- The need for lifelong learning methods
- Educational difficulties, learning methods, and methodologies used that do not meet needs
- There is no link between the learners' reality, their experiences, and the learning process
- Difficulties related to educational content and learning methods. Educational content in adult education is more like the eradication of illiteracy, namely the principles of reading, writing and arithmetic
- The commodification of culture in the midst of its struggle with identities, globalization seeks to spread and entrench a culture of consumption, under the mechanisms of global domination, as that culture has turned into a tool for the As that culture has turned into a tool for the dismantling and distortion of traditional frameworks and structures, imposing alienation on modern human, marginalizing and isolating his fateful issues, and the most challenging of all is financing and methods of follow-up and evaluation

**Third Paper: From experiences and issues of adult education and learning in Egypt (reading in the jurisprudence of reality and anticipating the future) – Mr. Sayed Masaad**

Mr. Sayed began his paper with adult education and its content and addressed a group of issues, which focused on two of them:

Curricula for adult education in Egypt and the temptations of emancipation  
Stripping the letters between commitment in order and out of it

He gave examples of the educational curricula used in Egypt and mentioned some including:

- Pre-prepared text-based curricula
- Other curricula rely on freedom from the text completely
- Curricula based on a mixture of liberation from the text and the development of some accessible guiding texts

Mr. Masaad talked about two schools of the Egyptian educational practical reality with regard to adult education curricula:

First: The traditional school: This school started from the inception of adult education and learning in Egypt, and is consistent with regular school education, and believes that the curriculum is necessary in adult education and learning, and the curriculum must consist of two books: the first for the student, and the other for the teacher

Second: The Progressive School: This school started with the development of the concept of literacy and adult education literature, and considers relying on liberation from the pre-prepared text, and to be replaced by an innovative text based on dialogue and participation between learners and the teacher, and it starts from a life issue, and this school sees the possibility of getting rid of the curricula in their traditional forms and to be replaced by some worksheets

**Both schools have a set of challenges and problems, which he summarized in:**

- Poor qualifications of adult teachers
- Poor training and its limited resources
- A culture of resistance to change
- The continuous and accelerating change of the concerned departments, which does not give an opportunity for further change
- The teacher's interest in the number of successful students at the expense of the quality of their education; because he and the administration are held accountable for quantity rather than quality, so he is concerned with hard skills at the expense of soft skills, especially life skills.
- The limited participation of civil society with its entities and cadres in the field of adult education and learning, due to their lack of conviction in adult education and learning in the first place, or for being excluded.

**At the end of his paper, Mr. Sayed presented a set of solutions:**

- The aim of educating and teaching the adults targeted in the curriculum, is it just deciphering the handwriting or merging in formal education and rooting for the concept of lifelong learning?
- Linking cultural contents and life issues with common letters related to vocabulary that are indicative of those contents and issues
- Taking into account the criteria for ease of drawing the letter for adult beginners and progression when displaying them during abstraction
- Preparing a list of common vocabulary according to letters and topics (thematic glossary) to be included in adult education curricula

**Fourth Paper: Presentation by Dr. Mithal Al-Ghazzawi and the experience and challenges of Iraq in adult education - life and career literacy programs**

Dr. Mithal began her paper by talking about Iraq's experience in the field of adult education, where she stated:

Iraq was at the forefront of the countries of the region in terms of education quality in (1976), as it imposed compulsory education and issued the Compulsory Education Law No. 118 of 1976. It has imposed severe penalties against those who did not enroll in school.

In addition to organizing a comprehensive campaign to eradicate illiteracy through the issuance of the National Campaign Law No. 92 of 1978, which ended three years later (1980) with the United Nations Educational, Cultural and Scientific Organization (UNESCO) declaring Iraq's success in combating illiteracy.

She added that among the reasons for the success of the comprehensive national campaign for compulsory literacy, as a result of adherence to the basic guidelines, which are important principles:

- Alphabet literacy side by side with cultural literacy and integration of efforts
- The importance of political decision and popular will in the campaign
- Blocking the sources of illiteracy by compulsory primary education, and achieving integration between school and non-school education
- Adopting the scientific method in facing illiteracy

Dr. Mithal added that Iraq retreated in the fight against illiteracy due to wars, terrorism and occupation, and returned to illiteracy again. Iraq has taken a set of measures and strategies that have contributed to strengthening efforts to combat illiteracy, including:

- Blocking the sources of illiteracy
- Freedom from illiteracy
- During and after liberation stage

Dr. Mithal concluded her paper that Iraq faces a set of challenges, which she summarized in:

Continued school dropout, inadequate environment, deficit of the educational system, lack of resources and capacity building, poor database existence, and the absence of clear and supportive policies

And she gave a set of solutions represented in:

- We recommend linking the High Literacy Commission on a par with the independent and temporary bodies to the General Secretariat of the Council of Ministers.
- Increasing the allocations of the High Authority for Literacy from the state's general budget commensurate with the size of the illiteracy problem in Iraqi society and its importance in the country's security and progress, and the independence of these allocations from the Ministry of Education.
- Establishing a fund to support the literacy project through grants and donations.
- Granting the literacy executive body job grades for employees in various disciplines, teachers and service employees on a par with the Ministry of Education.
- Access to practical experiences.

#### **Fifth Paper: Presentation by Mr. Abdullah Al-Nasser on the new adult education ... Post- Corona crisis - Jordan's experience**

Mr. Abdullah presented at the beginning of his paper on the project of empowering adults in Jordan, which came as a result of a need in various ministries and government departments

The "Empowerment of Adults" project is an empowering educational project that targets young people and adults from the age of 18-54, who have not completed basic education or have not enrolled in education. It is built according to specific educational goals that respond to the needs of young people, community institutions and the requirements of work and life.

#### **He gave reasons for the implementation of the project, including:**

- Developmental needs and labor market requirements
- The length of time for the literacy and adult education program
- Encouraging the institutions of national institutions and continuing to fight pockets of illiteracy in the regions experiencing an increase in illiteracy rates
- Supporting the idea of learning for knowledge and activating the role of adult education and literacy programs in the overall development process
- Mr. Abdullah added in his paper on the objectives of the project, which seeks to reduce illiteracy rates in all its forms as well, that illiterate workers in the government sector should be encouraged to join the project and contribute to increasing individual productivity and developing human capital.

In his paper he also gave a summary of the expected results of the project, such as attracting learners who are not suitable for the national program for literacy and adult education, shortening the time limit from 4 years to 6 months, as well as expanding the concept of adult education from mere liberation from illiteracy to increasing learners' awareness of the basic aspects of improving their realities and lives, and the expansion of



linking literacy programs and adult education programs with vocational training by expanding integrated development training programs and expanding learners' knowledge and capabilities.

Then Mr. Abdullah reviewed the mechanism for implementing the program, which requires identifying: the target group and the duration of the program, as well as the conditions for joining the program, and then gave a summary of the requirements for implementing the program, which were summarized in:

Developing legislation, building a specialized curriculum in this program, training individuals specialized in the issue of adult education and continuing education, as well as opening centers in the first phase within specific sectors. Mr. Abdullah concluded his paper that the adult education project was the result of community needs at all levels and proved its success at all levels in the period during which it was applied.

### **Sixth Paper: Presentation by Entisar Abu Ghosh on self-learning and adult education – Jordan's experience**

Mrs. Intisar began her paper on the concept of self-learning, which she defined as:

Self-learning is defined as the individual's acquisition of information, skills, and experiences in a subjective and independent manner, as this process is considered a conscious activity that stems from the conviction and internal motives of the individual urging him to improve his skills through the learner's practice of a set of activities especially learning activities by himself from their sources for educational purposes, the formulating his goals, and identifying the appropriate means for him, so that he develops an educational plan commensurate with him.

#### **Then she addressed the justifications for self-learning, which were as follows:**

The explosion of knowledge, technical technological factors and modern philosophical developments, including human philosophy, behavioral philosophy, educational and learning philosophy, as well as individual differences.

#### **Then she gave a summary of the self-learning methods, including:**

The method of the lecture, its recording, small groups, as well as the library, home visits and learning through self-projects, adding that there are multiple learning sources, including: Internet, media, conferences, events and various activities, and linked the idea of self-learning to the adult education project in Jordan.

## **4:00 - 5:00: Second Session: Challenges Facing Adult Education in the Arab Region**

### **Working groups on: The most important challenges facing adult education in the Arab region**

The participants were divided into three groups to discuss the challenges of adult education in the Arab region

## Groups Presentations:

### The first group:

- Poor possession of unified concepts of adult education by institutions operating in the field
- Weak budgets or funding to spend on adult education programs or ways to attract learners
- Weakness of data bases about learners or working parties
- There is no clear mechanism, the lack of follow-up and evaluation mechanisms, and deficiencies in lifelong learning centers
- The absence of a unified Arab concept and weakness in digitization or the digital divide
- Weakness in the mechanisms of dealing with issues of dealing with adults in the context of crises

### The second group:

- Poor civil society participation with the official authorities
- Poor funding for adult education and learning programs
- There is no institution entrusted with the complete qualification of adult education teachers
- Poverty and the economic situation in the Arab region
- Discrimination in education between males and females, especially in poor and marginalized areas
- The programs offered do not fully meet the needs of adults
- Poor exchange of experiences and initiatives at the level of the Arab region

### The third group:

- Adult education with uncoordinated efforts
- The lack of a clear strategy and without planning
- The fragility of the link between formal and non-formal education
- Weak capacity building for adult education teachers or facilitators
- Weak programs for people with disabilities and women
- Weak technology infrastructure, which weakens the use of technology-based adult education programs
- Unemployment is high, which affects the safety of society

### The fourth group:

- The learning environment is inadequate
- Lack of psychological care
- Continued dropout from the education system due to the poor quality of formal education
- The methodology of dealing with education does not balance the needs of learners
- Lack of political and financial support
- Lack of impact measurement and measurement indicators
- Widespread of poverty, wars and conflicts

## 5:00 - 6:00: Third Session: Cross-Cutting Experiences from the Arab Region

In this session, it was planned to present experiences and expertise from Egypt, Iraq, and Jordan:

- The Arab Initiative for Social Empowerment - Egypt – Mr. Walid Saad
- Cultural centers in villages and neighborhoods - Egypt – Mr. Tharwat Gaid
- The use of technological means in adult education - Egypt – Mr. Sayed Masaad

Only one initiative from Egypt was presented due to the expiration of time, and another time will be arranged to consider the remaining initiatives and experiences.

### **The Arab Initiative for the Social and Economic Empowerment of Women Liberated from Illiteracy, implemented by the Women and Society Association in Egypt presented by Mr. Walid Saad**

The aim of the initiative: to mobilize the vital, powerful and active forces in society, including institutions and individuals, to participate in literacy issues, build awareness and support lifelong learning as a way to build learning and knowledge societies and support mechanisms for economic and social empowerment for women free from illiteracy.

The main references of the initiative: - The fourth goal of the Sustainable Development Goals (quality, inclusive and equitable education and providing opportunities for lifelong learning for all), in addition to the commonalities with the sustainable development goals, as well as global and regional reports on adult education.

