CHAPTER V
LITERACY AND ADULT EDUCATION IN EGYPT

5. Causes of Illiteracy in Egypt

5.1. Lack of Awareness

5.2. Socio-economic Conditions

5.3. Gender Disparities

5.4. Inadequate Resources

5.5. Neglecting Rural and Nomadic Areas

5.6. Poor Access to Basic Education

6. Dangers of Illiteracy on Egypt's Future

6.1. Political Dangers

6.2. Economic Dangers

6.3. Social Dangers

7. Recommendations

7.1. Adult Ed. Learners

Priority has to be given to the younger and more deprived groups; transferring the literacy classes to illiterates' work places; creating new learning options for illiterates; providing services' packages for the learners in their education areas; providing positive incentives for the learners through integrated services packages; helping the learners to gain life and functional skills, which are suitable for the labor market.

7.2. Adult Ed. Teachers

Adult teachers have to be well prepared; adopting the concept of literacy, which says "We learn to know, we learn to do, we learn to live together and we learn to make our dreams come true"; recruiting Local school graduates as teachers for younger children in their local areas – particularly in remote areas and providing continuing professional development for all staff involved in Adult Education Programs.

7.3. Adult Ed. Programs

Programs have to be based on the adult learners' needs and interests; they also have to be designed and updated in a way which reflects the new changes happened in Egypt. Agnaou [4] and Rogers & Street [33] assured that a successful program should be flexible enough to address both stated and symbolic needs of learners.

7.4. Educational Authorities

Ministry of Education and Local Authorities should exert more efforts to get rid of the bureaucracy and boring routine; work to overcome the illiteracy problem and raise the illiterates' awareness to participate actively in new political life. This can be achieved through moving towards decentralization in implementing the literacy programs; providing appropriate funding; eradicating the origins of illiteracy problem (drop-out; repetition and poor access to Basic Education); strengthening local and international cooperation in the field of Adult Education; encouraging the NGOs' Initiatives; supporting post literacy stage to prevent learners from returning back to illiteracy; and developing a national Database for adult learning to be used on strategic and development planning. Street [36] warned that Policy planners and program developers often want to impose certain literacy practices on learners. This generally ends up in alienating the learners and causing them to reject the literacy program altogether.

7.5. Community and Civil Participation

Non-Governmental Organizations NGOs can participate in educating illiterates and raise their awareness through inviting well-to-do, highly respected business people to contribute to literacy ctivities in their villages; cooperating with the Adult Education Agency to plan and implement Adult Education Programs; launching media campaigns in villages and remote areas to communicate directly with illiterates; raising funds to implement Adult Education programs especially in remote and deprived areas; evaluating the progress in Adult Education programs based on the achieved and expected results. Borode [7] declared that NGOs are universally recognized as active role players in development programs.