

The Impact Of E-Learning On Political Women Empowerment In Egypt By Ensuring Governmental Policies

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Abstract:

In the digital era, Information and Communication Technology (ICT) has a significant role in our life. Especially E-learning has been a powerful tool transforming education and training and fostering the process of empowering women which is an important goal in achieving sustainable development worldwide. The purpose of this study is to investigate to what extent ICT, as E-Learning, influence women empowerment politically and uncover the role of governmental policies in supporting women empowerment and strength benefits of E-learning towards women empowerment in Upper Egypt. Research methodology was quantitative method, data are collected through a questionnaire with 400 respondents, the sampling method was convenient, and the analysis of data was employed by SPSS package. The study tries to identify the influence of governmental policies related to E-

Learning that can affect women empowerment in Upper Egypt, which shows that variable has a significant and conclusive impact on women empowerment politically. In conclusion, e-Learning has a significant impact on the empowering women in Upper Egypt and highlights the potentials of e-learning for empowering women by leveraging the governmental policies that foster women empowerment.

Keywords: Political women empowerment, ICT, E-Learning, Governmental Policies.

1.1 Introduction

In 21st century, Information, and communication technology (ICT) plays a great role in all domains and revolutionizing almost all field in the world. It has been increasingly promoted as a key solution for inclusive development, illiteracy, unemployment, poverty, and empowering women in Egypt. the effect of ICT is observed in society's culture, economic strategies, social structures, and politics by the end of 20th century, (Mago et al., 2015). Moreover there are great opportunities had been created, specially in commerce and trade, as a result of knowledge transfer and information revolution (Mago et al., 2015).

ICT is significantly assisting in the development of e-commerce, e-education, financial markets, and training, according to numerous reports from the UN. The application of ICT in education has opened tremendous opportunities for several segments in the

society such as women. The utilization of ICT by female entrepreneurs has significant consequences for the economic independence and empowerment of marginalized and rural women in Egypt.

Developing more independent, politically engaged, and capable individuals who can hold intelligent conversations about their lives is what it means to empower women. The idea of women's empowerment was initially presented in 1985 during the International Women's Conference in Nairobi. In various spheres of life, women lack empowerment, particularly in poor nations. The situation for women has really improved recently. Women should evaluate their chances, threats, and strengths and weaknesses as part of the empowerment process. They should also look forward to realizing their own potential and achieving their objectives through personal growth. Women's education has emerged as a major development goal in the 1990s, thus it is critical to look closely at the presumptions that guide the creation of projects, policies, and programs aimed at achieving this purpose. A number of variables, such as improving work possibilities, overcoming poverty, and raising educational attainment, contribute to women's empowerment. The advancement of women's empowerment also depends on other elements, including social, political, technological, and economic ones. According to the Egyptian ICT strategy, obtaining an education is necessary to

engage in society and live a happy life. As a result, it takes this stance and employs ICT as a tool to enhance the quality of education that its people get. The goal of the e-learning project is to offer equitable possibilities. Sociocultural constraints hinder women's access to public spaces and resources in Upper Egypt. Regardless of social status, geography, age, or gender, one of the primary causes of discrimination against women is a lack of access to information.

1.2 Research Problem

The most effective way to help Egypt and the rest of the world reach the sustainable development objectives is through access to information and communication technology (ICT). With an emphasis on women in Upper Egypt, ICT is a tool that may be able to reach out to them and meet their informational and knowledge needs. In light of this, the purpose of this article is to investigate the state of women's empowerment through the use of ICT tools (E-Learning) supplied by governmental entities. Women from Upper Egypt were interviewed and provided with a systematic questionnaire in order to gather data. The women's total level of cognitive awareness suggests that there are more changes among ICT-using women. E-learning is thereby empowering women in Upper Egypt.

1.3 Research Goals

1. To measure the impact of E-Learning on political women empowerment in Upper Egypt
2. To understand the effect of governmental policies on empowering women politically in Upper Egypt
3. To develop a set of recommendations for the decision makers and government officials to enhance their strategies, tactics and policies to empower women successfully in the society and achieve the fourth and fifth goals of SDG's which are quality education and gender equality.

1.4 Research Importance

1. The Importance of Political Women Empowerment in Egypt
2. The significant impact that ICTs have had in reducing the gender gap in the labor market through laws and policies that support women's empowerment in Upper Egypt.
3. The importance of governmental initiatives to support women empowerment and how ICT tools help to access those programs and initiatives and grantee the success of aims and goals.