#### **The six central objectives of the initiative:**

Mr. Walid reviewed the central objectives of the initiative, including solidarity and advocacy, highlighting the value of learning, developing women's capabilities as well as building community partnerships.

#### **The initiative focuses in its programs on:**

Economic and social empowerment of women liberated from illiteracy, building and developing sustainable partnerships, supporting art for lifelong learning, supporting journalism and media, developing relevant policies and legislation, and integrating students and the role of universities.

So far, the association has held five annual forums to honor the women liberated from illiteracy.

#### **Mr. Walid added that there is a future vision for the initiative that can be summarized as:**

- Evaluation workshop for all partners and preparation of an analytical study on literacy and women's empowerment to achieve sustainable development
- Development of the digital Arabic newsletter «Learning and the future»
- Organizing quarterly seminars with the launch of the newsletter
- Report partnerships from civil society and the private sector, develop the Art for Life program (Soft Power) and produce dramatic programs to support adult education programs

## The Second Axis: Training Approaches "Concept and Practice"

Wednesday: 11/4/2020

### 3:00-4:00: First Session: Session Introduction / Importance and Concept: Questions

Facilitating the axis: Mr. Jawad Al-Goussous

Mrs. Elsy Wakil started the day with the participation of the song "Jordan, land of determination/ "أردن ارض العزم" by Fairuz, after which Ola presented a summary of the day before the second day of educational renewal, theoretical framing and experiences that were presented as well as the challenges that were presented from Egypt, Iraq and Jordan.

Dr. Zahi's intervention on educational renewal:

Dr. Zahi began his intervention by thanking everyone for their contributions to yesterday's presentations, and then presented a set of basic problems or options in the course of renewal, including:

First: The issue of literacy, as long as we are prisoners of literacy, and we deal with it morning and evening, and therefore the need to move to the world of education, including literacy

Second: About the concepts used and we move away from the concepts and dialogue about the idea before it becomes a concept. Dr. Zahi added, if we continue to use the concepts while we are outside of these concepts, then we are moving away from educational renewal

Third: The renewal engine in education is a triple engine that is vision, experience and renewal in the tracks. It always starts from the vision and ends with the tracks. It is renewed and it is an education for the learner and the teacher

The session was initiated by Mr. Jawad Al-Goussous as a facilitator of the training practices axis: He spoke about the content of the session, which consists of two working papers, and Mr. Jawad added through a simple introduction about the question of who renews what? There was talk about challenges, which usually lie in the process of moving from the conceptual space. Challenges exist at the level of concept or practice, and also at the level of influence. Mr. Jawad believes that sometimes it is not enough that we are right to be right and he explained that everyone talked about approaches and practices and we think that they are the best, but in order to be right, we must be more influential in our societies, and if we do not influence this will help marginalize ourselves.

**First Paper: Training in the field of adult education and learning – Eng. Ekhlas Al-Zayadat - Jordan**

Eng. Ekhlas began her paper by shedding light on the most important things that came out of the paper

## **Defining the reference framework for the concept of training in adult education and learning enriches all training process practitioners in several ways:**

- Awareness of what they do and the reasons for their work.
- Be aware of their role in helping the trainees to know their training needs and clearly visualize them.
- Renewal of concepts related to training in adult education and learning, and distinguishing between them.

## **Training in adult learning and education seeks to:**

- Overall development of individuals in all its forms.
- The trainee's awareness of the reality in which he lives, and an understanding of the obstacles and problems that he faces in the context of his life
- The integration of knowledge and information with work and use them in solving problems and changing the concept of training in the field of adult learning and education

Eng. Ekhlas asked a question about: What training do we need for the future we want?

First: The future we want and aspire to is the birth of renaissance development societies that liberate the human being, punctuated by the constant pursuit of change, development and creativity.

Second: The training we need is:

- Training that leads individuals and societies to the birth of a new awareness.
- Training that gives free rein to trainees to think and realize the importance of change.
- Training that wakes up from the slumber of rote learning (banking education), as banking education seeks to limit brain functions to the recollection of stored knowledge and information.

Eng. Ekhlas added that what precedes any training must be determining training needs, it is an analysis of reality so that the training responds to the needs of individuals and society, so we need to define the needs, which is the gap between what is real and what we seek from the role of the training program in the field of adult learning and education in preparing the change. In the training process, it is necessary to involve all parties in identifying the needs and using various sources based on trust and understanding.

## **The Role of the Adult Learning and Education Training Program in Preparing Change:**

The roles of the training program in the field of adult learning and education include the following:

- Clearing the clouds from the eyes of the participants to enable them to see clearly the facts and remove the illusions left by the circumstances.
- Enabling the participant to review the conditions he/she lives in.
- Enhancing capabilities, skills, knowledge and attitudes in line with the rapid and continuous changes and developments.

**The training program is concerned with several aspects, including:**

The emotional aspect that is related to the attitudes, values and beliefs that the participant acquires from the situations and experiences and from the surrounding environment that he affects and is affected by, as the participant acquires during his interaction with the training sufficient degrees of awareness in reading reality.

The skills aspect, where the training program in the field of adult learning and education seeks to provide the participant with skills that enable him to live and work (craft skills, writing, reading and numeracy skills, life skills)

Training based on interconnection and harmony between the various components of the training process and the participatory between trainees and facilitators and among the trainees themselves by exchanging knowledge and skills is appropriate training for adult learning and education.

**In her presentation, she stipulated that the following must be available in both the facilitator and the learner:**

Facilitator (adult teacher):

A person qualified with knowledge and skills training. He/she believes in the ideas of sustainable development and lifelong learning. He/she realizes the philosophy of popular education, knows the characteristics of adults and the principles that they deal with, and realizes his/her role in lighting the way for participants in order to let the participant be self-directed. He/she takes into account the different occupational, social and economic conditions among the participants.

Trainee (participant):

Each participant has experiences, knowledge, and trends that include matters related to work, family, society, and more. The participant wants the training to be directed towards a specific and clear goal and centered around the problems he/she suffers. The participant is also encouraged to learn and teach through a set of personal and community aspirations and ambitions.

Eng. Ekhlas concluded her paper with the concept of participatory learning:

Training in adult learning and education is based on the principle of participatory learning (birth together) and that knowledge is a collective rather than an individual product. Training in the field of adult learning and education requires the method of dialogue learning and learning by doing, which is what banking education does not do, so how can the participant practice his role in change without questioning and without working?!

Dialogue learning, which is a method of learning with and through the participants, aims to help the participants think, raise awareness of events, understand them, criticize them, analyze them, and take positions towards events, because reality does not change except when the person discovers the possibility of change, and dialogue learning also aims to filtrate concepts.

Learning by practice means learning and training through practice, participating and performing certain activities that have specific goals.

She concluded that in order to achieve the future vision of training in the field of adult learning and education, we must strive to reduce the gap between the training practiced and the training we want by adopting the philosophy of popular education and participatory learning based on horizontal dialogue and on the interconnectedness and interaction between the components of the training process and to ensure the building of training programs that meet the actual needs of the participants. That is the challenge that lies before us today, and the Academy, with its topics and form, is one of the most important inputs to meet this challenge.

### **Second Paper: The need to renew adult education curricula in the face of COVID-19, presented by Dr. Loay Assaf – Jordan**

Dr. Loay tried to shed light on the renewal of methodologies for a real response to COVID-19, as the matter is dangerous, 100 million Arabs are outside the education system, and all the funding agencies focus on formal education, so the renewal is indispensable imperative.

In his paper, Dr. Loay focused on the conceptual approaches between learning, education and training, and then moved on to best practices, as well as on the different methodologies that need to be thought about and an immediate response to developing adult education policies in light of the current conditions.

He also focused on the concept of adult education agreed upon by all. He respects the mind and encourages building for the experiences of learners.

#### **As for learning, education and training, there is confusion between them:**

**Learning:** is the mental process of behavior change, the outcome of the individual's interaction with his environment (individual performance). The knowledge, ideas, and attitudes that the individual acquires, whether intended or unintended

**Education:** is creating conditions and situations and preparing external and internal factors to complete education, that is, using various forms of information, means and tools to help an individual or group of individuals to learn. So, education is an intentional process and it needs two communication parties, a teacher and a learner. The teacher creates favorable situations and conditions for the completion of the education process

**Training:** is the acquisition of skills, information and attitudes

**The reality of education, learning and training in the time of technology:** In the age of information and technology, the unskilled and untrained forces (the marginalized) are decreasing, the demand for trained skilled force increases, and traditional professions have begun to disappear. Helping adults to learn and train is a method of learning that relies on the experience of the experts as a source of knowledge.

Dr. Loay talked about the difficulties facing learning and training, which he summarized in a trainer or teacher who is not prepared and the trainee's shyness for the lack of a supportive environment, the weakness in the level of training as well, the lack of speed, accuracy, and lack of response and the link between reality and weak supportive policies.

He discussed the motives of adults for education and training and summarized them in social, economic and psychological motives. He talked about the characteristics of adults and their reflection on the process of education and training. These characteristics include cognitive, physical, motor and emotional characteristics. He also emphasized the need for clear and specific training strategies.

**He mentioned best practices in adult education:**

- Relevancy: The best method of education is that which focuses on making use of learners' knowledge and experiences, and must meet real life needs.
- Dialogue: Learning should be bidirectional, with the aim of allowing the learner to interact with the teacher and other learners.
- Participation: Learners participate through discussions and learn from peers.
- Immediacy: Learners must be able to apply the new knowledge immediately.
- Rule (20/40/80): Learners remember more when we use visual aids to support the oral presentation, and better when they practice the skill.
- Think-feel-act: Learning must include thinking, emotions, and actions.
- Respect: Learners need to feel respected and valued.
- Emphasis on abilities: Learners need to hear praise even for the smallest attempts.

**Dr. Loay concluded his paper by mentioning the challenges facing adult e-learning:**

- Educational content that does not meet the needs of the learners
- The electronic means used are not suitable for adults
- The teacher's lack of readiness to use technology.

In light of the COVID-19 crisis, we find these challenges as well:

- Weakness or lack of response to adult educational needs in the context of the COVID-19 crisis
- Excluding "distance learning" as an option to support the continuation of adult learning during the crisis
- COVID-19 crisis will lead to the possibility of an increase in illiteracy rates in the Arab world compared to global indicators
- COVID-19 crisis will deepen the problem of the lack of funding sources for adult education projects
- COVID- 19 crisis could lead to the strengthening of global economic neoliberal trends

**He added in the conclusion of his paper at the policies level:** Countries now have the opportunity to rebuild better. They can make their most effective crisis recovery strategies a starting point for long-term improvements in their policies. Education officials and policymakers should use this crisis as an opportunity to develop new learning models that can reach everyone, prepare for emergencies, and make the educational system more resilient in the face of crises.



The COVID-19 crisis and its accompanying old and modern problems have greatly affected the field of adult education, and this crisis emphasized the necessity and inevitability of renewal in order to revive and save this important part of the education system, and the adoption of non-traditional educational approaches must also be studied, even if these approaches are experimental and not based on a philosophical or intellectual framework.

The hard-won gains in expanding access to education may stall, and even end with the extension of the closure of educational institutions, and access to alternative options - such as distance learning - remains out of reach for those who do not have access to the means of communication. This may cause further losses in human capital and reduced economic opportunities.

