A REPORT ON THE WORK

OF THE ARAB ACADEMY FOR

ADULT EDUCATION AND

DEVELOPMENT

THE ADDITIONAL DAY 9

SHARED EXPERTISE AND

EXPERIENCES

December 22, 2020

via the Zoom app

Report of the extra day of the Academy

The day began with Mrs. Elsy welcoming the attendees and emphasizing the idea and purpose of the day in terms of:

Completing the first axis working papers related to the experiments that were not presented in the days of the Academy

Then the discussion on mapping the future of adult education to think in the name of AHAED and present the report to UNESCO about the vision of AHAED for the future of adult education through three main axes that will be discussed later.

Then, Mrs. Elsy introduced Mr. Rifaat Sabah for the opening of the day:

Mr. Rifaat began his speech by welcoming all the participants and expressed his happiness to see all the participants and their enthusiasm, and he stressed that both AHAED and the Arab Campaign had a great role in this pandemic and also in pushing people to work in these successive crises and fears that afflict people as people need someone to take their hand.

Mr. Rifaat Sabah also concluded the importance of thinking about the axis of the future of education and presenting the outputs of this axis as a report to UNESCO in the name of AHAED.

After that, Mrs. Elsy introduced Mr. Mohammad Al Madioni, coordinator of the first axis to run the session.

Mr. Mohammad Al Madioni began the session by welcoming the participants and presenting the three working papers, which did not take their right to be displayed during the days of the Academy. The papers are:

First: A testimony about the national strategy for literacy in Iraq, by Dr. Mithal

Second: The experiences of the General Authority for Adult Education in Egypt presented by Mr. Al-Sayed Musaad

Third: Continue learning at the Horus Center in Egypt through the village or neighborhood libraries - cultural centers

Mr. Madioni added that these experiences are some of the experiences that can be considered pioneering in the region and that they can give us a rich discussion ground. We can also be inspired by them possibilities of work in other countries and among other contexts.

Adult Education, Challenges, and Iraq's Model Experience - Iraq's Experience - Dr. Mithal

Adult education in a broad sense is synonymous with common terms for continuing education, renewable education, lifelong education, basic education and non-formal education, which are functional, alphabet and cultural literacy programs that all fall under the umbrella of adult education. Adult education from this perspective is a broad concept that is occupied and provided by many institutions, and whatever the difference in the nature of institutions that provide adult education, with the exception of specific cases, they are characterized by being voluntary for the adult learner, provide on a part-time basis, are subjected to civil or governmental supervision and work with individuals who exceed the age of compulsory education.

Adult Education Challenges:

1. Institutional: Most of the educational institutions that provide adult education are committed to the classroom space allocated only and do not consider applying any kind of field education, which leads to the difficulty of adult education success in achieving its own goals

2. Circumstantial: It is the challenge related to the nature of adult learners, who may not be allowed by family or professional circumstances or any other circumstances to participate effectively in the educational classes.

The main reason for the emergence of the concept of adult education is due to the inability of some individuals in society to enroll in compulsory education for young people for several reasons, including the lack of nearby schools, work, or lack of awareness of the importance of education, so that they get old and cannot enroll in schools again due to exceeding the legal age

Adult education goals:

1. Teaching adults the religious sciences that interest them in their lives and showing them their rights and duties

2. Getting rid of illiteracy that spreads among adults and affects their abilities to live in a positive way in their society. Introduce adults to their own strengths and weaknesses in order to focus on strengths to stimulate their role in their families, workplaces and society in general.

3. Providing adults with different skills and knowledge, methods of networking and communication with others in a good way, and improving relations between them

4. Introducing adults to their duties so that they seek to fulfill them, their rights, and the rights of others, so they preserve them and try to meet them by legitimate means and methods, and thus they protect themselves and preserve society

Adult experience in adult education

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 and imposed severe penalties for 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 declaring Iraq's success in combating illiteracy.