1.5 Previous Studies

1.5.1 E-learning

Technologies for information and communication (ICT) have brought about multifaceted improvements in every facet of life. ICT reduced information asymmetries, inequality, and poverty; it enhanced financial inclusion; it enhanced economic and development processes; it enhanced the quality of the environment; and it contributed to the empowerment of women (Tchamyou et al., 2019). According to research by Wyche & Olson (2018), ICT plays a big part in progress and women's empowerment. They also pointed out that adopting ICT can boost women's empowerment by enhancing production, consumption, and the use of both renewable and non-renewable energy sources. According to specialists from the United Nations Women, providing access to social services, career opportunities, financial resources, networking opportunities, education, and entrepreneurship can all contribute to women's empowerment (UN Women 2018). Sharma (2018) highlights that e-learning, or online education, allows students to align their study schedules with their professional goals and lifestyles. Women can save time and enjoy convenience, flexibility, and a variety of learning styles by learning at their own speed. In 2008, Stahl and Bernd addressed the usage of ICT in underdeveloped nations. They demonstrated how ICT deployment may handle a wide range of challenges, with the most potent goal

being the emancipation and empowerment of people, including women, with the intention of enhancing society. They specifically conducted a critical discourse study of the Egyptian ICT policy and noted that many African ICT policies can find inspiration in their paper. According to Stahl and Bernd, achieving objectives and goals was fraught with difficulties, including those related to skills, usage, and access, as well as the overall level of literacy and the congestion of the school system. Nonetheless, those difficulties might be resolved by the use of technology in teaching. To combat this, the government established the Basic Skills Training Program, which is open to all young Egyptians at no cost. Furthermore, the government has launched a number of initiatives to ensure that ICT is dispersed around the nation in a way that allows everyone to have access to it.

1.5.2 Women Empowerment

Over the past few decades, a great deal of research on women's empowerment has been done. The political, social, economic, and cultural facets of women's empowerment have all been examined in these works. Studies have indicated that when women hold political authority, they tend to give precedence to programs that assist other women, such education and healthcare. Additionally, women in leadership positions typically approach decision-making with a more inclusive and collaborative mindset. An overview of

women's empowerment, its historical growth, and its significance in accomplishing the Sustainable growth Goals (SDGs) is given by Reshi and Sudha (2022).

Hunt (2016) lists eight elements that contribute to women's economic empowerment. These elements include collective acts, leadership, policies and regulations, assets and funds, employment possibilities, education and training, and access to all of these things. Additionally, he looked into the ways that e-learning and distance education help women advance their education, develop as leaders, increase their agency, and take part in group projects. Even though women's empowerment is important, there are a number of obstacles that prevent it from happening. These difficulties include women's roles and activities being restricted by societal and cultural standards, lack of access to healthcare and education, discrimination based on gender, and limited economic prospects.

2.2 Concept of Information and communication technology

Information and Communications Technology (ICT) is a broad term that encompasses all the devices, networking components, applications, and systems that enable digital interactions between individuals and organizations, including businesses, non-profit agencies, and governments. ICT serves as the infrastructure and essential components that facilitate modern computing. While ICT is sometimes used interchangeably with Information Technology

(IT), it generally represents a more comprehensive collection of all components related to computer and digital technologies than IT alone. However, ICT extends beyond just a list of components. It also encompasses the practical application and utilization of these various technologies and components in real-world scenarios.

The significance of ICT cannot be overstated in today's digital age. It has revolutionized the way we communicate, access information, conduct business, and even engage in social interactions. From online shopping and remote work to distance learning. Finally, ICT commonly means more than its list of components, though. It also encompasses the application of all those various components (Mary K. Pratt, 2019).

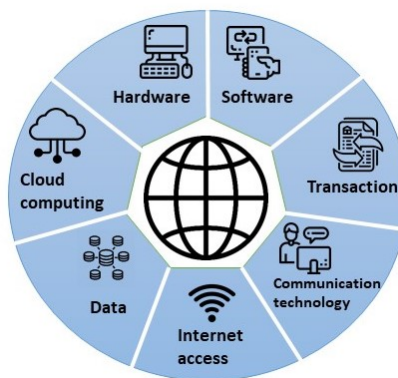


Figure 2: Components of ICT

Figure 2 illustrates seven components of ICT collaborating to develop an ICT system that can be utilized for information

processing, storing, and sharing. Depending on what an organization or individual wants, different components will be used in an ICT system.

Online learning, as well as e-Learning, has a long history which goes back to the 1960s when many researchers began to consider the opportunities of using computers in education. At that time, educational materials were text-based, and students got access to the needed information with the help of computer terminals (Bezovski, Zlatko & Poorani, Subitcha, 2016). However, e-Learning as it is known today became more popular and accessible only in the 1990s when the internet was widely used. Such technologies as web courses kept developing and in the mid-1990s. People started using smartphones, and tablets to connect to the internet and study, and this has become very popular and it possible for students to access course materials and communicate with instructors from anywhere at any time (kiryan & Brush, 2023).