Countries must make great efforts to confront these effects, as the shock of closing institutes and institutions will cause learning losses and increased inequality, and the economic shock will exacerbate the damage by reducing the supply and demand aspects of education, given the damage that this inflicts on households. Both would damage human capital and well-being in the long run.

Finally, there remains an important question that needs to be answered? Will the e-learning momentum continue after Corona, or will it fade and return to its previous course? There are many opinions here between those who think or perhaps wish that things will return to how they were before and those who believe that there is no turning away from e-learning, which has long been awaited to shift into it even more.

After the session, Mr. Jawad opened an open discussion about the two papers that were presented by Eng. Ekhlās and Dr. Loay, and focused on the challenges related to digitization and neoliberalism and their impact on adult education, as well as the effects of Corona, especially in light of the continuous increase in infections that affect education in general and the biggest fear here is that the human being will become a commodity in adult education programs, so it is necessary to think of solutions and not just to pose problems.

### **Interventions and discussions:**

Dr. Refat Radwan: In his intervention, he focused on the challenges related to training and gave a solution to the need to give an accredited certificate to the trainer according to qualifying levels. The second matter is related to technology. Technology must not be limited to the idea of the Internet and we must rely on other means. The last matter raised by Dr. Refat is that the impact must be measured in order for the proposed programs to be developed and to know their feasibility and to what extent they affect adult education.

Mr. Sayed Masaad: He spoke in his interventions about the term training and focused on reconsidering the term training. He believes that the term training is for a non-human being, as for a human being, it is the development of competencies or capacity building.

In her intervention, Mrs. Hana focused on the idea of focusing on the values in the training process, while Dr. Magda focused in her speech on the idea of addressing the challenges of adult education and developing solutions to them, as well as Mrs. Battoul from Sudan, who focused on the existence of continuous training for adult education teachers and on

clarifying procedural solutions for learners so it will be an incentive to continue. Dr. Iqbal ended the discussion by focusing on the fact that training is not a goal in itself and that it is important to measure the impact of training and to adopt specialized bodies to train adult teachers.

#### 4:00-6:00: Second Session: Working Groups

The participants in this session were divided into three groups:

##### **The first group:**

The Corona pandemic has cast its full weight on all human societies and economic and educational activities, including of course the areas of adult education, and this poses a great challenge for adult education practitioners, whether at the level of using alternative learning techniques, or the ability to employ approaches, especially participatory approaches based on effective dialogue.

**In your opinion, how is it possible to diagnose these challenges and what are the possible alternatives to proceed with the approaches without affecting their essence, which relies mainly on dialogue and active learning?**

##### **First group presentation:**

- The lack of adequate learning and education that can be solved by distance learning and integrated education
- The absence of participatory values in light of distance education, and the solution here is to prepare technological programs that take into account these values, are linked to behaviors and focus on the values of tolerance and rejection of violence
- How to measure the impact of training in light of Corona, and therefore there must be communication tools and tools that allow measuring the impact in the context of the pandemic
- Distance learning is catastrophic in the face of poor human communication and it is only a means of learning

##### **The second group:**

##### **Learning for Development in Adult Learning and Education Contexts**

Learning is an ongoing process based in its entirety on learning to know, learning to work, learning for life, self-development, and coexistence, that is, in short, learning for development, and this is precisely what adult education seeks ...

**In your opinion and based on your experiences, how can adult education contribute to development in light of the escalation of the Corona pandemic, and where are the main challenges in this area?**

##### **Second group presentation:**

## **Adult education contributes to development**

- Education is the main entrance to development
- Increasing adult education leads to more development-related outcomes
- The investment and respect for the experiences of the learners are incentive for continuing and learning
- Technology developments contribute more to enlightenment and education, not just the Internet, but by other means

### **Challenges:**

- Countries were not ready for the pandemic
- The economic reality and poverty have helped exacerbate the problems even more
- Governments have not found that adult education is related to development
- Adult education was not a priority, in addition to the absence of social justice and different priorities
- Formal education outcomes are incomplete and do not help enlightenment

### **The third group:**

#### **Adult education approaches, where did we succeed and where did we fail**

Approaches are the most important elements of the learning process, which, no matter what form they take, are, in the concept, based on the same essence, which is based on the delivery of knowledge and skills to the target groups.

Over the past years, the Arab Academy for Adult Education has focused significantly on approaches, which means that the approaches are considered to be of great importance, since they are the main entrance and gateway to learning either for development or for oppression ...

**In your opinion, and based on your experiences as practitioners, and based on the current academy's motto, "New Adult Learning/Education" and within the focus of the current session, where have we succeeded, and where have we failed in adult education approaches?**

### **Third group presentation:**

Some initiatives were talked about from Sudan, Egypt, Jordan, Palestine, Lebanon and Iraq, and all of the group focused on the participatory approach that takes into account the needs of learners and there are some approaches that use activities and games in curricula and approaches.

Among the challenges that have been addressed are poor follow-up and evaluation methods, which depend on what is traditional, and better methods of evaluation must be devised, as well as continuous follow-up and impact measurement.

## The Third Axis: Adult Education and Civics

Wednesday: 11/11/2020

### 3:00 - 4:30: First Session

Fattouh opened the adult education and civic education session with a theoretical framework of the concepts of civic education and its relationship to adult education of the part related to the theoretical framework and the concepts of adult learning and education: philosophies, thinkers, methodologies and their development. In particular, she focused on the propositions of Paulo Freire and modern concepts. In the historical introduction to the development of adult learning concepts, Mr. Gaid presented modern liberal, progressive, behavioral and radical philosophies. Fattouh added that there is still a gap between adult education and civic education, and civic education must be integrated into adult education curricula. Fattouh mentioned the experience of the Arab Network for Civic Education and how it has established the concepts of civic education in many institutions and programs that work on adult education and human rights.

Then Fattouh showed a film produced through the ANHRE network about people's opinions about the concept of civic education in the Jordanian street, and after that there was a discussion about the concepts related to civic education through the film and a comment on the concepts:

Learning from experiences - linking learning to reality - focusing on values and behavior with observation, expertise and experience - learning is an interactive social act with reality – contributed by multiple parties - it is a lifelong act - people are experts - learning from and with people in life - the expertise is lived within the experience - and practical application (transformational learning) - learning from error and experience

Then Mrs. Fattouh introduced the papers of Mrs. Hana Fawzi and Mr. Ghassan Al-Saleh.

#### **First Paper: The controversial relationship between civic education and adult education – Mrs. Hana Fawzi - Egypt**

Mrs. Hanaa began her paper by posing a question about the concept of civic education through the context of adult education systems, explaining the relationship between it and civic education? She added: Have the principles of civic education been employed in adult education? Why? How is it used through a realistic reading?

The participants' interventions on the concept of civic education were as follows:

Community values as a citizen who owns his future - an awareness process with the aim of building a civil society based on the political, social and ideological dimension - establishing a culture of understanding and rejecting violence and discrimination - an integrated project aimed at building a free person - skills, knowledge, behavior at all levels - a set of relationships that arise with individuals from a young age, it develops with them and create a set of values (respect, self-determination ...) = belonging - a set of processes of growth and adaptation to the environment to solve existing problems - civic knowledge "institutions, institutions functions, history of the country, skills, voting, negotiation,

candidacy, protecting the civil dimension as an existence" - civic values and orientations "tolerance, acceptance of others, non-discrimination, ..."

The concept has an echo that it is education (indoctrination to people who do not know), civic education is an isolated concept, a question: Why is this separation between civic education and others ... Another question: Should it be developed and adapted ... How do we let people join to defend the existing systems?? Another question ... To whom we go?!! In adult education, we are targeting a group of people from the community who do not know ... Is it possible to isolate civic education from the new economic practices ...? Can it be isolated from the practice of learning as a whole ...!!!! What content do we adopt!!

The process of civic education is an educational process concerned with culture, aiming at creating an educational and civic awareness through interaction within the family and then society and dealing with society, culture, and social cultural heritage for the person, which is freedom from oppression, marginalization and exclusion ... Creating a society that respects pluralism and difference.

Then Mrs. Hanaa presented the content of the research paper, in which she dealt with:

#### **Definition of civic education:**

The American Center for Civic Education defines it as: Civic education in a democratic society is aware of the numbers for sustainable and democratic self-government and powers, which means supporting the political and civic participation of citizens on the basis of conscious and critical reflection. But this definition devotes citizens to the political community only.

Stanford Dictionary introduced it as: All processes that positively affect people's beliefs, obligations, values, abilities, attitudes, and qualify them to play roles as members of local communities.

According to the glossary of education terms: civic education is education that aims to form a good citizen, as well as surrounding him with the problems of his society and providing him with the necessary information for awareness, which is the science that clarifies the citizen's relationship with his social environment and what results from this relationship in terms of regulations, laws, rights and duties.

Through the previous definitions, we can conclude that civic education is an integrated educational project that aims primarily at building a free, conscious and mature human being in all aspects of personality, including educational concepts, values and skills that focus on political, moral, ethical and social upbringing to support the humanity of the free, socially active human being who is able to overcome his problems and employ his abilities to benefit himself and his community as well.

#### **Objectives of civic education:**

Civic education aims to free itself and get out of the state of oppression, alienation and marginalization that individuals in the Arab world suffer from, to achieve self-realization, develop individuals' abilities, positive citizenship, respect for human rights and pluralism.

In other words, the goals of civic education are to achieve freedom, social justice, and preparing individuals for free citizenship.

Therefore, it is a philosophy derived from the pedagogical approach of Paulo Freire, which aims to build an integrated and balanced individual in aspects of his personality socially, intellectually and humanely, who is aware of his rights, committed to his duties, and who believes in the rights of freedom, justice and equality, who is capable of producing and developing, proud of his belonging and loyalty to his homeland and his nation, and who is characterized by the scientific spirit, objectivity and democratic behavior. It is a liberal pedagogy.

A realistic reading on the results of the pedagogical and educational systems in the Arab world and their impact on civic education

Bureaucracy of education - the justification of educational knowledge - the banking of teaching processes - the teacher and unilateral knowledge - non-realism in educational activities - selectivity in evaluation systems

**Mrs. Hanaa concluded her paper by developing a vision for the future of civic education and its relationship with adult education through:**

- There must be a societal development. Pedagogical and educational systems must be developed, including adult education, as it is an important part of those educational systems in society. Therefore, educational institutions working in the field of adult education are called upon as a contribution to bringing about societal change by looking and working on developing educational goals and strategies based on goals and principles of civic education.
- Giving a space of freedom within those institutions and working to consolidate and reinforce the culture of emancipation within the framework of working with individuals, starting with setting goals and strategies until the implementation stage. Freedom is one of the most important principles of work within these institutions.
- Developing liberal education plans in exchange for the coercive education that prevails in adult education systems by providing a democratic culture and critical knowledge to create an enlightened awareness of individuals.
- Democracy in educational systems, including adult education, freedom from all forms of dependency, poverty and tyranny, and freedom from cultural and class restrictions that hinder the release of individuals' energy and limit their creativity.
- Developing evaluation and correction methods and tools, as well developing measuring tools for pedagogical and educational systems in line with the principles of civic education. Working with tools based on creativity skills, emancipation and criticism.