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

1. Alphabetical literacy goes hand in hand with civilizational literacy

2. Comprehensive confrontation (integrating literacy efforts with development efforts)

3. The importance of political decision and popular will in the campaign

4. Directing popular efforts and employing them in the self-help movement

5. Drying up the sources of illiteracy with compulsory primary education

6. Integrating school and non-school education

7. Adopting the scientific method in the face of illiteracy

- Iraq has received five prizes from the UNESCO

- The campaign at the (Jomtien) conference in Thailand that was held in 2001 was considered one of the most successful campaigns and received many awards, including the UNESCO Award, as Iraq was declared a country free of illiteracy by international organizations in 1991.

Iraq is back to illiteracy: after 2003

In light of the first occupation headed by America and the emergence of some challenges, including:

Sectarian conflict - Successive governments that have failed to provide security - Administrative and financial corruption and politicization of the educational system - School dropout due to the poor living conditions - Weak government oversight in

compulsory education - Internal and external displacement of competencies, teachers and students - Lack of resources allocated to education

The measures taken to reduce the illiteracy problem in Iraq

1. The literacy initiative to enable the development of Iraq in 2010 in partnership with the office of Her Highness Sheikha Mozah bint Nasser. The overall goal of the project is to ensure Iraq's response to literacy in cooperation with the Iraqi government and civil society to meet the educational needs of illiterates in Iraq and contribute to building an educated and peaceful society.

2. The national framework for the literacy strategy in Iraq 2011-2015 is a fruit of cooperation and continuous serious work between the Ministry of Education and UNESCO / Iraq Office for the purpose of limiting the increase in illiteracy and reducing its percentage, which is the first step to ensure the achievement of the general goal of reducing illiteracy by 50% at all levels by 2015 year

3. Literacy Law No. 23 of 2011

At this difficult time that Iraq is going through, there must be a message of hope that suggests to the world that Iraq is starting to regain its social health. The legislation of the Literacy Law No. 23 of 2011 in Iraq was a defiant message stating that Iraq is able to purify its social fabric from the remnants of the decades of wars and sieges that have produced us secretions include an army of Iraqi youths drenched in alphabetical illiteracy, at a time when the world began to advance in dealing with information and modern technology illiteracy.

About the Literacy Project:

The legitimacy of working with it is derived from the various legislative levels, starting with the Constitution and passing through the Literacy Law No. 23 of 2011 and ending with the relevant regulations and instructions. The project provides its illiterate participants with books, some incentives and financial allocations free of charge, and due to the importance of the national project, most governmental and civil institutions participated in accordance with voluntary plans and planned effort.

The programs of the national project for the literacy campaign are divided in terms of the educational level into two stages, the first is called the basic stage and the duration of study is 7 months, from which the graduate is given a certificate equivalent to the second grade of elementary school. While the second is called the completion stage and the duration of the study is 7 months as well, during which a certificate equivalent to the fourth grade is granted.

The number of literacy centers that were opened for the 2013-2014 academic year reached (7224) centers in which (705576) students were taught, and this confirms that

the project has been satisfied by a large segment of Iraqi society, especially those who were forced by circumstances to leave the study seats and missed the train of regular education and they found in the campaign their stray.

National Literacy Strategy (2015-2024)

A joint Arab strategy must emerge that will result in a national strategy for each country that is consistent with its conditions and future work requirements.

Based on the foregoing, the executive body for literacy in the Republic of Iraq is committed to preparing a national literacy strategy, the national literacy strategy 2015-2024.

It was made up of two parts:

- The first part: The Theoretical Framework
- The second part: The Strategic Plan

When building the strategic plan, the quarterly analysis methodology has been relied on, which is a methodology and analysis tool that helps to identify the elements of strength and weakness within the reality in addition to identifying the available opportunities and threats that accompany or face it.