With the rapid development of technology, online learning has made a significant breakthrough and gained its popularity over the past years. There are several reasons for the increasing interest in online learning. The job demands and busy modern lifestyle have caused a shift in today's advancement of technology, causing changes in the way students learn. Online learning is one of the most rapidly growing fields in education in the present world. Millions of people across the world are enrolled as students with

various online learning institutions. This mode of teaching has moved from the traditional institutions and online universities to include a variety of other online learning platforms like Coursera, Udacity, and edX, which provide access to massive open online courses and many other types of online learning with anyone having access to the internet (Yuan et al,2014).

However, e-learning also has its challenges, such as the need for self-discipline and motivation to complete courses, the potential for technical difficulties, and the lack of face-to-face interaction with instructors and peers. Despite these challenges, e-learning continues to grow in popularity and is expected to play an increasingly important role in education and training in the years to come (Shahmoradi, 2018).

According to world economic forum (2022), the upward trend in online learning is as following:

More learners are accessing online learners

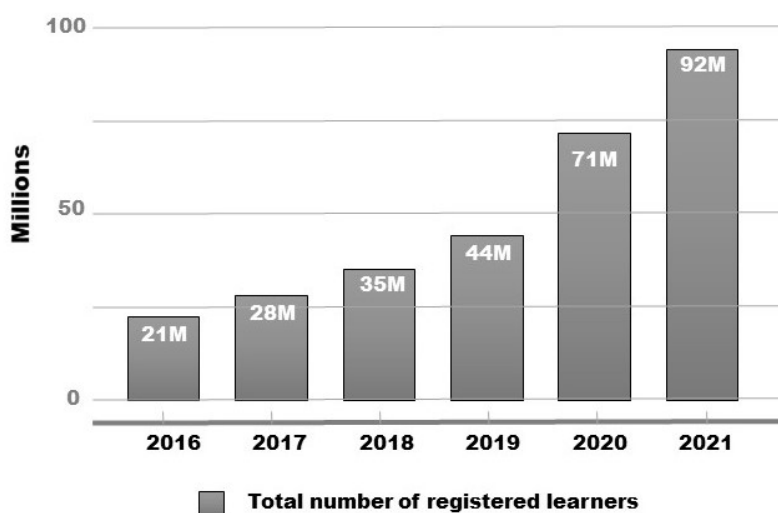


Figure 3

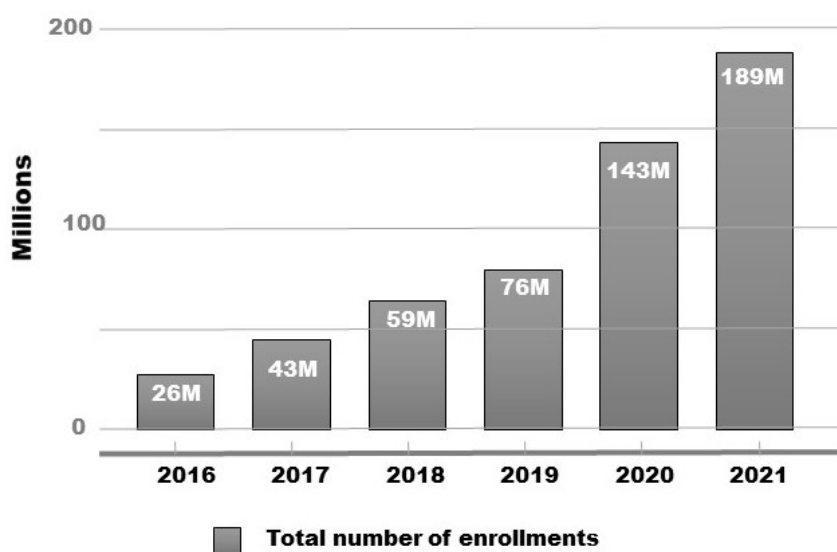


Figure 4

2.3.1 Advantages of E-Learning

E-learning has many advantages over traditional classroom-based learning, including:

- **Flexibility:** E-learning allows learners to access educational materials and complete coursework on their own schedule, which can be particularly useful for learners who have work or family obligations (Pituch & Lee, 2006).
- **Personalization:** E-learning can be tailored to the needs of individual learners, allowing them to work at their own pace and focus on areas where they need more support.
- **Accessibility:** E-learning can be accessed from anywhere in the world, which can be particularly useful for learners who live in remote or underserved areas.
 - **Cost-effectiveness:** E-learning programs can be less expensive than traditional classroom-based programs, as they do not require as much infrastructure or staffing.
- **Global reach:** E-learning programs can reach a global audience, which can be particularly useful for educational institutions and businesses that want to expand their reach beyond their local area.