#### **4:30-6:00: Second Session**

**Second Paper: Redefining the educational culture with a new vision – Mr. Ghassan Al-Saleh – Iraq**

**Ghassan began his paper with the concept of educational culture, has it changed by the Corona pandemic, and what are the new visions of educational culture, and presented a set of questions that will be discussed in the working groups:**

- Have some of our social behaviors changed towards something better, including healthy behaviors?
- What are the challenges of practicing the concept of civic education in adult education in light of the Corona pandemic?
- What is your reading of reality, how does the deteriorating economic situation in light of the Corona pandemic affect adult education?
- What is the impact of the educational policies currently followed on civic education and adult education?

**The participants were divided into four groups to discuss these questions**

**The first group: Have some of our social behaviors changed towards something better, including healthy behaviors?**

A kind of dissociation is observed in our behaviors in relation to health precautions - it is important that civic education plays a fundamental role in raising awareness and rationalization of speech and behavior - social distancing and distance learning are developments that affect the nature of relationships - the lack of close social contact will have several effects on people's relationships and their nature – behavioral changes are the result of fear rather than awareness - the extent to which the "new" emergent behaviors can take on the character of continuity

At the beginning of the quarantine, there was fear and cooperation of people with the authority in the face of the pandemic, but once out of the quarantine all precautions were abandoned and people returned to their usual behaviors - metaphysical thought and conspiracy thinking overwhelm people, and the role of education in general and civic education in facing these costly matters becomes clear

**The second group: What are the challenges of practicing the concept of civic education in adult education in light of the Corona pandemic?**

- There has been a loss of some important values, especially in childhood - Corona has left negative effects on the elderly
- Domestic violence and marginalization of women - lack of justice and poor distribution - difficult access to services and economic challenges - economic opportunism
- Weak infrastructure - the existence of problems related to security, terrorism and occupation, as in Palestine

**The third group: What is your reading of reality, how does the deteriorating economic situation in light of the Corona pandemic affect adult education?**

- Education should become a priority, especially compulsory education and adult education - adult education is no longer a priority so far, and this has appeared more in the Corona crisis

- The high rate of illiteracy and its impact on adult education and the economic situation
- The success rate decreased in adult education centers due to the dropout - training decreased significantly in adult education centers
- The government's educational allowances for adult education have decreased
- Providing the Internet is one of the great challenges - unequal opportunities in education due to the lack of access to the necessary tools and services for everyone

**The fourth group: What is the impact of the educational policies currently followed on civic education and adult education?**

**The group's discussions and recommendations were summarized as:**

- The educational policies are not fixed and they are emergency policies and we suffer from their effects on adult education
- For every political stage, there are changes to educational policies, especially now in the context of the Corona pandemic
- In an unstable situation, especially for example in Iraq, there is no interest in education, and all attention is focused on the security and health aspects - temporary solutions and not stable public policies for the benefit of people
- Adult education programs are usually neglected and not addressed by decision-makers, especially now ... it is the stage of running things
- This pandemic has taken adult education and civic education out of the whole system - in Egypt there is some stability because the General Authority for Adult Education is doing an amazing and great job in this period - the community participation sector (parallel education for the elderly) has not stopped in Egypt, and vocational training as well - the policy of inter-ministerial networking in Egypt to control the pandemic, community cooperation and integrated education - government policies in Lebanon have greatly affected adult education programs and the closures have radically affected the values and principles of freedom, liberation, non-discrimination, interaction and integration



## The Third Axis - Day Two: Adult Education and Civic Education

Thursday: 11/12/2020

### 3:00-4:00: First Session

The day began with an evaluation and summary of the previous day by Mr. Tharwat Gaid

After that, Fattouh began the session with a video produced by the Arab Network for Civic Education ANHRE about what citizenship is, and meetings with many citizens in Amman and learning about their concept of citizenship which was defined as belonging to the homeland and love for the homeland regardless of any personal interest and that the homeland is for the citizen and the citizen is for the homeland and also that the person should fear for his country as he fears for his home. The concept of citizenship expresses how to live despite all the daily circumstances, it is loyalty and love for the country as well as a public interest. It is an integral part of the nature of the country, a service for the country in the interest of all groups and it is a political concept.

Fattouh commented on the video that the language of rights is almost non-existent, and she emphasized the practice of rights, whether political, vocational, educational or social rights, and that the state in this regard is the guarantor of this right and guarantee to, hence this achieve it. This is what the practice is all about.

The first day of the civic education component was a diagnosis and an analysis of the reality, which is very important in order to establish the treatment, and this diagnosis is the opportunity for the context in which we live and what are the changes in concepts as a result of data experienced by our reality where some values and principles may be absent.

There is a pessimistic view that emerged from the interventions suggesting that the adult education is deteriorating, and that civic education is in danger due to the suppression of freedoms in some areas, in addition to violations and behaviors, the deteriorating economy and its impact on adult education and the concept of citizenship. We need more contextual analysis.

On the first day, there were many rich definitions of civic education through the interventions and participations:

- A social act
- An integrated project that aims to build a free human being
- Skills, knowledge, behavior, and the translation of rights into actions and practices
- It is a group of relationships that starts from a young age and starts from the beginning of childhood and develops through different circles. There was a projection of the concept of education as an act of indoctrination, and there were calls to make the concept of education not isolated and be part of a whole political, economic, social and cultural system, which is linked to all areas of life.
- Emphasis has also been placed on the concepts of civic education regarding creating awareness, and this facilitates their connection with reality, and these are transformational education practices

- The impact of government policies on adult education, especially in the light of the Corona virus
- Behavior modification needs time and change needs time, but change and the culture of change must be accepted through awareness. Change becomes inevitable through awareness, which leads to practices in an appropriate and positive environment

Fattouh added that the previous day was a diagnosis and analysis of the context and reality, and today they will focus more on the measures that we can take to bridge the gap between adult education and civic education.

#### **4:00-5:00: Second Session: A practical framework - The Future of Adult Education and Civic Education**

##### **First Paper: Jokes, anecdotes and pictures that reflect the imbalances of reality – Mrs. Malika Ghabbar – Morocco**

Mrs. Malika began her paper with an analytical aspect about how the spread of civic illiteracy is not only related to reading illiteracy, and it affects broad segments of society, including businessmen, educated men, employees, workers, the unemployed and others, and there is even a good sample of the educators themselves.

And that civic illiteracy behaviors are manifested in hidden behaviors and implicit and hidden matters, and we must pay attention to them.

Mrs. Malika displayed a group of jokes, anecdotes and images that express civic illiteracy, and most of them focused on:

- The relationship with the school and the negative outlook
- The image of the school that relies on traditional methods and indoctrination and does not give room for creativity and progress
- Poverty and blatant class disparities create happiness for some at the expense of others
- The spread of corruption and acceptance of bribes
- Indifference and pretense to listen
- Exposing the lack of resources in public and private hospitals
- The pictures that stereotype the role of the woman as a housewife and nothing more
- Making fun of men who share their wives in housework (with or against the husband helping his wife in housework)
- The stereotype of women as being evil and grumpy most of the time
- Reducing the value of a woman in the hijab and reducing her value as a human

This is a collection of images that reflect reality and are a platform for discussion groups After this presentation of the imbalances and images, Mrs. Malika divided the participants into groups to discuss civic illiteracy and the challenges.

### **The first group:**

Questions about civic illiteracy: Is civic illiteracy the result of poverty, marginalization, and reading illiteracy? Or does it affect all segments of society? How can the concept of civic education be developed?

### **The second group:**

The discussion about the reality of the quack during crises, including the COVID-19 crisis:

- What has the epidemic changed in people's behavior? What impact does the relationship with officials have on the interaction with the epidemic, and can civic education and learning as a whole be isolated from the new economic practice?
- What role has civil society played in protecting vulnerable groups and in consolidating the values of tolerance, solidarity, coexistence and other things among all segments of society

### **The third group:**

#### **A discussion of potential horizons:**

- What will change in the future, and how will adult education and civic education be adapted to the developments that almost form a separator between the world before Corona and the world after it?
- To what extent can formal education be dispensed with in light of the reality of distance education? Does distance education achieve the development of coexistence skills and openness to the world of work?

### **Groups Presentations:**

#### **The first group**

Is civic illiteracy the result of poverty and marginalization? Does it affect all segments of society? How can we adapt the concept of civic education to all segments of society?

Civic illiteracy is not only linked to poverty and marginalization, but rather affects all segments of society.

Adult education is not just about literacy (reading and writing)

Civic illiteracy has to do with people's behavior, and this has nothing to do with poverty or marginalization

Civic illiteracy is not only the knowledge of rights, but rather the awareness and method of exercising these rights, which includes all segments of society

What can we do?

#### **What are the methodologies and activities followed?**

- Following a number of methodologies, such as mini-dialogue sessions, in a non-indoctrinated way to take examples from the community and take suggestions from them to participate in the solution and commit to it

- Advocacy and solidarity campaigns, such as the moving bus, include writings and slogans for civic education and technical social media campaigns accompanying the crossing of this bus - stops to raise awareness and share opinions, we must know the opinion of the people and involve them
- Linking civic education with to people's needs (starting from their needs)
- Improving the political climate to accept people's participation
- Awareness programs, school curricula, educational programs and community awareness through community activities such as interactive theater, role-playing, community mapping in order to show them the problems and activities to be implemented
- Advertising and media campaigns through many different means
- It is very important to include the civic education in the adult education curriculum. The curriculum must be compatible with the needs of the learner according to all subjects. The adult should prepare his own curriculum. Civic education is intertwined with all topics that concern the adult, especially as the contexts are different
- Encouraging the development of an educational contract between the coordinator and the learner (true partnership)
- Modeling is very important (learning by example), taking into account the economic challenges and the lack of technology means for people. Following a safe small groups system while maintaining spacing because communication is important
- The possibility of integrated education (remotely, taking into account the physical communication)
- Distance learning may be a catalyst for some marginalized groups to create confidence and a safe space and encourage people to socialize virtually, and it may be relatively cheaper in some countries such as Jordan.
- We must follow up and evaluate

### **The second group:**

#### **Can civic education be separated from new economic practices?**

#### **Some measures have been reached, namely:**

- Civic education cannot be separated from the new economic practice
- Civic education provides equal opportunities for all and social justice
- The economic aspect plays an important role in civic education.
- Distance education is linked to the economic aspect, whether governmental or non-governmental.
- The more the civic practice is juristic, the better and better the economic practice is, and vice versa
- Civic education as a practice and economic practices are two sides of the same coin. However, these practices must be employed, provided that there is a belief in this education in its awareness and development of values, behavior and skills, in line with economic practices
- The more civic values and principles are instilled, the more successful economic practices will be

- Poverty contributes to changing people's behavior, especially when human dignity deteriorates.
- The institutions that finance work influence civic education by imposing civic values according to their trends
- The economically strong state imposes its educational values
- Civil society institutions must be directed to find internal funding sources so that civic values are not imposed
- Media failure in the development of civic education for individuals, such as drama and programs that affect them, due to their association with the idea of investment
- Civil society is negligent, so it must have a resistance dimension to guide the state to developing civic education
- The reluctance of the middle class from the electoral scene as an integral part of political participation and civic education

### **The third group:**

#### **What will change in the future, especially after COVID-19 and what it imposed on us?**

- The world will be occupied with training and remote work
- Building training programs suitable for artificial intelligence
- Creativity in developing new methods to be reflected as practice
- Training facilitators in new creative ways
- The pandemic will help to adopt remote training
- An opportunity to develop new technological mechanisms to assist in distance learning
- There is a challenge in marginalized areas where technology is weak
- Good preparation of the coordinator and the development of appropriate methodologies
- Staff building also with awareness of how to use technology
- Providing the opportunity for remote areas to keep pace with distance learning and technological development

#### **To what extent can attendance learning be dispensed with in light of the COVID-19 pandemic?**

- Attendance education is better
- Distance education cannot achieve the same results
- It is important to think about alternatives and how to develop alternatives
- Corona can be seen as an opportunity for change or development

The groups' presentations were followed by a comment from Malika about the backgrounds of behaviors that are related more to people's lives because sometimes jokes or anecdotes are within pockets of resistance, and there was a positive response, and through the group's reports there is a great desire to develop measures that deepen civic education.

