The second set of factors directly influencing women are:

- The increase in the number of girls' schools and the improvement of their standards.
- The development of women's work outside the home.
- The modernization of laws of personal status which give working women equal rights to men at the same time, allowing them certain rights and privileges which alleviate their double burden.
- The instauration of social projects contributing to the improvement of rural life (such as the projects of Rural Pioneers).
- Economically productive families.
- Rural services.
- Village fairs and exhibits.
- Using radio and television as means of instruction and enlightenment regarding women's needs.

Field Studies Performed by the Author

The results obtained through the author's field studies and interviews (performed in 1978 - 1979 in a traditional Egyptian village) serve to show the importance of broadcasting programs and other mass media in changing the attitude of rural people regarding women. The respondents who listened to radio programs and read papers and magazines were generally more disposed to adopt a positive attitude with regard to women's liberation. As an example, 87.5% of respondents who listened to radio broadcasts were in favor of women's education, against 6.9% of those who did not.

Other factors affecting the respondents' approval or disapproval of girls' education were: the annual income-parent's level of education and contact with the outside world. A higher degree of approval existed when the family income was higher, the parents were literate, and had contact with the printed media and the outside world.

The same results were obtained regarding the questions dealing with women's work outside the home, their practice of political rights, their right to free choice in marriage and to respectful treatment within the family.

Conclusion

The value of this book rests on its comprehensive character, enhanced by the large number of references as well as an abundance of statistics covering the period between 1956 and 1979. While it is true that most of the statistics revolve around Egyptian women in general and are not restricted to the conditions of rural women, the author devotes to the latter the chapters dealing with factors of women's enslavement and those leading to their liberation, besides the important section presenting the results of field studies and interviews he made in 1978-1979 (pp. 121-164).

The book is part of the series of monthly publication issued by Dar-el-Ma'aref under the general title: "Iqra'" (Read), for the benefit of the large public which is in bad need of reliable information about women, particularly the neglected rural women of Egypt.

Readers who are familiar with the problems of Arab women will notice that most of the needs which the book attributes to the rural women of Egypt are shared by the rural women of other Arab countries.

Rose Ghurayyib

WORKSHOP

Continuing Education For Arab Women

The issue of Continuing Education for Arab Women was the theme of a workshop sponsored by the Institute for Women's Studies in the Arab World and the Middle East Church Council and was held last May in an old monastery in Ayia Napa, Cyprus. A group of educators representing Egypt, Jordan, Tunis, Iraq, Sudan, Lebanon, Cyprus and the West Bank attended the workshop. A working paper was presented by the Director of the Institute defining continuing education, emphasizing its importance for the Arab countries, and giving suggestions for possible programs.

What is a continuing education? Why is it important? Is continuing education an issue for the Arab woman? According to Eva Shipstone, continuing education is a human resources development which is not bound by time or age. It
Continuing education is generally viewed as a means for personality development which helps the individual gain self-reliance, acquire new skills, up-grade one's present skills, gain insight into the meaning of life, promote personal fulfillment, and become a more active participant in the process of development.

Continuing education is provided to motivate adults with specific needs, and is most meaningful when adequate planning is applied, with such needs in mind. Arab women in general lack this motivation. hence, there is a need to arouse awareness among them to overcome their apathy and fatalistic acceptance of their lot.

The three-day discussions produced a list of suggestions for continuing education programs, strategies for their implementation, and an evaluation scheme.

The programs included are varied and among them are the following:

- Literacy programs
- Vocational training
- Extention education
- In-service training
- Informal education
- Re-entry into the formal education stream

Strategies for Promoting and Implementing Continuing Education includes:
1. Developing a philosophy of action.
2. Specifying objectives both general and specific.
3. Investigating the feasibility of action programs with respect to prevailing socio-cultural context.
4. Providing alternative strategies to meet unexpected circumstances.
5. Developing awareness among women of the importance of continuing their education and of their role in promoting this kind of education.
6. Raising men's awareness to the value of continuing education.
7. Motivating women to seek continuing education which would help their personality development, intellectual growth, liberation, personal fulfillment, social concern and a commitment to human rights and social justice.
8. Urging educators to review admission policies to the formal system of education which would pave the way for women to continue their formal education.
9. Encouraging educated men and women to initiate and /or participate in continuing education programs for other women and help recipients realize their potentials.
10. Identifying leaders among participants in continuing education programs who may help in promoting such programs.
11. Emphasizing the importance of contacting women's organizations and other organizations in the Arab world involved in continuing education to share programs and experiences (such as making use of the Iraqi literacy campaign).
12. Making use of local resources within the ecological and cultural context of the community.
13. Emphasizing to educators the importance of planning continuing education programs which respond to individual and community needs.
14. Investigating and encouraging the use of a variety of means and media to introduce continuing education programs such as: field visits, seminars, mobile libraries, clubs, audi-visual materials, free university, correspondence, etc.
15. Making known and encouraging the use of materials prepared for an integrated program, called the Basic Living Skills Projects (BLSP) which includes management, general education, health, nutrition, childcare, consumer education, family planning, laws and civic education. This program is now under preparation by the Institute for Women's Studies in the Arab World at Beirut University College.

16. Encouraging the use of formal government and private facilities already available (schools, churches, mosques, clubs, etc.) to conduct continuing education programs.

17. Benefiting from and coordinating with the Arab Board Literacy Adult Education of the Arab League.

The enthusiasm of the participants was inspiring indeed. It is hoped that the interest that was apparent in the workshop will motivate the delegates to implement continuing education programs, in their respective countries to help Arab Women fulfill their role as active partners in the process of development.

Dr. Julinda Abu Nasr

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