2.4 Components of E-Learning

According to Oye et al. (2012), there are several possible strategies that can help address the issues that e-learning program face in remote areas. The most effective ones include:

1. **Access to technology:** To ensure equal access to e-learning programs, students in remote areas must be provided with the appropriate technology. This includes the purchase of computers, tablets, or smartphones, as well as an internet connection. Develop low-bandwidth content. A similar solution – reduce the amount of bandwidth used by e-learning programs. It can allow people in distant locations to participate in the program due to poor-quality internet.
2. **Provide offline learning options:** One more avenue for addressing the outlined concerns is offline and online learning. The first one implies that students can download the course materials and complete assignments and other tasks without an internet connection.
3. **Support and training:** The latter solution to the outlined challenges is supporting learners and students in the remote area. Thus, they might have technical difficulties or need mentor support to remain motivated during distance learning.
4. **Incorporate local content:** Another excellent way to kill two birds with one stone is to make the content locally specific. such as language, culture, and history, which can make them more relevant and engaging to learners.
5. **Collaboration and community:** Students from remote areas may feel isolated and disconnected as online learning can be

individual and lonely. To foster a sense of community, the described solution can include forums, message boards, or groups.

6. Blended learning: One of the most effective ways to maintain high levels of student performance is, in such a way, to include an offline component to their instruction.

7. Sustainable funding model: E-learning programs in remote areas may face sustainability challenges, particularly if they are reliant on external funding or support. Programs need to be designed in a way that is financially sustainable over the long-term, which may involve developing partnerships with local organizations or governments.

2.4.2 Examples of Successful E-learning Initiatives

There are several successful e-learning schemes that have seen great success in implementing education programs in rural areas. Some of them include:

OLPC is the One Laptop per Child program, a non-governmental initiative that provides low-cost laptop computers to children in the developing countries. The laptops come pre-installed with education software and learning tasks, making it possible to access learning material even where the conventional classroom learning process is not viable.

Virtual High School and Edraak is another notable example of successful enrollment of million learners in remote areas. Virtual

High School is an online high school that offers internationally accredited high school courses while Edraak is an online educational service that provides courses in Arabic to underserved communities in North Africa and the Middle East

3.3 Importance of women Empowerment

Women empowerment is related to the contemporary scenario. Women should be given the power to control their own lives. Basically, power should be given to women to live such a lifestyle and to save them from humiliation, and because time is continuously changing, we are responsible for equality. If not, women should be denied the right to enjoy the benefits of the modern world. Empowerment will help women to get the right benefits from their work, take vital decisions related to their own lifestyle, and be informed about any activity in society. In contrast, women used to work under the principle of "duty or die because they had to". They have the right to enrichment in every department of the world. The empowerment of women is essential for the full participation of women in economic life all over the sectors. Women's full economic participation is critical for stimulating sustainable development and for accomplishing internationally agreed objectives for growth and sustainability, and internationalists in total close the quality of life for women, men, families, communities. It is a known fact that women play a vital role in society. However, most people believe that regardless of

their accomplishments, a woman's world will always be a man's world. It is true whether we discuss our nation or any other country. A woman has not been defined as a woman, but rather as a figure who is not to stand on the same floor as men. Gender-based discrimination is not a new phenomenon. Since the time of recorded history, discrimination against women has been an integral part of any society. Although there are women who have won honors in various fields, these can be considered in a minority and nothing more than an exception. In this context, the most important thing is to empower women and take them with other citizens. With the change in the world.

There are many barriers to women's empowerment. Some of the most common include:

- 1. Gender-based violence:** Women are often subjected to violence and abuse, which can limit their ability to live their lives freely and to participate fully in society.
- 2. Discrimination:** Women may face discrimination in education, employment, and other areas of life, which can limit their opportunities and prevent them from realizing their full potential.
- 3. Lack of access to education:** Women may not have access to education or may be discouraged from pursuing education, which can limit their ability to acquire skills and knowledge necessary for empowerment

4. Limited economic opportunities: Women are either prevented from taking a job or are required to pay less than men for the same job. This may limit women's ability to spend their money as they wish and their ability to provide for themselves and their families.

5. Cultural and social norms: traditional expectations regarding how women should act and what they can aspire to do may restrict women's participation in society or decision-making about their own lives.

6. Lack of access to healthcare: particularly services like reproductive health, women may deny women the right to make decisions about their own bodies and health. A complete approach, including education, policy changes, and social and cultural change, can address these inequalities.