**First Paper: Educational culture after the COVID-19 – Mrs. Rana Serhan - Jordan**

Mrs. Rana began her session with some questions about the indicators of current success in light of the Corona pandemic, the number of successes, and the mechanism of dealing with or adapting to the pandemic. Is the success indicator quantitative or qualitative?

Corona has come to reshape our lives, even in ways of communication and divergence. Most of us are immersed in the crisis and there is a demand for the need to think about the dimensions of the effects of the crisis, which will be addressed by the working groups.

Mrs. Rana addressed the paper through three dimensions that represent the cultural dimensions related to the learning process, namely:

Adults - Coordinators - Curricula or Approaches or Training Guide

She gave a simple summary of each of the three components.

**The first dimension: Adults or the Educated:** As the adults were divided in light of the Corona crisis into three types:

A type aware of the Corona crisis and follow all measures related to social distancing, and this will make them able to continue in a more interactive and positive manner

The second type is indifferent, careless, and has no obligation to take any measures in the midst of the crisis

The last type considers Corona to be a foreign conspiracy issue and this conspiracy should be confronted. The groups have participated in several questions to discuss in the working groups

The first group question: What are the measures that adults in the educational culture should take in light of the Corona crisis?

**The second dimension: Coordinators or Teachers:** The educational culture of the coordinator or teacher is part of his human culture, and he, in turn, is sometimes transmitted in an instructional or indoctrination manner. Do we need to develop the teacher or the coordinator and qualify him to deal with the challenges of the crisis?

The second group question: What are the forms or methods of change that the coordinator must create to keep up with the change?

**The third dimension: Curricula or Approaches:** It is important to look at Corona as an opportunity to destroy all traditional curricula and methods along with their dryness and distance from the reality of the learners, and the fact that they do not reflect the capabilities or experiences of the students and they do not meet the needs of the participants.

The third group question: What are the steps or procedures that can be followed and how do we build curricula together? Should we resort to the approach of Paulo Freire in the pedagogy of text?

## **Groups Presentations:**

### **The first group: Adults or the Educated**

- 2020 is the year of distance learning, and this process needs to mature to become familiar to people, we need to develop this process, follow-up and develop evaluation tools
- We need to evaluate this experience to see the impact
- The coordinator should be able to handle the new modern tools in distance learning
- Learning and training in techniques
- Acquiring technological skills
- Pressure on the government to provide these technologies free of charge or at low cost to make learning available
- The media should be directed as part of its programs to adult education
- We must raise awareness of crisis and crisis management
- We must focus on the concept of learning, not education
- Enhancing adult life skills in light of emergencies, such as skills to face challenges, make decisions, deal with a pandemic, and psychological support for adults to keep up with changes
- They must be able to use technology in places that are available now, such as centers and mosques
- Health awareness
- Adults need to be aware and deal with stigma

### **The second group: Coordinators or Teachers**

The methods or forms that the coordinator uses for changes:

- The development of communication skills and the use of all technology developments
- He must work on himself to develop his skills
- He must practice the values of civic education and the ability to learn for life
- He should work on digitization skills and be familiar with the changes and developments
- The coordinator should not be overloaded, and responsibility must be shared by all those in charge of adult education
- The coordinator must consider this work as a personal project that requires developing his personal skills first
- The coordinator also needs constant motivation for sustainability and continuity and he must have the ability to develop and learn as well

### **The third group: Educational Curricula and Approaches or Training Guide**

It is important to take into account the following when designing curricula:

- It is important to take into account the needs of the learners, geographical diversity and age groups, and rely on dialogue
- They must be flexible and a more focused training and preparation of the teacher must be provided. The facilitator should deal with all the data that the learners go through
- It is important not to generalize the curricula in consideration of different circumstances
- It is important to apply and use the pedagogical text because it takes into account the needs of the learners and therefore it is important to train the teacher on it
- It is important for the curricula to be characterized by dealing with challenges and crises, how to deal with them, and how to be creative to deal with all emergencies
- It is important that the curricula take into account the experiences of learners and build on them
- It is important that the learner and coordinator participate in developing the curriculum
- It is important that the curricula take into account the values of the pedagogy of the text
- The time has come for the participation and application of the pedagogy of the text and the dissemination of materials that suit their needs and deal with their experiences

Fattouh concluded the day and ended the session by stating that in a country of emergency, occupation, terror, flood and Corona, a plan must be drawn up to cope with emergencies and be able to face, deal and respond to the crisis and other crises.



## The Fourth Axis: Adult Education and Policies

Monday: 11/16/2020

### 3:00-4:00: First Session

Dr. Iqbal opened the session with thanks to the Arab House and the Academy this year, for the methodology in holding it and the participation of five countries, and for the rich papers that were presented and participated by experts in the field of adult education and gave an introduction on the importance of policies and legislation in the field of adult education, and stated that we are facing a challenge from the status of these policies in our Arab region, adding that they need creativity, coordination and integration between all parties, and that the policies work within an economic and social context. She emphasized very much the role of civil society in the development of policies and whether it integrates with government policies or different not in conflict but different to integration.

After that, she introduced the speakers, Dr. Raafat Radwan and Dr. Ashour, both of whom are experts in the field of adult education and learning and amongst the references, whether in Egypt or in the Arab region.

#### **First Paper: Public Policies - Dr. Raafat Radwan**

Dr. Raafat Radwan started his paper on the concept of public policy and the difference between it and the strategy, adding, "A purposeful work program followed by individual or collective performance in addressing a problem or facing an issue or topic." (James Anderson, head of the Department of Policy Studies at the University of Texas).

The outcome of a systematic process of the interaction of inputs - demands + support - with outputs - decisions and policies ... - to express the performance of the political system in its extractive, organizational, and symbolic distribution capabilities, it is the outcome of a regular process in which several elements interact, such as the inputs or the foundations and the necessary demands that the state sees through strategic direction, in addition to providing support, resources, budget and governing decisions to implement those policies. Policies are the means by which the goals and objectives that have been adopted in the strategic plans are achieved.

He stated that among the characteristics of public policies: Public policies are constantly changing, and they are being modified, changed, and rejected for the sake of new policies. Public policy is inferred from the actions and behavior of many government agencies and officials concerned over time, especially those responsible for resource allocation, and that policy is an ongoing process, not something that can be determined by a single event or decision.

Public Policy Makers:

First: The official governmental bodies represented by the legislative authority, the executive authority and the judicial authority

Second: The non-official (non-governmental) bodies represented by lobbying groups, political parties, and public opinion (citizens)

After that, Dr. Raafat summarized the stages of setting the general policy and named them into four stages: the investigation stage, the design phase, the selection phase, and the implementation phase.

### **Second Paper: Adult learning and education policies in the post-Corona pandemic era, the Egyptian experience as a model, Dr. Ashour Al-Omari**

Dr. Ashour began his session on the effects of Corona, as the pandemic caused the interruption of more than (1.6 billion) children and young people from education worldwide, in addition to the various effects of Corona, including economics, poverty, human suffering, high illiteracy rate, lack of justice, and the introduction of a set of inquiries related to five axes, which are: availability, curricula, teaching methods, follow-up and evaluation.

He also talked about the impact of Corona and how it negatively affected the 2030 Sustainable Development Goals, either directly or indirectly.

Dr. Ashour spoke about the roles of adult education and learning institutions in times of crisis and confining them to:

Developing survival skills, adaptation and integration skills, crisis management, life skills and academic skills

### **The Egyptian experience in managing the crisis of an adult education and learning during the Corona crisis:**

Dr. Ashour presented the Egyptian experience represented in the efforts of the General Authority for Literacy and Adult Education in Egypt and the partnership with the government sector and the non-governmental sector through the development of an implementation plan for the use of technology in the field of literacy and adult education.

He outlined that among the reasons for relying on information and communication technology in adult education and learning:

- The closure of educational institutions in most countries of the world due to the precautionary measures taken by countries to prevent the spread of the Corona epidemic.
- The inability of the current educational systems to provide their services in traditional ways in the midst of the crises and the inability of educational institutions to provide educational services to the increasing numbers who wish to study in various adult education programs, as well as the abundant flow of information, the imbalance in the geographical distribution of educational institutions as a result of focusing on densely populated regions and urban areas, while educational services are inaccessible in remote and rural areas.

**He added that the Egyptian experience went through two main phases:**

The first phase: Responding and coping with the crisis

The second phase: Planning for the future after the Corona era

**Dr. Ashour added a set of suggested visions to support ways of distance education and learning for adults:**

- The professional sustainability of those working in adult education and learning
- Provide continuous training and support to teachers before and during service
- Technology localization in adult education and learning programs
- Activating the partnership and community responsibility

**4:00-6:00: Second Session**

The second session dealt with discussions in working groups:

The participants were divided into three groups to discuss further the challenges facing adult education policies

**The first group: Challenges to Post-Corona Adult Education**

- Finding alternatives to what was prevalent before the Corona crisis
- Looking for various sources of financing
- Building bridges between civil society and governments
- Developing alternative plans in case of emergency
- Establishing a fund to finance adult education
- Distance education and integrated education
- Access to e-learning and the Internet

**The second group: How can the right of adults in educational policy be secured in times of crisis and epidemics?**

- Civil society participation with governments in developing alternative plans and programs in times of crisis
- Creating networks within civil society that constitute a pressure force on governments to participate in developing educational policies and securing the rights of adults
- Securing funding for adult education
- Equalization in funding, plans, programs, and attention between formal and non-formal education

**The third group: Challenges related to adult education in light of crises, especially Corona:**

- Lack of programs that meet the needs of students
- Policies related to adult education are still in need of development and adaptation
- Lack of diversity in the use of distance learning programs, especially television and educational channels
- Lack of programs that take into account the mental health of adults during crises
- Increased dropout from distance learning classes at the time of crises
- Domestic violence
- The absence of some societal values such as equality, belonging, citizenship and justice

## The Fourth Axis – Day Two: Adult Education and Policies

Tuesday: 11/17/2020

### 3:00-4:30: First Session

At the beginning of the session, Mrs. Elsy welcomed the participants and introduced Mr. Tharwat Gaid who presented the most important conclusions and evaluation of the sixth day of the Academy related to policies, where Dr. Raafat Radwan's paper related to the concept of public policies, as well as Dr. Ashour Al-Omari's paper related to Egypt's pioneering experience in the field of adult education and learning through the General Authority for Literacy and Adult Education.