- Strengths: The internal foundations of the executive management
- Threats: The external elements that negatively affect achievement
- Available opportunities: The right work opportunities to be used to overcome weaknesses

First: Strengths

The Iraqi constitution - Literacy Law No. 23 of 2011 - Availability of human resources (facilitators) - Presence of literacy centers spread across Iraq – Existence of a literacy curriculum that can be developed - Existence of mechanisms for supervision and follow-up - Existence of literacy centers that use local languages - Presence of mechanisms and guidelines to organize work between partners

Second: Weaknesses

Lack of real and accurate reports about illiterates in all regions of Iraq - Weak public media awareness - Failure to activate the Compulsory Education Law No. 118 of 1976 - Lack of specialized administrative staff - Lack of administrative and financial independence of the executive agency for literacy - Failure of curricula to take into

account the social and professional environment – Lack of telecommunications service between the executive body and its departments in governorates, districts and sub-districts - Lack of specialized curricula for empowerment for life programs - Lack of financial allocations and unrealistic distribution according to exchange chapters - Linking the disbursement of incentives to students' attendance - Lack of directives and controls from the executive authority to implement the fourth item of Article 14 of the Literacy Law - The dispersion of governmental efforts and the absence of central follow-up to non-formal education programs - The absence of a statistical program to establish an integrated database of learners, facilitators and centers

Third: Opportunities

The cooperation of literacy councils in the governorates and providing material and moral support to ensure the success of the project - Supporting the administrative bodies of the project with employees specialized in the field of literacy and adult education - Encouraging volunteer work among the educated groups of society, especially graduates of educational colleges and institutes to develop their skills in the educational field according to the mechanism of organizing work in a way that guarantees the benefit of both parties - Activating the role of civil society organizations and directing their activities towards literacy programs and providing back up and support for the continuation of the project - Making use of modern means of communication and their spread and employing modern technology in the success of the campaign - Enhancing the role of women and developing their literacy skills to raise an educated generation - Each department, institution or private sector monitors its illiterate employees and contractors and ensures their participation in literacy and adult education programs - Unifying adult education and non-formal education programs in a single administrative body to ensure the achievement of goals - Multiplicity and diversity of literacy curricula and the development of adult education methods - Multiple fields and opportunities for continuing education for the graduates of literacy courses - Guidance towards linking access to services to obtaining a literacy certificate – Benefiting from the energies of society that can be employed in the elimination of illiteracy (mosques, parties, organizations, media networks, businessmen ... etc.) and providing support and back up, each according to his capacity for the success of the literacy campaign - Spreading the bright positive phenomena that reflect the stories and experiences of citizens in fighting illiteracy - Supporting an international financial allocation

Fourth: Threats

Violence, terrorism and the security situation - The volatility of financial allocations in the federal budget - The country's complete dependence on the rentier economy and the lack of stable economic resources - Low levels of economic growth and lack of job opportunities - Continuous displacement and migration - The prevailing values and traditions in some regions that prevent adults from attending literacy centers - Low awareness of the importance of the literacy project by administrative leaders in the

governorates and turning to other projects - Preoccupation of the target groups with providing life requirements due to low living conditions - Lack of seriousness in applying the compulsory education law

Strategic goals:

Drying up the sources of illiteracy - Freedom from illiteracy by 2024 - Providing opportunities for continuing education for those who are graduates of literacy courses and providing them with some life skills

The strategic plan includes three main programs:

1. Drying up the sources of illiteracy
2. Freedom from illiteracy
3. During and after liberation from illiteracy

Achievements of the literacy project since its launch on 9/11/2012, where Cabinet Decision No. (322) was issued in which it was announced that the implementation of literacy project would begin according to the Literacy Law No. 23 of 2011

1. Opening literacy centers in all parts of Iraq. The number of enrolled in literacy centers reached (503604) male and female students.

2. Allowing students who obtained a literacy certificate to complete the elementary and intermediate stages in evening completion studies, participating in external examinations, or enrolling in general education schools according to the age groups permitted under the law and instructions of the Ministry of Education

3. Opening community centers to teach life skills alongside alphabetical literacy

4. Opening literacy centers using the local languages of minorities (Kurdish, Syriac and Turkmen)

5. In 2014, (459535) male and female students have achieved literacy, obtained a literacy certificate and graduated after completing the intermediate stage

The challenges facing the literacy project in achieving its goals

1. Continued school dropout and non-drying up of its sources

2. The inadequacy of educational environments with all its elements according to the needs and characteristics of the target group and the gender