3.2.1 Women in Politics

One of the most effective ways to support women's political participation is to encourage and support them to stand for political office by providing training and resources for women interested in politics or creating networks or support groups. It is also worth mentioning that many women, and girls, face various barriers to political participation. The most common obstacles include limited access to education, social or cultural norms that did not encourage women to participate in politics; and discriminatory laws or practices disadvantage women. To support women's political

participation, the barriers should be removed, and more inclusive and equitable systems should be created. One of the most effective steps to encourage women to participate in politics is to celebrate and highlight the accomplishments and successes of women leaders and women role models for young women and support women who have been elected or assigned to help by offering training and mentoring or establishing communities of women in politics to offer support, advice, and counseling. These communities of women can foster an inclusive political culture and provide a safe and supportive place for women to take part in politics. In addition, gender-based violence and harassment in politics should be eliminated or addressed. Impunity can discourage women from engaging in political life.

In conclusion, to support women's political participation, one needs to address the complex set of barriers that deter women from actively participating in politics. By working towards gender equality and creating a more inclusive and accessible political system, we ensure that women have the same opportunities to influence public policymaking and decision-making that directly impact their lives. Some of the female leaders who have greatly impacted their nations and the world include:

Angela Merkel who was the Chancellor of Germany and one of the most influential women in the world during her time. Angela led Germany and Europe out of the financial crisis and took the

most decisive role in the European union during the refugee crisis. As the youngest female head of state in history, **Jacinda Ardern** is the prime minister of New Zealand at the moment. She has received recognition for her leadership during the COVID-19 pandemic and for advocating for social justice and fairness. As the first woman and person of color to serve as vice president of the United States, **Kamala Harris** previously held the offices of attorney general and senator from the United States. She used these positions to push for immigration and criminal justice reform. **Ellen Johnson Sirleaf** was the first elected African head of state, a former president of Liberia who mediated a precarious peace, guided her nation out of the shadow of civil war, and initiated the arduous path of economic development. Since taking office in 2009, **Sheikh Hasina**, the prime minister of Bangladesh, has used her position to push for more women to attend parliament. Egypt has seen a rise in the number of technical and senior officer jobs, as well as a notable increase in the proportion of female parliamentary representatives. The proportion of female ministers in the cabinet has gone up. (At now, Egypt has the highest ever number of women in the Cabinet—eight women ministers overseeing significant ministries). In terms of the proportion of women in the cabinet, Egypt is ranked second in the Middle East and North Africa (MENA) (2021). Furthermore, 27% of women held the position of Deputy Minister in 2017 and 31% held the

position of Deputy Governor in 2019. For instance, women make about 30% of diplomats in the Ministry of Foreign Affairs, with over ten of them serving as heads of missions abroad, two as assistant ministers, and eighteen as deputy assistant ministers (2021). In addition, the Ministry of Endowment selected 17 women to high-ranking leadership roles—four of them as undersecretaries—for the first time in the ministry's existence (2021). In terms of the proportion of women in leadership roles, the Ministry of Justice came in first (48%), followed by the Ministry of International Cooperation (43%). Additionally, women held 18% of Chief positions in National Magazines.

The Egyptian president AbdelFattah El-sisi instructed the Minister of Justice to arrange for the first-ever representation of women in Egypt's State Council and Public Prosecution. the appointment of six female judges to serve as the president of the State Lawsuits Authority's deputies, and 98 women to the State Council (2021). In addition, two women have been appointed to leadership roles; one of these is Assistant Secretary General for Women Affairs and Human Relations, a post held by a woman for the first time in the Authority. In the State Lawsuits Authority, there are twenty percent (2021) female judges, eleven female public prosecutors for the 2021–2022 judicial year, and forty-eight out of 4638 women (or 43%) in the Administrative Prosecution Authority. A number of 30 women were appointed as head of the Administrative Prosecution

Office in most of Egypt's governorates (till August 2021), the total number of women Judges in courts is 66, marking a 57% increase from year 2012 - 2021.

4.4.2 Governmental Policies for women

The government of Egypt has initiated various policies and programs to promote women's education and enhance access to education for girls and women. First, in 1993, the Egyptian government launched the Education for All Initiative. Through the Education for All Initiative, the Egyptian government aimed to ensure that all Egyptian children, including girls, had equal access to universal basic education. Initiation of this program has led to a substantial increment in the girl child enrollment in primary and secondary schools in Egypt. Secondly, the Egyptian government introduced the Education Reform Program in 2007. The aim of the program is to enhance the quality of education in the country and to ensure that all school-going children receive high-quality education. The program includes initiatives to facilitate teacher training, curriculum development, and upgrading the school infrastructure, with fair attention to enhancing the girl's access to education and marginalized communities. Further, the government of Egypt has also implemented the National Strategy for Women's Empowerment NSWE in 2017. The policy includes various initiatives aimed at

promoting women's education and enhancing girl's access to education in Egypt. Some include, increase in the girl child enrollment in schools, improvement of the quality of education for girls, and increased access for women to higher learning and vocational training. Finally, in 2019, the Egyptian government launched the Girl's Education Initiative GEI .

