

Table of Contents

Introduction	19
Research Background	19
Literacy and Gender Disparity in the Middle East and North Africa.....	21
Outline of Chapters	25
 Part I. Research Context, Method, and Theory	 29
1 Geographic Location and Demography	31
1.1 Current Functional Literacy Program in Algeria	32
1.1.2 Arab Uprisings in the Middle East and North Africa.....	34
1.2 The Fieldwork Setting.....	40
1.3 Research Objective	42
1.4 Central Questions.....	43
1.4.1 Women's Literacy and Empowerment.....	44
1.4.2 Workable Strategies for Female Literacy	45
1.4.3 Access and Gender Equity in Higher Education and Employment.....	45
1.5 Method	45
1.6 Adult Literacy Research in Algeria.....	47
 2 Theoretical and Conceptual Overview of Literacy	 51
2.1 The Current Women's Literacy Debate	51
2.2 Defining Literacy	53
2.3 UNESCO's Adult Education and Functional Literacy.....	56
2.4 Critical Literacy after Paulo Freire	59
2.5 Gender, Literacy and Empowerment	62
2.5.1 Women in Development (WID).....	63
2.5.2 The Anthropology of Gender in Gender and Development (GAD).....	65
2.5.3 The Empowerment Approach to Literacy.....	67
2.5.4 A Framework for Women's Empowerment. Contrary to my previous message the author asks now if we can omit the name Sara Longwe's.....	74
2.6 Summary of Literacy Discourses	77

Part II. Women's Status in Literacy and Education: A historical, cultural, and Islamic perspective.....	81
3 Historical Retrospective of Women's Education in Algeria.....	83
3.1 Women's Education Prior to the French Conquest.....	83
3.2 The Effect of the French Occupation on Women's Education.....	90
3.2.1 Emir Abd el-Kader (1808-1883).....	91
3.2.2 First attempts to recruit Algerian girls in French Schools	98
3.2.3 Abd al-Hamid Ben Badis (1889-1940)	100
3.3 Post-independence Educational Development and Mass Literacy Campaigns	105
3.3.1 Primary Education	110
3.3.2 Higher Education	113
3.3.3 Adult Literacy	116
3.4 The Current Situation of Women's Literacy and Education	121
3.4.1 Primary Education	122
3.4.2 Secondary Education	128
3.4.3 Interviews with Female School Dropouts	128
3.4.4 Higher Education	130
3.5 Adult Literacy	131
3.5.1 Distance Education	133
3.5.2 Current Literacy Strategy.....	134
3.6 Résumé: The persistence of non-literacy among women.....	135
4 The Status of Women in the Haut Plateau: Between Islam, Politics and Popular Perception.....	139
4.1 The Family and Social Structure: An Ethnographic Overview.....	143
4.2 Honor, Shame and Status in the Life-cycle of Women	148
4.2.1 Haya and Good Shame in Islam.....	151
4.2.2 Hishma and Good Shame in the Haut Plateau	151
4.3 The Algerian Girl.....	152
4.4 The Algerian Bride	154
4.5 The Algerian Mother and Mother-in-law.....	156
4.6 The Algerian <i>Hadja</i> Widow and Matriarch	157
4.7 Cueing in on the Decline of Traditional Marriage Molds	158
Vignette: On the Traditional Status of Women in the Haut Plateau. Non-literate Farmers Johar and Hannah	163