3. Non-formal education programs do not work in an integrated and mutually dependent manner represented by (the youth education and the accelerated learning programs)

4. There is no database that reflects the reality of illiteracy, dropouts, and educational centers in local communities

5. There is no special societal awareness among the various social groups about the problem of illiteracy and the importance of facing it

6. Not investing the energies and capabilities of civil society institutions in the field of literacy and empowerment towards contributing to reducing the rate of illiteracy

7. Weakness in possessing professional knowledge and skills for those working in literacy programs in Iraq, and weakness in the capacities of institutions working in the field of literacy, whether governmental or non-governmental

8. There are no flexible and effective policies and mechanisms for registering NGOs working in the field of education and literacy

9. Non-activation of the Compulsory Education Law No. 118 of 1976

10. The executive body for literacy does not have administrative and financial independence

11. Failure of curricula to take into account the social and professional environment

12. The old inherited traditions and customs prevent women, especially girls, from continuing education or not attending school, especially in villages and rural areas.

Recommendations

1. We recommend linking the High Authority for Literacy with the independent and temporary bodies of the General Secretariat of the Council of Ministers

2. Increase the allocations of the High Authority for Literacy from the general budget of the country commensurate with the size of the illiteracy problem in the Iraqi society and its importance in the country's security, progress and independence from the Ministry of Education

3. Establishing a fund to support the literacy project from gifts and donations

4. Granting the executive body for literacy with job grades from employees in various disciplines, teachers and service employees such as the Ministry of Education

5. Including lecturers in contracts and daily wages to ensure continuity of work in literacy centers

6. The issuance of a law for monthly lump sum financial grants for male and female students to help provide their basic needs to complete their education

7. Unifying non-formal education (accelerated education, youth education, literacy) for the purpose of unifying efforts such as the Kurdistan region and in line with the United Nations resolution related to lifelong education

8. Drying up the sources of illiteracy by activating the law of compulsory primary education and disseminating it and working hard and persistently on adult literacy

9. Emphasis on scientific and functional education rather than merely eliminating alphabetical illiteracy only

10. Learning about international experiences and taking the appropriate ones according to the need and specificity of the Iraqi society

11. Combining all official and popular efforts with serious and organized work, allocating all necessary resources and funds, allocating appropriate equipment and enacting appropriate legislation in order to eliminate illiteracy in Iraqi society

12. Development of the pedagogical and educational system by increasing its efficiency and ridding it of the problems and obstacles that contribute to increasing the rate of illiteracy, such as weak absorptive capacity, failure and dropout, school buildings, educational curricula, teaching method, etc.

13. Involving those in charge of mosques as preachers and imams in educating the illiterate and giving them nominal financial incentives in return for their efforts

14. Requiring applicants to join public universities and those applying for government job degrees to actively contribute to educating illiterates

Experiences of the Adult Education Authority in Egypt in using technological developments and digital applications in adult education and learning - Egypt's experience - Mr. Sayed Musaad

There were advanced initiatives in Egypt, such as through The Egyptian Radio. There was a daily program for the journalist Abdel Badi Kamhawi about teaching and educating adults the basic principles of reading and writing through the radio and it lasted for very long periods.

There was an educational channel called the Adult Channel of the Public Authority for Adult Education and it continued from the year 2000 until 2010 and it provided lessons through video tapes provided by teachers teaching in real classes that were recorded and published for long years, and then there was a decision to close that channel.

In 2005, there was a CD for (learning together). This CD was a curriculum (learn to develop) and it was done in an integrated way through cooperation with the Ministry of Communications, the Adult Education Authority and one of the external parties. It was taught by computer in the viewing centers located in youth centers and it was a form of partnership and was effective, although it was also limited.

Then the book, Women and Life, which was released recently with the help of Microsoft with the Ministry of Communications, the Adult Education Authority and the Ministry of Education, and was dedicated to empowering women, and it was adopted by UNESCO and was taught in six governorates as successful and pioneering experiences in this field.

There was another experience that preceded this, and it was the experience of an external party, a twenty-day program based on teaching reading and writing via the computer and it lasted for a short period and was supervised by the Future Eve Association, a member of the Arabic Network, and it had some of the existing results.