The initiative includes measures to provide financial support to girls' families to cover the costs of education, improve school infrastructure, and provide training for teachers and school administrators on gender-sensitive education. The Egyptian government's policies and initiatives for women's education are aimed at improving access to education for girls and women and promoting gender equality. While there is still much work to be done to ensure that all girls and women in Egypt have access to high-quality education, these policies and initiatives represent an important step towards achieving this goal.

Over the last six years, there has been a noticeable improvement in Egypt on the agendas of gender equality and women's empowerment. There are multiple degrees of progress, but the political one that satisfies women's constitutional rights is the strongest.

The 2014 Egyptian Constitution outlined principles of fairness and equality as well as more than 20 articles that protect women's rights in all areas of life. The constitution specifies a 25% quota, the

highest ever, for women to run for local governments in the future. 10% legally mandated quota for women in the House of Senates and a 25% quota for women in Parliament, per 2019 constitutional amendments.

Egypt has improved its Political Empowerment gap, rising 6.3 percentage points over the previous edition, according to the Global Gender Gap Report 2021. Fighting the Genital Mutilation of Women One of the main constitutional and legal obligations of the Egyptian government is the prevention of female genital mutilation (FGM). The percentage of females 0-19 who undergo FGM dropped from 21% in 2014 to 14% in 2021 +. The National Committee to Eradicate FGM in Egypt February 2021 reports that the percentage of FGM for ever-married women in the 15–49 age group fell from 92.3% in 2014 to 87.2% in 2015. Article 11 of the 2014 Egyptian Constitution states that the state would shield women from all forms of violence and make sure they can balance their families and work requirements. The bulk of Egypt's commendations during the discussion of its national report on the universal periodic review (UPR) in the Human Rights Council in Geneva in November 2019 were focused on the women's agenda, particularly the work on FGM and the creation of a national coordination mechanism to put an end to this practice in Egypt. Women in Politics Initiative: This program, which is being carried out in conjunction with numerous NGOs, aims to increase the

number of women in Upper Egypt's political spheres as well as on the streets. In order to achieve this, efforts for equity and mission promotion awareness will be provided, along with training and coaching for women who provide business to the government.

The Women's Safety App is a government program designed to lessen sexual and power hazards for women while they are out and about.²⁹⁴ This will provide them a break and enable women to report incidents of abuse and violence to the authorities, along with information about their rights and current locations. Gender equality in Upper Egypt could be advanced by several of these measures. They will help women in Upper Egypt acquire the knowledge and abilities needed to succeed in a variety of sectors and contribute to the social and economic advancement of their communities by providing networking opportunities, training, coaching, and resource access. However, addressing the issues that Upper Egypt's women face would take a lot more work.

The politics of Egypt takes place within the framework of a republican semi-presidential system of government. The President Abdel Fattah el-Sisi can appoint up to 5 percent of the parliament. Furthermore, Article 137 gives the President the authority to dissolve the Parliament. The oldest legislature in both Africa and the Middle East is the Egyptian Parliament.

The 2020 Senate elections resulted in a bicameral legislature. The "Empowering women at work through responsible business in G7

countries" project by UN Women and the ILO focuses on five important areas where policy changes might revive progress towards the SDGs and undo the regressive effect of the COVID-19 crisis: Getting equal compensation for equal work; preventing and ending workplace harassment and violence; fostering a positive work-life balance for men and women; encouraging women to hold leadership positions in the workplace; and investing in a future of work that works for all.

In addition to ensuring a broad scope of legal protection and enacting effective enforcement, remedies, and assistance, public policies that demonstrate a commitment to preventing and ending gender-based violence and harassment (GBVH) must also provide awareness-raising, guidance, and training, as well as mitigate the effects of domestic violence.

3.3.1 Women Empowerment Initiatives

47.9% of women use computers and 46.6% of women use the internet, while 95.5% of women use phones. So The Ministry of Communications and Information Technology worked on the following initiatives to support women in ICT: The ministry designed:

Girls Can Code Initiative which aims at promoting girls' participation in technology sector in Egypt. It held training

workshops on coding and programming including mentorship and networking.

Women's Technology Incubation Program which aims at supporting women entrepreneurs in technology space in Egypt. It holds training workshops on entrepreneurship, access to finance, and marketing including mentorship and networking. The program is done in collaboration with National Council for Women.

Women in ICT Scholarship Program. The role of the project is to award scholarships for women to access BSC and MSC in ICT.

Women in Technology Forum. The ministry organizes Women in Technology Forum on a yearly basis. The role of the program is to bring female leaders in technology in Egypt to discuss challenges and the ongoing in the sector. The forum is done in collaboration with several private sectors and non-governmental organizations. The above-referenced programs aim at promoting women participation and leadership in technology in Egypt. Through training, mentorship, networking, and scholarships, women can acquire the required knowledge and connections to succeed in technology and support Egyptian economic growth. The programs are also essential for creating gender equity and providing women a chance to lead in male dominated industries.