5	Understanding the Process of Empowerment for Rural Women	175
5.1	Women's Role in the War of National Liberation	175
5.2	The 1984 Family Code (<i>Code de Civil</i>)	179
5.3	Women's Rights Activists, the Black Decade and the Arabic Spring.....	182
6	Pre-assessment of Women's Empowerment in Work, Politics and Islam	187
6.1	Gender Equity and the Beijing Platform for Action.....	187
6.2	Women and Work: Recent Attempts for Upping the Quota	189
6.3	Women in Politics: The Feminization of Algeria's Political Situation	193
6.3.1	The First Female Presidential Candidate in Algeria, Louisa Hanoune	194
6.4	Women, Literacy and Higher Education in Islam: The Potential for Gender Equity and Empowerment	196
6.5	Résumé: Gender Equity and Female Empowerment in the Haut Plateau	200
Part III. Empirical Case Studies of the "Iqraa" Functional Literacy Program and Ibn Khaldun University Survey in Tiaret		
7	Organization of the Functional Literacy Program in Tiaret	203
7.1	The Literacy Class Setting	204
7.2	Literacy Program Direction: Interviews with Literacy Administration and Teachers	204
7.2.1	Interview with Head Director M. Saidani	205
7.3	Interview with Program Administrator Mme. Ammari.....	206
7.3.1	Founding "The Good Way" (Subul Khair): Sub-Group Goals and Students' Needs.....	208
7.3.2	Challenges.....	210
7.4	Résumé: Different Approaches to Literacy.....	211
7.5	Interviews with Literacy Class Teachers	214
7.5.1	Teacher/Student Recruitment and Training	214
7.5.2	Women's Literacy Teacher Zohra	216
7.5.3	Women's Literacy Teacher Wayfat	220
7.5.4	Men's Literacy Teacher Samia	222
7.6	Résumé: Literacy Teaching Experiences	224

8	Case Study I: Women's Literacy Class Observations	227
8.1	Methods of Observation: A Gender Perspective on Literacy.....	227
8.2	The Literacy Participants and Class Dynamics	229
8.3	The Interviews and Questions.....	231
8.3.1	The Background of the Literacy Class Participants	231
8.3.2	Social Cultural Barriers to Female Literacy.....	232
8.4	The Literacy Class Dynamics	236
8.4.1	Meeting the Participants' Learning Needs and Interests.....	238
8.5	The Participants' Perspectives on Women and Education	239
8.6	Résumé: Challenges and Empowerment in Women's Literacy Acquisition.....	240
9	Case Study II: Men's Literacy Class Survey	245
9.1	The Literacy Participants	247
9.2	The Survey Questions	247
9.2.1	The Participants' Family Background and Education.....	247
9.3	Men's Literacy Class Dynamics and Learning Interests.....	249
9.3.1	The Participants' Perspectives on Women in Work and Higher Education	251
9.4	Health and Hygiene.....	252
9.5	Résumé: On Changing Attitudes toward Women in Literacy, Higher Education and Work	253
10	Case Study III: Ibn Khaldun University Gender Survey in Tiaret	257
10.1	Gender Survey Questions and Responses	258
10.2	Female Students' Responses, Family Attitudes and Educational Background.....	258
10.3	Academic Field and Career Goals	262
10.4	University Experiences and Critique on Campus	263
10.5	Gender Perspectives on Women in Work and Higher Education	267
10.5.1	Female Students' Perspectives	267
10.5.2	Male Students' Perspectives	269
10.6	Résumé: Access and Gender Equity in Higher Education and Employment.....	272
	Summative Assessment and Research Outlook: Changing female literacy practices and the empowerment of women in the Haut Plateau.....	279

Appendices	291
Appendix A: UNESCO's Checklist of Gender Issues: UNESCO, 1999	291
Appendix B: Outline of the Concept of Empowerment. Hamburg, 1993	293
Appendix C: Sara Longwe's (1991) Framework for Women's Empowerment.....	295
Appendix D: Algeria. Reply to the Questionnaire to Governments on Implementation of the Beijing Platform for Action (1995)	298
Appendix E: Women's Literacy Class Observations in Tiaret, Algeria (2008-2010)	322
Appendix F: Interview Protocol of the Women's Literacy Class (2009)	374
Appendix G: Oral Questionnaire of the Women's Literacy Class (English/Arabic)	381
Glossary	391
Bibliography	393
English References	393
<i>Foreign Publications and Internet Websites</i>	405
French References.....	405
German References.....	406
Internet References	408
Algerian News Online.....	409
Abstract of Dissertation in German	411

Changing Female Literacy Practices in Algeria
Empirical Study on Cultural Construction of Gender and
Empowerment

Laaredj-Campbell, A.

2016, XVIII, 394 p. 32 illus. in color., Softcover

ISBN: 978-3-658-11632-3