During the Corona period, the Adult Education Authority invented and invested the idea of being devoted to the establishment of a technological development unit for the production of educational materials with videos that are filmed by the distinguished female students and broadcast through the authority's YouTube channel and also found on the authority's website. They were praised at the regional and global level and were included in reports sent to the Authority, and a response to thank the Authority for this matter was sent.

There are problems that became evident in the use of these experiences:

1. The lack of financial support required for the Authority to equip this technological infrastructure necessary for adult education and learning

2. Weak partnership and networking, and the absence of funding for the second time to produce programs and applications

3. Lack of contentment among some with e-learning in the field of adult education

4. Limited experiments that were carried out with the partners and the inability of the Authority to generalize the experiences due to the lack of the required support

How can we invest technological developments in adult education and learning?

1. Searching for various sources of funding to create the technological infrastructure necessary for adult education and learning

2. Partnership and networking between mobile companies based on their societal responsibility to contribute to the production of educational programs and applications, as well as the provision of some mobile devices for some literacy classes and their adoption

3. Investment of technology clubs of the Ministry of Communications and spread throughout Egypt as centers of technological education for adults

4. The Ministry of Communications adopts the development of CDs (learn together) in a manner appropriate to the times and use them to teach and educate adults

5. Vodafone Egypt adopts the development of the Vodafone application for the literacy of learners in a manner appropriate to the age and to fit all mobile devices available to learners

6. The Adult Education Authority and specialists from Egyptian universities professors adopt curricula and methods of teaching adult education, a critical reading of all the experiences applied by the Adult Education Authority to teach and educate learners in a way that contributes to developing these experiences or preparing new digital programs and applications for adult education and learning

7. Providing more spaces for civil society to participate in planning and producing digital applications necessary for adult education and learning

Of the challenges facing adult distance education and learning in Egypt and our Arab society:

1. Resisting change and being content with traditional direct education

2. The lack of a technological infrastructure to ensure that educational services reach the target audience (internet, devices ...)

3. The lack of technological programs and applications for adult education and learning in an adequate and scientific way

4. The adult teacher's lack of distance education competencies

5. The lack of a well-defined plan to enable distance learning

6. The absence of partnership and networking among stakeholders from government, civil society and the private sector in adult distance education and learning

Educational renewal and adult education and what is needed

- Adult education and learning: With its paths and innovations, an entrance to prepare the citizen for life and its quality by providing education for all without discrimination, its comprehensiveness to develop the personal aspects of citizens and effectively meet their needs

- No future: Without good education that provides a variety of opportunities for those who missed the first opportunity, adult education and learning is the true gateway to human development. In adult education, the human being is the platform, focus and maker of development

- Educational renewal in adult education and learning: It requires a read-back of its policies, programs and curricula, and it also needs building and refining the capabilities of workers in this field in a modern way to reach creativity and innovation

- Training: one of the most important inputs to this desired renewal, as well as interest in research of action and applied aspects in the field of adult education and learning

- Developmental approaches: In adult education and learning are the only guarantee for lifelong learning and increasing its added value through small projects and linking them to the teaching and learning component

- Promoting values: Peace, rejection of violence, citizenship, acceptance of difference, attention to women's issues, and attention to health and environmental issues

- Introduction and rooting for distance education: Especially in emergency situations, and technology and digitization are nothing more than a means and not a goal in themselves in adult education and learning, so education and pedagogy cannot be separated when it comes to teaching and educating adults

- Civil society is the racehorse: To advance the education and learning of adults if the intentions are true and to have wider spaces and areas, starting with planning, and this is done through partnership and real networking with the concerned government agencies, the civil society and the private sector

- The issue of funding in the field of adult education remains a stumbling block due to the scarcity of allocations for adult education in the education budgets of our Arab countries, as well as the guidance of the funder who dictates his conditions, and this requires searching for national funding sources convinced of adult education and learning

Village and neighborhood libraries are meeting point (Horus Foundation for Development and Training in cooperation with Caritas Egypt) - Tharwat Gaid Salama

The need for the idea of continuous or lifelong learning

Egyptian experience: Cultural centers in villages and neighborhoods are a meeting point for starting and their role in adult education

An idea about the initiative: The Neighborhood and Village Libraries Initiative is an initiative launched by Caritas Egypt as an attempt to support the continuation of literacy graduates and non-apostasy on the one hand and on the other hand enhancing the role of youth in society. Horus has continued to support the initiative through the fact that the library has become one of the foundation's basic programs.