3.3.2 Challenges facing implementing of initiatives

Women empowerment is the process of providing women with the power to make their decisions either for themselves or for societal benefit. Women empowerment includes enhancing and improving the social, economic, psychological, political, and legal ability of women, to ensure equal rights to women, and to make women confident enough to claim them. Women empowerment is the technique in which women struggle to alter the existing norms and ways, so that they can successfully create a role they may opt and run in their lifetime.

Despite the various initiatives proposed by the different ministries to support women and promote girls and women trying to conduct better educational outcomes, various challenges hinder the process of successful implementation of different initiatives. First, cultural barriers in Egypt which is one of the most prominent challenges, some cultural barriers prevent women from receiving education and participating in economic activities, families, they are ashamed to ensure their daughters go to school or do not allow them to follow any education or work the opposed. lack of resources, women's address and enhancing girls and women results necessitate a large number of resources, including financial resources missing technology such as computers and the internet, which would limit women's access to educational material and reduce their chances of employment in the deteriorated fields Most

of these challenges will make it hard to implement activities that support women and achieve girls and women's educational outcomes. By implementing policies to overcome these challenging issues, the administration and other agencies would help promote women and gender equality in Egypt.

3.4.1 Women in Upper Egypt

Women in Upper Egypt face many challenges that prevent them from fulfilling their potential and fully participating in society. They are affected by limited access to education and enrollment in schools. Women and girls in Upper Egypt have lower rates of school enrollment than men and boys do and are more likely to drop out. Factors that contribute to this include poverty, cultural and social norms that prioritize boys' education over girls', and lack of educational facilities and resources in rural areas. Women in Upper Egypt also have limited access to formal employment opportunities, especially in non-traditional fields such as technology and engineering. They are more likely to work in low-wage jobs in agriculture and in the informal sector, where they earn low wages, work long hours, and have little job security. Women in Upper Egypt have limited access to healthcare, especially in rural areas.

As a result, women in Upper Egypt suffer from high rates of maternal and infant mortality in addition to other issues that affect

women's health. Several field studies and reports have confirmed that women in Upper Egypt are exposed to violence and abuse, including sexual harassment, domestic violence, and forced marriage. Stigmatization and discrimination prevent them from reporting or seeking help. While these challenges pose many obstacles for women in Upper Egypt, several programs and initiatives have been launched to address them and promote women's empowerment. These include governmental efforts to expand access to education and healthcare in rural areas. Moreover, there have been campaigns to raise awareness about violence and abuse and promote women's participation in politics and decision-making. These efforts establish a promising commitment to addressing challenges and opportunities.

6.3. Sample Perception

Percentages, mean and standard deviation were used to describe the sample perception. a 5-point scale was used. The mean values on the 5-point scale can be interpreted as follows (research calculations):

Mean value is a descriptive measure that summarizes the sample responses in one point. The mean value in Table 6.3.1 ranged from 1.60 to 2.11. The sample perceived at the relatively lowest mean value (1.60) the E-Learning item "e-learning allows freedom to learn anytime and anywhere", while they perceived at the relatively

highest mean value (2.11) E-Learning item “Training programs become easier and clearer with e-learning”.

Table 6.3.1 Sample perception of E-Learning

	Strongly Agree		Agree		Neutral		disagree		Strongly disagree		Summary statistics	
	N	%	N	%	N	%	N	%	N	%	M	Std. De.
Do you think that distance education or e-learning is necessary to increase training and learning opportunities	207	46%	203	45%	36	7.9%	4	1%	0	0	1.638	.67145
Do you need equipment and devices to help you use e-learning systems	194	43.1%	207	46%	47	10.4 %	2	0.5 %	0	0%	1.683	.67552
Are you satisfied with the training you received through e-learning	14	27.7%	223	49.5 %	97	20.8 %	9	2%	0	0% %	1.970	.75251
Does e-learning help in acquiring new knowledge and skill	176	39.1%	230	51.0	40	8.9%	4	1%	0	0%	1.717	.66511
Training programs become easier and clearer with e-learning	96	21.3%	225	50%	109	24.3 %	20	4.5 %	0	0%	2.118	.78907
learning allows freedom to learn anytime and anywhere	223	49.5%	187	41.6 %	36	7.9%	4	1%	0	0%	1.604	.67771
learning helps in developing thinking, problem-solving skills, and ease of access to resources and information	162	36.1%	212	47%	65	14.4 %	9	2%	2	0.5 %	1.836	.77783
Creating a distance learning program creates an educational environment that keeps up with the requirements of the technological age	194	43.1%	198	44.1 %	52	11.4 %	4	1%	2	0.5 %	1.717	.74285

N: number/count, M: mean value, SD: standard deviation value

Mean value is a descriptive measure that summarizes the sample responses in one point. The mean value in Table 6.3.3 ranged from 1.70 to 1.98. The sample perceived at the relatively lowest mean value (1.70) the Political Empowerment item “Distance training and e-learning have a positive impact on women empowerment”, while they perceived at the relatively highest mean value (1.98) Political Empowerment item “Women become more passionate about participating in electoral processes at all levels when they receive sufficient training or e-learning.”