After that, Dr. Iqbal began and stated that there is a consensus in the direction of policies on the adoption of social justice, inclusiveness, integration, and securing the right to adult education in crises. Dr. Iqbal emphasized the need to form lobbying coalitions of civil society organizations and to demand support for local funding for informal education as well as partnership in developing, implementing and evaluating policies. She also stressed the need to use distance learning to support adult education. Then Dr. Iqbal presented Dr. Ashraf Muharram in his paper on:

#### **The first paper: Adult education policies in poor and needy regions - Dr. Ashraf Muharram**

A question posed at the beginning by Dr. Ashraf, what are the most needy areas?

Its definition implies multiple conventional and legal problems. The phenomenon itself does not change, but its names differ from one society to another, so it is difficult to find a specific definition for it, for example: in India, sidewalk cities; in Casablanca, cardboard huts; in Manila, sidewalk clusters; in Tunisia, shantytowns; in Kinshasa, tree houses; in Venezuela, marginalized vendors' communities; and in Egypt, slums.

Dr. Ashraf stated, and according to the definition of the Ministry of Local Development in Egypt, that they are all that was created by self-efforts in the absence of the law, but from the legal point of view they are the areas that include all the houses that were built in violation of the applicable planning laws, that is, without licenses. As from the economic side it is called an informal sector or something or what is known as the economy of the stairwell.

Dr. Ashraf added that among the reasons for the growth of the most needy areas:

High population growth rates - Increased internal migration from the rural areas to the urban areas - Limited urban planning policies - High prices of lands planned for construction - Significant increase in illegal immigration rates - Problems facing residents of the most needy areas - High rates of poverty, especially among females - Poor health awareness - The spread of the phenomenon of street children - High unemployment rates

- High rates of environmental pollution - The prevalence of violence, especially against women - Decrease in the quality and level of education - High illiteracy rates - The prevalence of religious extremism

### **What are the educational policies or initiatives in the most needy areas?**

They are policies based on the inverted perspective of development, the theory of feudal development, the theory of slum removal, and these trends combined.

Dr. Ashraf Muharram gave some examples of Egyptian initiatives that worked using efforts to alleviate suffering, especially in the field of adult education and learning, among these initiatives are:

- Women and Society Association and the Arab Initiative for Women Liberated from Illiteracy
- Caritas-Egypt Association and the Village and Neighborhood Libraries initiative to continue learning after the literacy phase
- The Coptic Evangelical Organization and special community initiatives for relief and aid during the Corona pandemic
- Horus Foundation for Development and Training in Sohag, Upper Egypt, and youth initiatives for empowerment, community participation and distance training in light of the Corona crisis
- Qabas Min Nour Association and its participation in the project of developing decent life villages in Aswan, southern Egypt
- The Future Eve Association for Family and Environment Development and its participation with the Arab House for Adult Education and Development in a seminar on the Zoom application entitled “Women's experiences in adult education in the midst of crises” and working on the Woman and Life program

After that, Dr. Iqbal, the facilitator of the axis, gave an opportunity for discussions and interventions

Dr. Zahi raised some questions about naming poor areas and their names, and that this is due to the conceptual system that we live in every day, and that the inhabitants of these cities are victims and not just guilty, and we must try to change those names.

He also spoke about the scarcity of civil society formations and the lack of dialogue between its components, as well as the scarcity of dialogue between civil society and the government, in addition to the isolation of the Arab civil society from what is going on in the global civil society due to the lack of networking.

Mrs. Hana said that there is a difference between needy communities and slum communities, and that slum areas do not necessarily have to be poor.

Mrs. Ebtisam spoke about the areas beyond the wall in Palestine and the amount of suffering in the education process and the difficulties they face with the Israeli soldiers.

Also, the fear of the parents for their children going out due to terror and panic, which led to the interruption of much of the educational process.

### **The second paper: She presented a proposal to activate adult education policies in the Arab world - Dr. Fatima Ayyad**

At the beginning of her paper, she emphasized that education and learning are two basic goals that societal institutions seek to achieve and are controlled by the education and technology revolution through 6 axes:

#### **The first axis: The nationalism of work in the adult education movement**

- By mobilizing all efforts and capabilities available for adult education in the Arab world and strengthening the national efforts necessary for the adult education movement
- By Providing and disseminating the necessary technical devices to develop plans and curricula, providing training devices for human forces and providing the necessary funding, as well as flexibility in movement within the framework of national politics and sectorial organization

#### **The second axis: The link between the adult education movement and economic development**

- Linking the adult education movement with the economic development movement
- Linking it also to the exerted civilizational efforts

#### **The third axis: The link between the adult education movement and the education movement in society**

- Linking it to the types and stages of formal education and linking it to the literacy movement within the framework of the philosophy of continuing education

#### **The fourth axis: Strengthening adult education systems**

- Administrative independence of adult education agencies and attracting rational, active and conscious leaders

#### **The fifth axis: The intensification of efforts in the societies that dominate the structure of the population**

- Organizing a strategic effort to educate adults in marginalized areas, intensifying efforts among economically productive age groups, and developing work systems currently used in adult education programs.

### **The sixth axis: forming a public opinion about the seriousness of adult illiteracy**

- Forming a public opinion among all citizens believes in the seriousness of the problem and achieving the positive and effective participation of adults in the literacy movement.

### **Dr. Fatima gave some suggestions to activate adult education policies in light of distance learning**

Strengthening the links between all the countries of the Arab world to find solutions to the problem of adult education, developing plans and curricula that include e-education, searching for resources and possibilities through which adult education can be supported, as well as modifying the organizational structure of institutions, provided that an independent unit for e-learning is established and part of the budget is allocated for its investment in e-learning. Preparing and qualifying trainers on distance learning skills and providing community support from Arab countries to the poorest regions. At the end of the paper, Dr. Fatima gave a great model in Egypt about the Egyptian experience in working with people with disabilities.

### **4:30-6:00 Second Session**

After the working papers session for Dr. Ashraf and Dr. Fatima, the participants were divided into working groups:

### **The first group: On the vision of policies more responsive to achieving the right of the marginalized to education**

**The group summarized its discussion with the following points:**

- Affirming policies that guarantee the participation of the marginalized themselves
- develop policies to identify their basic needs
- Emphasis on the importance of financing - enabling the marginalized to obtain their rights, know them and how to get them
- Methodologies must be built to build an ethical methodology and reinforce values
- Emphasizing the system of values commensurate with the facts of the times
- Building these curricula to promote the rights and values of citizenship
- Paying attention to programs aimed at people with disabilities and the marginalized
- Emphasizing the necessity and stressing the importance of psychological and social security

**The second group: Activating partnerships between civil society and governments, and the group summarized its discussions as follows:**

- Activating the role of the Arab contract in partnership
- Improving the use of distance education



- Improving education and capacity building
- Establishing an Arab fund to finance education programs for adults
- Activating the role of the Arab House and granting it more space
- Expanding the role of practicing the four networks
- Advocacy from Arab parliaments

**The third group: The importance of linking adult education to general education and distance learning**

- There is a necessary requirement to activate the role of adult education
- There must be channels of communication between formal and non-formal education
- Paying attention to vocational education and its linkage and integration with academic education
- Providing distance learning at an affordable cost
- Infrastructure development and the creation of free platforms and courses
- Creating platforms for Arab countries - looking at adult education with a broader perspective

**The fourth Group: Presentation of experiences and expertise of policies that have been implemented to educate adults during the Corona pandemic**

**The group summarized the experiences in:**

- These recent experiences are difficult to assess at the present time, for example the Egyptian Knowledge Bank - Corona pandemic forced institutions to use distance education
- Horus Foundation experience in developing training, initiatives and a youth support project with various associations using the ZOOM application. That was a nice and useful experience
- The Archdiocese of Services has conducted face-to-face meetings with reduced numbers, taking precautionary measures and relying on WhatsApp
- Showing Ms. Intisar's experience in Jordan by sending videos on WhatsApp to students
- From the above, distance learning can achieve results with groups that are fluent in literacy and technological skills, as opposed to those groups who are not

**The fifth group: proposing alternatives to activate the role of community participation in shaping adult education policy**

**The group summarized its recommendations in:**

- Spreading awareness of the importance of adult education and its link to economic development
- Creating alliances with concerned parties and stakeholders

- Spreading the idea of volunteering and motivating volunteers
- Organizing courses for trainers and civil participation
- Setting standards for adult education in which we define the criteria for success and continuity
- Creating new methods and methodologies for distance learning
- Using new methodologies with the community to support and promote adult education
- Accountability of government agencies about the implementation of announced plans
- Community contribution to decision-making

At the end of the session and the axis of policies, Dr. Iqbal Al-Samalouti, the facilitator of the axis, confirmed that there is a consensus between what was observed in the groups and what was mentioned in the World Jim Report, as the seven challenges included in the report were mentioned and made suggestions for them within the groups' work. In the end, Dr. Iqbal thanked all the organizers of the Academy and all participants.

## **Plenary Session - Evaluation and Future of the Arab Academy and the Arab House - Future Visions**

Wednesday: 11/18/2020

### **3:00-4:00: First Session: Conclusions**

The eighth day of the Academy was divided into two parts:

- Summary of the last day of the Academy and the passing on all axes + final evaluation of the Academy and conclusions
- Post - Academy - coming up with recommendations and the future of the Arab House

At the beginning, Mr. Tharwat summarized the previous day, as well as gave a summary of all the days of the Academy with its four axes, as he ended by summarizing the seventh day of the policies in which the following most important ideas came:

Linking adult education to technology and policies, and their relationship and influence on adult education

Where Dr. Ashraf Muharram presented adult education policies in the poor and most needy areas, as well as the reasons for the growth of the most needy areas locally and globally and the rapid population growth rates. Also, he reviewed the policies and initiatives of civil society to educate and teach adults in the most needy areas in Egypt.

Dr. Fatima Ayyad presented a proposal to activate adult learning policies in the Arab world in light of distance learning. After that, the participants were distributed into groups to discuss the part related to policies, link public education to adult education, and strengthen the partnership between civil society and governments to develop policies related to adult education.

After that, a summary was made by Mr. Tharwat about the days of the Academy with its four axes, in which he gave a quick presentation of the adult education component between concept, innovation and training approaches; and between concept and practice; as well as adult education and development; and adult education and policies.

### **4:00-5:00: Session Two - The Arab Academy and the Arab House - Future Visions**

Mrs. Elsy presented the last day of the Academy as the day of harvest and the day of the future, whether for the Arab House or for the Arab Academy, and gave room for interventions that began with:

## **The Arab Academy and the Arab House - Future Visions**

**There were a series of interventions by some of the participants, where the speech was initiated by Mr. Nazaret, the director of DVV in the Middle East of the German Association for Adult Education, a supporter of the Arab House and the Academy:**

As Nazaret emphasized in his speech that among the goals of the partnership between the Arab House and the German Association is to strengthen the Arab House (AHAED) in terms of capabilities and resources so that it can continue. He indicated that the Arab House has participated in the UNESCO report through its members, and some of the Arab House members have also managed to have meetings with their governments as well to support ways of adult education and some of the people who are with us participated as a civil society in the preparation of the UNESCO report about adult education. Mr. Nazaret also added that there will be support for some matters and important issues as well as support for experts through us in the field of adult education support, adding that the DVV is proud of its partnership with the Arab House, and we seek to support it to continue.