The goal of the cultural center or library: The cultural center (the library) aims mainly to prevent literacy graduates from relapsing into illiteracy again and to help them continue learning and provide opportunities for them to work on developing themselves and their communities through community initiatives.

Strategy and work methodology: The library's work methodology is based on enhancing the spirit of participation and citizenship among members of rural communities, as well as promoting the principle of human rights in poor and marginalized societies, finding solutions to some problems, especially the problem of education and the spread of illiteracy, strengthening the role of literacy graduates and valuing their roles (development and empowerment)

What are libraries or cultural centers?

A place where literacy graduates and learners meet, and it is a free time in an organized and planned manner for: (reading and learning, discussion and dialogue on community issues, thinking and planning for community initiatives) 3 or 4 times a week for a period of 2 to 3 hours per day.

Activities of libraries or cultural centers:

1. Free reading (the library is equipped with a computer, various collections of books are increased annually in various fields)

2. Presenting a book - Educational trips - Educational seminars on many topics - Community initiatives and field visits

Management and structure of the library or cultural center: The board of trustees of the library, which is renewed annually according to certain criteria and conditions (the library secretariat, the general secretary) and they are graduates of literacy, and the special responsibilities of managing activities, planning for them, implementation and determining the needs are the responsibility of the Board of Trustees.

During the period of work in the library, many activities and projects were implemented. The most important of these activities which were carried out by literacy graduates and the center or library staff are:

1. The Environment Street Project, in which the main street in the village was levelled, landfilled and afforested by young literacy graduates in cooperation with the villagers (one of the young people said after the end of the project that they were able to do something that the members of Parliament could not do)

2. The Thousand National ID Card Project, and as a result, more than 30,000 national numbers were issued, especially for women and girls.

3. My Dear Daughter project, which aims to empower girls. The project has worked with 300 elementary, secondary and university girls (those graduates of literacy classes who continued their education)

4. The literacy classes project, which is the main activity of the library, as more than 20 literacy classes were opened in the library in addition to 12 adult education classes outside the library. Some of the literacy graduates and those who completed their education participated in the facilitation of the classes.

In addition to this, there are many awareness-raising seminars, vocational training, human rights and recreational activities for children, which were carried out continuously throughout the work of the library and under the leadership of the library work team of literacy graduates.

Continuity: Work continues in the library through Horus support for the library by opening it to graduates of literacy classes, school students and parents to benefit from book reading and continuous learning activities that take place inside the library. Horus seeks during the coming period to open more than one cultural center.

Participants' interventions about the presented experiences:

- Ghada: Horus' experience is very wonderful, as it was not only educational, but also cultural, and it participated in the activities of the center. Curricula for adult education should be specialized for each group in society.

- Rifaat Sabah: The idea of the experiments is great. It should be circulated and every presentation was distinguished in the issue.

- Elsy Wakil: The lack of accurate data and statistics od illiterates is a problem in all Arab countries. Intervention of the Arab House and civil society must be serious so that we can present the correct picture of the existing situation where there is a lot of school dropout.

- Mohammad Al-Madioni: When we talk about adult education, we do not mean literacy, but rather all kinds of education that are available to people in an informal way within contexts whose goal is to empower people and develop their capabilities in order to be effective in their societies and to talk about the subject of adult education in a kind of comprehensiveness and not the issue of reading and arithmetic.

Elsy concluded the session by thanking all the speakers for their rich experiences, adding that there will be a website for the Arab House (AHAED). It will be launched soon, and will be in Arabic and English. It will be for works as networks and members in the Arab House or AHAED. Elsy has requested that she be provided with any electronic resources related to adult education to be uploaded to the website as a reference for all.