Table 6.3.3 Sample perception of Political Empowerment

	Strongly Agree		Agree		neutral		disagree		Strongly Disagree		Summary statistics	
	N	%	N	%	N	%	N	%	N	%	M	Std. De.
Through training or e-learning, political and security awareness is raised and a more professional understanding of local and global events is obtained.	167	37.1%	223	49.5%	53	11.9%	7	1.5%	0	0	1.7772	.70878
Distance training and e-learning have a positive impact on women	196	43.6%	201	44.6%	42	9.4%	11	2.5%	0	0%	1.7079	.73899
Women become more passionate about participating in electoral processes at all levels when they receive sufficient training or e-learning.	129	28.7%	211	47%	98	21.8	11	2.5%	0	0%	1.9802	.77883

Mean value is a descriptive measure that summarizes the sample responses in one point. The mean value in Table 6.3.8 ranged from 1.92 to 1.97. The sample perceived at the relatively lowest mean value (1.92) E-Learning and Government Policies item “Women in Upper Egypt need some changes in certain government policies in order to benefit more from e-learning” while they perceived at the relatively highest mean value (1.97) E-Learning and Government Policies item “The policies and procedures currently provided by the government facilitate women's access to training through the internet and e-learning programs to enhance their efficiency and awareness, making them economically, politically, or socially empowered.”

Table 6.3.8 Sample perception of E-Learning and Government Policies

	Strongly Agree		Agree		neutral		disagree		Strongly disagree		Summary statistics	
	N	%	N	%	N	%	N	%	N	%	M	Std. De.
The policies and procedures currently provided by the government facilitate women's access to training through the internet and e-learning programmes to enhance their efficiency and awareness, making them economically, politically, or socially empowered.	113	25.2 %	245	54.5 %	82	18.3 %	7	1.5 %	1	0.5 %	1.9752	.73598

Women in Upper Egypt need some changes in certain government policies in order to benefit more from e-learning.	140	31.2 %	218	48.5 %	76	16.8 %	16	3.5 %	0	0%	1.9257	.78508
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6.6 Interpretations and Discussions of Key Findings

Findings based on the statistical analysis performed which were presented in earlier sections provides insights based on the sample' perception.

E-learning was found to have a strong positive correlation with political women empowerments. This supports the research hypothesis (H) which states that: there is a significant relation between E-learning and women empowerment politically.

For political empowerment was found to have a strong positive correlation with all the control variable (governmental policies). We can find also that the governmental policies has the great impact in controlling the relationship between political empowerment and E-learning.

At the end, we can illustrate that governmental policies plays a very significant role in investigating the relationship between the E-learning and political women empowerment.

6.7 Summary of Research Results

E-learning has been a powerful tool transforming education in the digital era. Significant majorities of Egyptian women have been

benefiting from it by accessing educational opportunities and acquiring skills and knowledge. E-learning is beneficial in that it is flexible, accessible, cost-efficient, and gives one a personalized view, which has made it an attractive option among Egyptian women in overturning barriers traditionally facing women in education.

This study concluded by answering the research questions with proper and relevant information findings. The first question is about the impact of e-learning on political women empowerment with the existing of governmental legislations and policies, the analysis of data showed that there is a significant impact of e-learning on women empowerment politically which provides great opportunities a secure alternative. Learning can take place in the safety of their homes and foster the cultural shift by accessing technology and internet and benefit from educational and training initiatives. In addition, e-learning contributes to changing attitudes and expectations regarding women's roles and capabilities in society. In conclusion, the e-learning industry has provided a powerful tool in revolutionizing learning and empowering Egyptian women.

6.8 Study's Recommendations

This study is concerned more with the empowering of women in Upper Egypt and the impact of E-Learning as an effective tool of

ICT with examining the obstacles to and prospects presented by online education for women in Upper Egypt, with a particular emphasis on the legislations and laws implemented by the Egyptian government. The purpose is to assess the impact of e-learning on political women's empowerment and examining factors influencing engagement with e-learning platforms. The study involved 400 females from Upper Egypt, utilizing surveys and statistical analysis to evaluate e-learning effectiveness. Results indicate a positive perception of e-learning, with significant relationships between e-learning and empowering women. This study recommends enhancing digital literacy and focusing on revising and conducting legislations and laws and provide policies to redefine the role of women in the society.

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