

Summary

With the beginning of the last decade of the 20th century ,Egypt has realized that development with its various dimensions ,whether they were economic, political or social ,will only be achieved through human development .Furthermore, development should aim at developing human and not just producing goods. Hence, the state realized that the biggest challenge which faces it today is how to transform the human element from a burden on development to an element that can promote it and this can only be achieved through education.

In spite of its deep rooted history and its pharonic and Islamic civilization ,Egypt became a prey to illiteracy which deprived its citizens from the effective thinking and understanding what was an obstacle in the way to development and progress in any field .Realizing that great danger ,the state tried to face it through making plans and enacting laws ,especially when presedent mubark declared the last decade of the 20th century to be the erasing illiteracy .So ,Act n.8 for the year 1991 stated that erasing illiteracy is a national duty of all the institutions of the state and included the establishment of the general authority for literacy and adult education which should be responsible for supervising, preparing and following the erasing illiteracy programs.

However, and in spite of all the efforts ,the percentage of illiteracy on the national level in 2001 was (31.9%) that's one third of the population .El Fayoum had the highest portion with a

percentage of (45%) according to the survey in July 2001 .That's about half of its population what raises the total percentage on the national level this due to its rural nature and its belonging to the upper- Egypt.

The previous percentages clarify the hugeness of the problem and indicate that the illiteracy program are not of the required competence. This means that there is a great quantitative wastage in these programs that doesn't allow them to achieve their goals. As this wastage consumes a great deal of money that can be used in other fields of production and service. The recent study tries to define the amount of loss, its aspects and its reasons in the programs introduced by the general authority for literacy and adult education El Fayoum branch in order to put suggestions and solutions to limit that wastage and to put plans to overcome it.

The problem of the study

It's represented in the following inquiry:

"What are the aspects of the quantitative wastage in the literacy programs in El Fayoum ? And what are the factor responsible for its high rates in these programs"

To answer this ,we should answer the following sub-inquiries:-

- (1) What are the aspects of illiteracy problem in El Faayome? What are the efforts presented by the branch of the general authority for literacy and adult education in El Fayoum to overcome it?
- (2) To what extent the goals of the literacy programs in El Fayoum are achieved?

- (3) What are the aspects of the quantitative wastage in the literacy programs in El Fayoum?
- (4) What are the important factor that leads to the quantitative wastage in the literacy programs in El Fayoum?
- (5) What is the proposed image to deal with the quatitative wastage in the literacy programs in El Fayoum?

The goals of the study

The study aims at:

- Knowing the status of the literacy programs in El Fayoum.
- Determining the aspects of the quantitative wastage in the literacy programs in El Fayoum.
- Determining the percentage and rates of wastage in the literacy programs on the level of each district on one hand and on the level of the whole governorate on the other.
- Determining the factor that lead to the quantitative wastage in the literacy programs .
- Making suggestions that will contribute in reducing the quantitative wastage in the literacy programs in El Fayoum so that they can perform their roles perfectly.

The importance of the study

The importance of this study due to many important reasons which are:

- The international ,regional and local interest in studing the educational wastage which is obvious in the reports, researches and recommendations of many conferences.
- The study of the quantitative wastage helps in protecting the financial resources and in planning and evaluating the literacy programs .It also gives an indicator for measuring the efficiency

of the educational system of the literacy programs so that the authority can undertake the suitable procedures for reducing the wastage and protecting the human wealth materially and psychologically.

- The great attention that the state has paid to illiteracy as its constitution laid down erasing illiteracy as a national duty in addition to the president's declaration of the last decade of the 20th century as "the decade of literacy and adult education " and that Egypt should be void of illiteracy by year 2000. However ,the problem continued what indicated that there were many obstacles that prevented solving it and that there was a great wastage which the recent study tries to explore and determine its factors in order to reduce it in the light of the plan that was made according to the president's speech in the opening of the national conference for social development on Saturday 17-9-2000 in which he assured the necessity of declaring Egypt as void of illiteracy within the following 5 years and in the light of the plan made according to the president's speech on 30-4-2003 in which he assured the necessity of taking a decisive step to eradicate illiteracy within the following four years (that's the end of the recent development plan till 2007) and that will start in July 2003.

The limits of the study

This study deals with the dimensions of the quantitative wastage in El Fayoum –including deterrents from education, dropout from education and educational failure in the period

between 1994 to July 2002 and it tries to define the size of these dimensions and the factors causing it.

The plane of the study

The procedures of the study follows the following steps:-

- The first chapter: deals with the general frame of the study which includes the introduction ,the problem of the study, its goals, its importance ,its methodology, its limits, the previous studies and a commentary on them and finally the steps of the study.
- The second chapter: deals with the status of illiteracy in Egypt in general and in El Fayoum in particular .Thus it answers the first question of the study.
- The third chapter: deals with the concept of wastage in literacy programs and its resources to answer the third question of the study.
- The fourth chapter: deals with a study of survey aiming at analyzing the status of the quantitative wastage in El Fayoum to answer the second question.
- The fifth chapter: deals with the field study to answer the fourth question.
- Result of the study.
- Making a program that aims at limiting the phenomenon of the quantitative wastage in literacy program in El Fayoum. Thus this chapter answers the last question.