Then Mr. Refat Al-Sabah spoke, where he stressed that it is important to think about the next and to have the ability to predict, which is the strategic vision for the coming days of all matters related to adult education because the group most affected in the Corona pandemic is the group outside the official education system, and we must think about a more educational movement and new supportive activities. He also focused on the issue of segmentation and fragmentation, where there are those who work on women's issues, those who work on teachers', and those who work on the curriculum, as these parts are reflected in the way we perform, so it is imperative to unify the visions - matters must be looked at comprehensively, since adult education stems from the problems of formal education and that the apparent task of the era is to define the vision, mission and strategies to be used later in the future.

After that, Dr. Mithal spoke and emphasized that the axes discussed at the Academy will be the road map that we will follow in the course of adult education.

Mrs. Hanaa also spoke and added that it is necessary that the academy will be evaluating a measure of work in the field of adult education. Real effective plans should be developed, as well as dealing with challenges, focusing on distance education and reaching the level of comprehensive development, not just literacy skills.

Mrs. Ebtisam stated that the Academy was a rich journey and there was interaction. She said that she has benefited a lot from the educational terms, as her field of work is empowering women.

Dr. Battoul spoke and said that she has benefited from many topics in the field of adult education and the application of a lot of the curriculum and the method of dealing and how adults can be taught remotely, and the program will be applied in all regions of Sudan.

Then Mrs. Rana spoke and mentioned in her intervention that there was a lot of exchange of information and experiences and it is important to collect the outputs and results of the Academy and they are divided into two parts: a theoretical part and how to develop it and the other part is procedural and how to convert it into implementation and thinking about finding a mechanism to implement these procedures.

Mr. Ebrahim Gaid mentioned that the outputs mentioned in the Academy, especially the agreement on some terms related to adult learning and education. He hoped that the terminology used in adult education would be agreed upon in Arab countries so that they would be standard terms at the level of the Arab world and that they would be used and published.

Mrs. Malika spoke and said that the Academy should not be limited to once a year and suggested that there should be a day every three months to work on subjects related to adult education.

Then Mr. Masaad spoke, he said that the Academy is very carefully selected from experts in the field of adult education and those who love to work. He requested that AHEAD issues a magazine for continuous communication and that there be new areas in the field of adult education.

Mr. Tharwat Gaid spoke and said that during the Corona crisis he attended many workshops and trainings, but they were not as effective as the Academy. He recommended that a unified vision of the concepts should be worked out and a set of experiences that were presented should be generalized as they are very rich and must be further delved into and we should think about how to generalize them in the Arab countries. He said that the Arab House is very rich in its experts and its content, and there are four networks of the most powerful networks in the Arab region. He added that work must be done to develop adult education policies. He concluded that a unified fund must be worked on to support the Arab House and to support Arab initiatives.

Then Mr. Jawad spoke and said that whoever participated in the Academy from the beginning knows the course of the Academy and how it started, but this year there is a difference in the Academy in terms of content, as the focus was on giving space to everyone who participated previously, and there is a process of collecting all previous experiences and that there is some kind of contact and communication between everyone who participated in the previous academies, and the Academy has succeeded in this approach, but on the other hand, this approach in this Academy has produced new challenges, and these challenges are about how to invest more in the opinions that were presented and this diversity of ideas, both at the level of concepts and at the level of practice. Consequently, it is necessary to create a procession on how to create a practical case to be invested in the upcoming academies. What has distinguished this Academy that there are young experiences through their experiences or discussions and working groups, as they were very distinguished, and as the Academy gave this year a space for young experiences to be in the way of experience.

Dr. Zahi Azar concluded that the concept of adult education has gone through several developments and transformations, as well as experiences, and it has been translated from English (adult education). The challenge now is to bring it back to be under discussion, experiment and work as well, and try to come up with new definitions and other terms. For example, the Corona pandemic shows us that there will be increasing poverty in many countries of the world, which in turn will affect the issue of adult education as well as the great impact on the shadow economy or the black economy due to the decline in the level of production of countries. The formal education system is also going through a major crisis, which affects as well the adult education, as well as the problem of civil society not engaging in the issue of adult education due to the lack of funding sources. Therefore, we must encourage and pressure civil society to pay attention to the issue. Another problem is the confusion between literacy and adult education.

### **5:00-7:30: Third Session: Final Recommendations**

In this session, a group of guests and those interested in adult education issues from the Arab region joined the Academy, and they were welcomed by Mrs. Elsy, after which the participants were divided into three groups to discuss the following topics:

The first group: Discussing the form, content, structure and organization of the Academy in the next phase

The second group: Arab House vision for adult education and work strategies

The third group: Networking and communication mechanisms

#### **Workgroup presentations:**

**The first group: Discussing the form, content, structure and organization of the Academy in the next phase**

**The group summarized its proposals and recommendations as follows:**

- Developing the Academy to a course or a diploma that contains reflections and requirements
- Development of subjects and courses before and after
- Adding interactive activities at the Academy
- Standardizing the methodology (pedagogy of text and emancipatory learning) and raising the capabilities of the facilitators and the reliability of their outputs
- Realizing the requirements of the funding agencies of formal and non-formal education
- Involving former participants in the Academy as lecturers and facilitators, and expanding participation from all Arab countries

- Promoting the participation of young people directly involved with the target groups and enhancing the involvement of government agencies related to adult education and the wider inclusion of the literacy path in the Academy and the study of adult education in times of crises and disasters
- Presenting approaches and problematic concepts, trying to standardize curricula, ideas and terminology, adding a social psychology course to the Academy, developing the Academy's policy and post-training course of action, as well as designing various post-academic activities for the participants
- Continuity of the Academy's outputs

### **The second group: Arab House vision for adult education and work strategies based on the data of the Corona pandemic**

#### **The group summarized its discussion as follows:**

- Broad and great interest in technology and training many facilitators on how to train adults remotely
- Thinking about internal financing mechanisms
- Holding quarterly Academy meetings and developing websites and statistics for adult education
- Providing academic outputs to decision makers in governments and the private sector
- Linking the concepts of adult education and literacy and working on the concept of lifelong learning
- Work on the tools of work that the current reality (the pandemic) will impose, and the link between formal and informal education
- Try to create a permanent platform for adult education and develop mechanisms for following up and continuing the adult education process
- Providing databases and statistics for learning and training materials and training on auxiliary tools for presentation and training on how to change behavior to address resistance to change and add the emotional side

There was an intervention from Mr. Tharwat Gaid and a proposal to form a lobbying group from the four networks that make up the Arab House to pressure policy makers to reform their policies for adult education in the Arab region in addition to emphasizing the idea of self-financing and creating a fund to finance adult education. He stressed the need for separation between the roles of the Arab House and the Academy and that the Arab House should work on obtaining scholarships for adult education and training workshops for the same goal.

### **The third group: networking and communication mechanisms**

#### **The group summarized its presentation as follows:**

- That partnership and networking should be based on justice and fairness and defining the roles of all active and partner organizations so that one of them does not encroach on the role of the other
- The need to provide clear, realistic, and field mechanisms for networking
- Partnerships should take into account the human being as a human being and not something
- Taking advantage of networking and strengthening it through the exchange of experiences to develop and expand the work regionally
- Allowing civil society to network through a clear map between associations and institutions, unifying visions between associations and institutions, and transferring expertise and experiences between countries and agencies entrusted with that
- Continuous evaluation of networking, measuring its effects and results, and building and promoting a culture of participation, especially among associations whose goals converge.
- There must be laws that help associations to work with the state and fulfill some of their roles

There was an additional recommendation for all groups from Mr. Abdullah Al-Nasser, which is creating follow-up committees for all the resulting recommendations.

Mrs. Elsy added a note, addressing the one-year anniversary of the launch of the Arab House.

**At the end of the session, Mrs. Elsy performed an assessment of the extent of satisfaction with the Academy, and its results were as follows:**

- 100% of the participants confirmed satisfaction or benefit from the Academy
- 100% confirmed benefiting from the final session and recommendations
- And also, for the evaluation of work groups, the rate of benefit from them was 75%

Emphasis was placed on the continuity of distance learning, thanks were given to Mrs. Elsy, Dr. Zahi and all the organizers of the Academy and to all participants, and the work of the Academy for 2020, which was carried out remotely in light of the measures of the COVID-19 pandemic, was concluded.



## Arab Academy Evaluation November 2020

The evaluation for the Academy was carried out in three stages:

### **First: An evaluation on Zoom at the end of each day:**

It consisted of three questions: The extent of general satisfaction with the three daily sessions. The participants' ratings during the answers ranged between 96% to 100%

### **Second: A daily evaluation form that was filled out by the participants on Outlook forms at the end of each day:**

#### **The daily evaluation contained six questions:**

##### **1. Main ideas that were raised today:**

Adult Education Concepts - Educational Renewal - The Need for Renewal Adult Learning Approaches - Pedagogy of Text - Civic Education and How to Include It in Adult Education Curricula - Training Approaches - Educational Culture in the Age of Corona - Implications and Effects of Corona on Adult Education - Policies and its Relationships with Adult Education - Slums - The Difference Between Policy and Strategy

##### **2. Information and experiences gained during the day:**

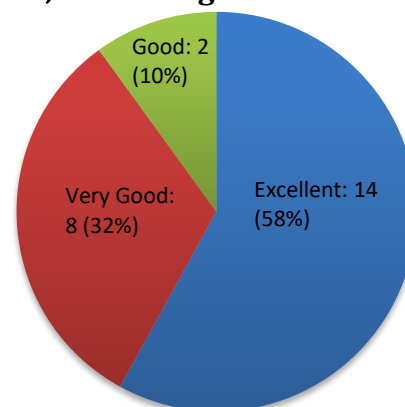
Approaches of Paulo Freire - Concepts About Adult Education and Educational Renewal - Exchanging Expertise and Experiences specific to the time of Corona - Development of Adult Education Policies - How to Integrate Civic Education with Adult Education - Training as the Most Effective Approach and Training Methods

##### **3. Recommendations and suggestions:**

The recommendations consisted in allowing more time for discussion within groups, taking into account the time of the sessions, giving more opportunity to the participants to present their interventions, and also giving time to present working papers and taking into account the rest times

##### **4. Satisfaction with the three daily sessions, the average estimates for the days were as follows:**

Excellent 58%  
Very good 32%  
Good 10%  
Poor 1%



**Third: A final evaluation of the Academy was sent to the participants at the end of the days of the Academy and was filled out by them**

The final evaluation of the academy included 10 questions. The questions focused on a set of issues related to benefiting from the Academy and how to implement this benefit in our networks or associations. They also focused on the most important challenges and strengths during the days of the Academy as well as on general satisfaction with the sessions and work groups, and any general recommendations or observations. These are some answers and posts received by the evaluation:

