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 Hadja 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 (*Code de Civil*) ................................. 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 .................. 201

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
<table>
<thead>
<tr>
<th>Appendices</th>
<th>291</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B: Outline of the Concept of Empowerment. Hamburg, 1993</td>
<td>293</td>
</tr>
<tr>
<td>Appendix C: Sara Longwe’s (1991) Framework for Women’s Empowerment</td>
<td>295</td>
</tr>
<tr>
<td>Appendix E: Women’s Literacy Class Observations in Tiaret, Algeria (2008-2010)</td>
<td>322</td>
</tr>
<tr>
<td>Appendix F: Interview Protocol of the Women’s Literacy Class (2009)</td>
<td>374</td>
</tr>
<tr>
<td>Appendix G: Oral Questionnaire of the Women’s Literacy Class (English/Arabic)</td>
<td>381</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Glossary</th>
<th>391</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>393</td>
</tr>
<tr>
<td>English References</td>
<td>393</td>
</tr>
<tr>
<td><em>Foreign Publications and Internet Websites</em></td>
<td>405</td>
</tr>
<tr>
<td>French References</td>
<td>405</td>
</tr>
<tr>
<td>German References</td>
<td>406</td>
</tr>
<tr>
<td>Internet References</td>
<td>408</td>
</tr>
<tr>
<td>Algerian News Online</td>
<td>409</td>
</tr>
</tbody>
</table>

| 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