The research has analyzed the results of the study .The important results of this analysis were:

- The average percentage of the dropout in El Fayoum as agovernorate in the period between 1/4/1994 to 2002

was (31.57%) .This percentage differ from a district to another.

- The total percentage of the dropout among mals in all the districts except El Fayoum district is higher than that among femals and also on El Fayoum level as agovernorate.
- The average percentage of educational failure in El Fayoum as agovernorate in the period between 1/4/1994 to 2002 was (28.37%) .This percentage differ from a district to another.
- The total percentage of educational failure among femals in all the districts is higher than that among mals and also on El Fayoum level as agovernorate.
- The waste costs as a result of dropout in all districts is higher than that as a result of the educational failure and also on El Fayoum level as agovernorate in the period between 1/4/1994 to 2002.

As related to the quantitative wastage resulting from a deterrents from education ,the study found that:

- The total percentage of deterrents from education on the agovernorate level in the first plan of erasing illiteracy (1/4/1994 to 31/12/1999) was (38.17%) and that only (36.55%) of the plan was achieved.
- The total percentage of deterrents from education on the agovernorate level in 2001-2002 was (46.32%).

- The total percentage of deterrents from education among females is very high whether on the governorate level or on the level of each one of the 5 districts.
- The percentage of males joining the classes of erasing illiteracy was so high that it exceeded the number aimed at by the plan in all the districts of the governorate except Abshaway district. The percentage of deterrents from education among males on the governorate level was (19.86%).
- Only (22.29%) of the plan was achieved on the governorate in its first year. That's one fifth of the target number. This percentage indicates that we need (25) years to eradicate illiteracy in the governorate.

Part two: The result of the field study

Firstly: Factors related to deterrents from education which are:

(1) The factors of deterrents from education from the point of view of teachers, supervisors and workers in the authority which include:

- The factors of deterrents from education related to the illiterates that most of them prefer to spend their free time in work that increases their incomes and women are busy in house work and raising their children in addition to that the work of most of the illiterates is very tiresome that it prevents from joining the classes of erasing illiteracy and that illiterates' financial status is weak.

- The factors of deterrents from education related to society that some habits and traditions prevent woman from joining the classes of erasing illiteracy in addition to absence of laws that oblig the illiterates to erase their illiteracy and the inability of the religious institution in facining the problem properly. The illiterates also get affected by proverbs that reduce their determination to join the classes of erasing illiteracy.
- The factors of deterrents from education related to the institutions of erasing illiteracy represented in the inconsistency in the ages of the scolars, the absence of specialist teacher and the absence of professional training centres near the classes.

(2) The factors of deterrents from education from the point of view of the illiterates represented in the shiness to go to the classes of erasing illiteracy, the unsuitable studying times, the absence of a law that oblige the illiterates to go to the classes of erasing illiteracy, the nature of the illiterate's job that doesn't allow them to be educated and the women's occupation of the house work.

secondly: Factors related to dropout from education which are:

(1) The factors of dropout from education from the point of view of teachers, supervisors and worker in the authority which include:

- The economic factors of dropout from education represented in the low average income of the individual in

El Fayoum, the illiterate support for a large family and standard of living of the family in the country.

- The social factors of dropout from education represented in the habits and traditions that prevent the illiterates of old ages to go to classes of erasing illiteracy, the burdens that are thrown on the women's shoulders and that some wives are not permitted to go out to the classes of erasing illiteracy.
- The psychological factors of dropout from education represented in the feeling of shiness when the illiterates are unable to answer the teacher's questions and their feeling of embarrassment when they study in front of their children.
- The educational managerial factors of dropout from education represented in the low interest in the re-creative activities, the inconsistency of the scholars inside the class, the absence of the qualified teacher, the unsuitable studying times, the low usage of teaching aids and the incapacity of the laws that oblige the illiterates to regularity.

(2) The factors of dropout from education from the point of view of the illiterates represented in their feelings that they are little students, the shiness to go to the classes of erasing illiteracy ,the unsuitable studying times and the difficulty of the subjects.

Thirdly: Factors related to educational failure which are:

(1) The factors of educational failure from the point of view of teachers, supervisors and worker in the authority represented in that some of the illiterates don't have enough time to study, using traditional methods of teaching, low personal contact between the teachers and the scholars, insufficient training for the scholars on models of the exams questions and the stable methods and techniques of evaluation used in the erasing illiteracy programs.

(2) The factors of education failure from the point of view of the illiterates represented in the absence of enough time for study, the difficulty of the exams question, the insufficient training on the exams questions, the unconnectedness of the subjects to the nature of the illiterate's jobs, the difficulty and accumulation of the subjects and the short period of study that the illiterates couldn't master the skills of reading, writing and counting sufficiently to pass the final exam.