**The first section: On benefiting from the Academy and its reflections on my role or my work in the field of adult education**

Important topics in the academy that must be worked on later	Suggested activities to implement in your network or your association	Has this Academy changed your thinking, attitudes, or actions? Give an example.	Will your participation in this academy change the way you think or act regarding your role in your association, organization, or network? How?
Continuity of adult learning activities even after the completion of projects	A curriculum will be compiled that has been prepared by adult learners	Dialogue becomes necessary in all educational opportunities, even in distance learning	The focus will be placed on multiple adult learning contexts and a renewed methodology will be built
The role of procedural research in renewing educational work in the field of adult education	A training course on the mechanisms of educational renewal in the field of adult education		On the level of using digital communication tools and innovation in work mechanisms and methodologies
The necessity of developing topics related to developing adult learning and education methodologies, and how to link adult learning with formal education and the importance of education to bring about change and sustainable development	We can re-present some working papers to some of the civil society organizations that work in the field of adult learning and education so that they can benefit from these rich experiences.	My position was weak towards adult education being done remotely, especially in times of crisis, but after listening to the many expertise and experiences in this field, my view has changed towards the importance of developing a future vision of distance education for us as an institution, especially since we had experience with that.	Of course, a lot of the concepts of adult learning and education have evolved in my mind, and this will change the way we think about dealing with adult learning as it is not literacy education (writing and reading), but rather more comprehensive than that. Also, our work in the institution will emphasize the importance of involving people with disabilities and the marginalized in all programs of work on educating adults

Searching for diverse funding sources, methodologies for adult education in the digital age, and setting standards for remote technical content for adult learning	How to re-read partnership and networking in a way that guarantees fairness and equity	Thinking about alternatives critically, re-reading concepts and axioms based on liberal developmental intellectual thinking	Of course, I will embrace the idea of educational renewal and seek to spread it in every field of adult education in politics and programs ... through my work in the field, my membership in the Arab Network for Literacy, and even my contributions to AHEAD's newsletter
Policies are very necessary, how to prepare them, and learn the uses of technology in a private workshop	Special programs for remote and slum areas and displacement camps to eradicate their illiteracy, continue their education, develop their skills, and teach them simple professions in order to improve their economic level	To the point of complete conviction of the necessity to pay attention to literacy programs and adult education and unify them at the level of the Arab world and make the Academy and the Arab House the destination of countries and the source of knowledge and training for all contributors	The necessity of involving civil society organizations in every step for the success of literacy and adult education programs, the participation of beneficiaries in setting general policies for the programs, the participation of the private sector and the benefit of its investments in financing and developing literacy programs
The relationship between the social and economic dimensions and their impact on adult education	A workshop on stakeholder participation in developing plans and policies related to adult education	Looking at the areas most in need and linking marginalization and need	Focusing more on the developmental dimension of adult education
Adult education policies can be shed light on them once again ... local citizenship and global citizenship ... popular education ...	Publishing a booklet on adult education and its related concepts ... Preparing field research on civic education for the learner	Positive participation ... and giving us the opportunity to speak and express opinion ... and enrich various controversial issues	The program has raised controversial topics such as conceptual approaches to adult education and building on them, civic education and professional culture for adult education, which can be used in studies and research prepared in my institution

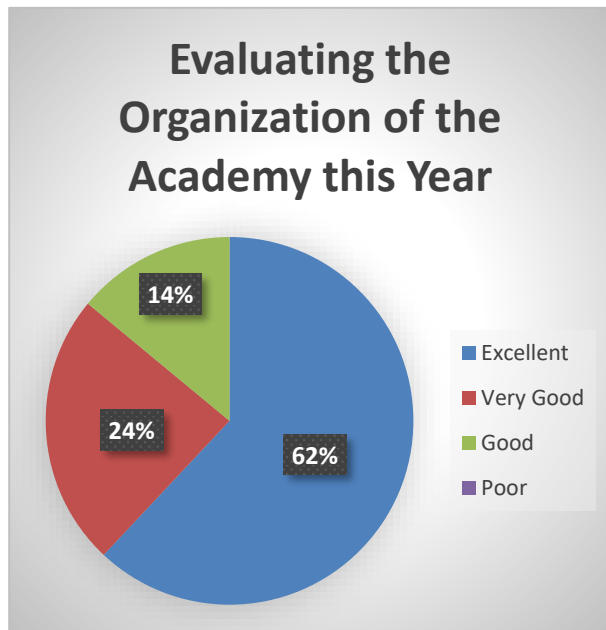
**The second section: On challenges, strengths and recommendations:**

<b>General recommendations for the future</b>	<b>List the most important strengths and successes of the Academy this year</b>	<b>List the most important challenges</b>
Every topic of the Academy needs more theoretical and practical studies	Dialogue - Working groups - Active participation - The human relations of the participants - Good management - Sequencing of subjects - Documentation	Infrastructure such as the weakness of the Internet
We hope that it will be in one of the Arab countries if the opportunity arises	The expertise available for adult teachers at a high level of study	Working to use a distinctive curriculum, and can we work with a curriculum through the pedagogy of the text????
For example, a periodic meeting can be held every two months to review the recommendations of the Academy and hear the various experiences - A booklet can be made for all the papers presented in the Academy and the recommendation to print this booklet in our countries and it can be translated to Western countries - The recommendations and outputs of the Academy can be shared with the government agencies concerned with the issue of education, especially adult education in our countries and can also be shared with adult learning and education donors	Holding the Academy despite these circumstances is the biggest success and indicates that we have succeeded in communicating and insisting on success - The participation of the formers and the newcomers in the Academy was a point of richness in the Academy - The presentation of many papers from many experts - The participation of some officials of the bodies related to adult education in Arab countries - Presenting realistic expertise and experiences for many participants - Giving the opportunity for everyone to participate	The biggest challenge for me is the poor internet sometimes
To have virtual meetings every three months or semi-annually virtual, as well as annual face-to-face meetings	Participation of educational institutions and experts from Arab countries. Participants' commitment to attend.	Internet outages – Time constraint – Sitting three hours
We hope that we will meet face to face so that we will benefit greatly	Good preparation for it - The efficiency of the officials in managing the dialogue very well - Choosing participants with a high level of thought	Use of technology / Creating an approach or systematic way to use it
Continuing to benefit from the experiences and make recommendations to governments to benefit from the experiences of other countries	The strengths are that in light of this crisis and quarantine, it was able to organize this meeting and present 16 working papers, 7 workshops and 27 discussion groups in 24 hours, and this great interaction between the participants	The most important challenges are continuity and follow-up despite the quarantine, and this in itself is a challenge

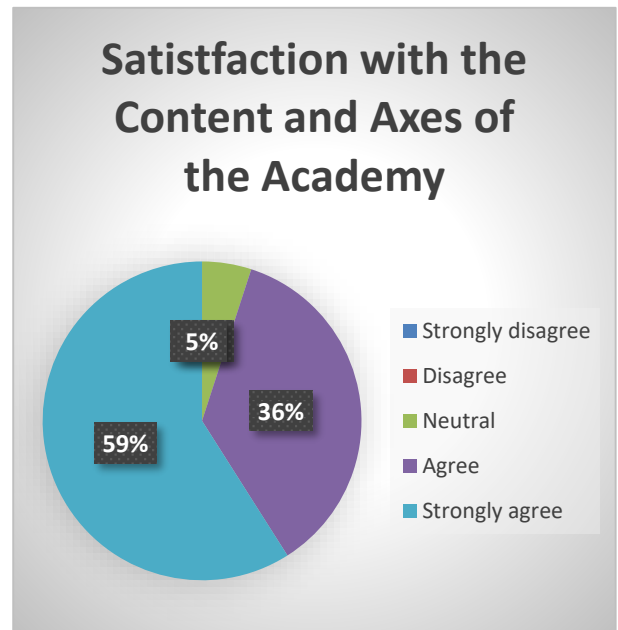
Continuing remote meetings and training	Discovering young competencies within the group - The daily commitment of the participants - Useful working papers	Poor internet - poor knowledge of technology
Focusing on two axes, no more, during the academy's term	Diversity and efficiency of the expertise provided	Funding, adult education is not a top priority for governments

**The third section: General Satisfaction with the Academy:**

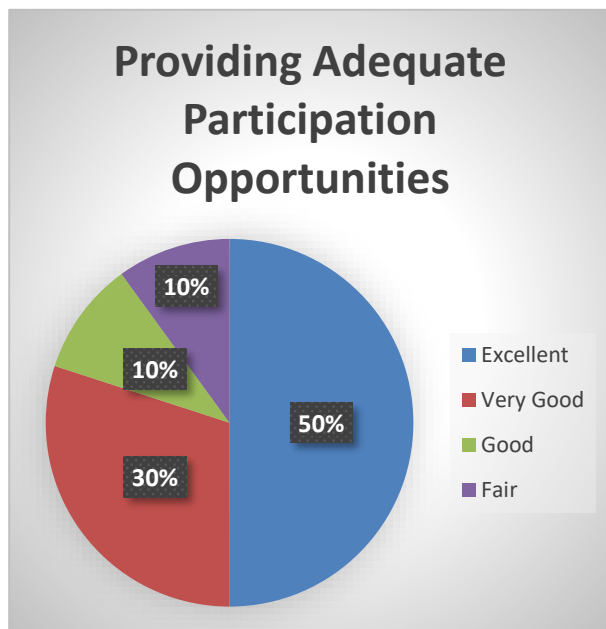
First: The organization of the Academy this year



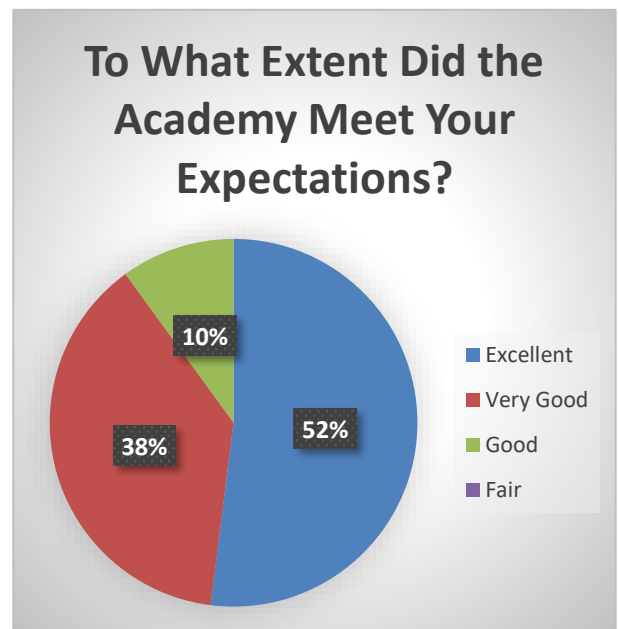
Second: The level of satisfaction with the content and axes of the Academy this year



Third: Providing adequate participation opportunities



Fourth: To what extent did the Academy meet your expectations?



Special thanks at the end of the report to all the organizers and all the participants who participated in the convening of the Academy this year and in this most wonderful way

Until we meet you at the next Academy, accept our regards, and may you stay healthy