MAINSTREAMING AND SUSTAINING THE COMMUNITY SCHOOL MODEL IN EGYPT: A FORMATIVE EVALUATION

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ACRONYMS

BOD	Board of Directors
CCIMD	Curriculum Center for Instructional Materials and Development
CE	Community Education
CIDA	Canadian International Development Agency
CS	Community Schools
EIC	Education Innovations Committee
EU	European Union
GAEB	General Agency for Educational Buildings
MOE	Ministry of Education
MOH	Ministry of Health
MOSA	Ministry of Social Affairs
MOU	Memorandum of Understanding
JICA	Japan International Cooperation Agency
NCEEE	National Center for Educational Examination and Evaluation
NCCM	National Council for Childhood and Motherhood
NGO	Non Governmental Organization
OCS	One-Classroom Schools
PAT	Professional Academy of Teachers
UN	United Nations
UNESCO	United National Education and Scientific Organization
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Agency

EXECUTIVE SUMMARY

Background

The community School Model which was initiated in l992 provided an innovative "seedbed model" that introduced **a structure with multiple stakeholders**, **a child centered pedagogic model**, and **a strategy that targeted economically marginalized and rural population** in three Upper Egyptian Governorates. These three dimensions occurred at the initial phase of Egypt's Education Reform Strategy which was initiated in l991 and which consequently facilitated the ongoing process of development of the project and collaboration.

Egypt's Educational Reform Strategy during the past thirteen years has indeed provided a positive environment for innovation. The futuristic, dynamic reform that was endorsed by President Mubarak as Egypt's National Project in the Nineties and the ongoing commitment of Egypt's Minister of Education has encouraged unprecedented initiatives and partnerships to assist with meeting the various challenges of Education. Egypt's insistence that Education is a Human Right for every citizen, and its endorsement of various International instruments such as the Convention on the Rights of the Child and various Education for All Declarations and commitments has also supported a framework for reaching populations that are economically, socially, and geographically marginalized.

Expansion and Scaling

Implementation, expansion and success of the Community School model over the past twelve years has provided an example of an innovative partnership model that demonstrated the importance of continuity and long term commitment by partners and stakeholders. Collaboration with multiple stakeholders namely the Ministry of Education, the Community, NGOs and UNICEF has provided an innovative structure that was not the norm for public education. The credibility of UNICEF, its increasing involvement on the policy level, and its systematic effort to support educational reform has enhanced its strategy for expansion and mainstreaming. UNICEF's commitment to sustainability and its openness to dialogue with multiple stakeholders, its systematic evaluations and feedback, and its work towards integrating the model within the Ministry of Education Structure has distinguished its work as an example of an initiative that utilized a "Movement" rather than a Project approach.

Recognition and appreciation for UNICEF's input to education has been demonstrated by the systematic Political support for the project, its endorsement by the Egyptian Cabinet, and its utilization by other donors and partners. Twinning this model with the Ministry of Education One Room School, and consequently with Egypt's Girls Education Initiative provides additional examples of the success of the "seed bed model."

The Community School Model has gone through three phases that characterize the process of its development. More specifically they included the Pilot Phase (1992-1995), the Expansion Phase (l996-l999) and the Sustainability and Mainstreaming Phase (2000-2006). Each of these phases was guided by its objectives and goals, its focused attention to its target groups, its consistent strategy for collaboration with its

stakeholders and new partners, and its respect for national and international conventions and commitments.

Methodology

Two guiding questions has been posed for this evaluation, namely:

1. How can the key elements of quality from Community Schools be mainstreamed in the broader educational system?
2. How can Community Schools be sustained to maintain a laboratory "seed bed" model for quality learning?

To respond to these two questions the evaluation process involved two evaluating entities. The sustainability component, which necessitated utilizing management and accounting/economics expertise, utilized members of Al Fustat Center for Studies and Consultations. The mainstreaming component utilized social science, Ministry of Education policy knowledge, and long-term participant observer expertise. Meetings, field visits, workshops, focus groups, and interviews were held subsequently with project partners and stakeholders. Review and analysis of relevant documents and evaluations were also utilized by both entities.

Consideration of mainstreaming used a contextual overview that focused on the analysis of Egypt's Education Reform in relation to Egypt's National priorities, and identified achievements and current priorities of the Ministry of Education. Moreover, analysis and review of various dimensions for mainstreaming the Community School Model utilized a framework that considered four categories namely:

- mainstreaming projects,
- mainstreaming practice,
- mainstreaming policy and
- mainstreaming concepts.

A long-term overview of achievements associated with the "seed bed" model, was also explored in addition to the identification of potential risks.

To assess the sustainability of the project activities involved reviewing

- the structure of the community school project,
- different partners and inter-relationships and dynamics between them,
- capabilities of the different partners involved,
- contribution of partners and their role to the community school project,
- existing capacity gaps,
- the nature of partnerships between the stakeholders,
- sources of funding and cost analysis.

More specifically activities included review of the NGOs profile and an assessment of the efficiency/effectiveness of their management systems, the role of the Ministry of Education and the structure and capacity of its One Classroom Schools and NGO Departments, contributions of different partners in the funding of community schools, sustainability and potential in terms of partnerships and acceptance of the community school model, affordability and adoption by MOE and NGOs, the management and ownership model.

Findings

This review and evaluation demonstrated that the Community School Model has successfully provided a “home grown” model that integrated an innovative structure and pedagogical framework. Success and continuity of the initiative was enhanced by the Political Commitment of Egypt, the consistent and multi level leadership role of UNICEF and its education officer, UNICEF’s expanded multi pronged mainstreaming strategy since 2002, and its bridging role on a policy and donor level.

Moreover the evaluation emphasized important elements for sustainability including the dynamic partnership, the critical role of community leaders, the empowered and highly skilled project staff and facilitators, and future potential for funding. Feedback, proposal, suggestions and insights provided by different stakeholders of the Community School Model reflected a strong commitment to the model, and a genuine concern to ensure mainstreaming its “best practices” and ensuring its sustainability.

Consideration of lessons learnt emphasized positive sources of support and continuity to include

- UNICEF ongoing support
- An indigenous "home grown model"
- Political commitment
- Initiation of a mainstreaming strategy
- UNICEF input on a policy level, and
- Donor collaboration

Risk factors on the other hand focused on:

- The scope of the UNICEF Agenda
- Capacity gaps and
- Funding gaps

Analysis of the evaluation process highlighted important components that need to be taken into consideration by all stakeholders. More specifically nine forward looking recommendations integrated issues in context of Mainstreaming and Sustainability of the Community School Model with the hope that they would assist with capitalizing on the success of this innovative “seed bed” model that has focused on quality education for the “Egyptian Child”. The recommendations focused on:

- UNICEF continuing the policy and advocacy role
- Identifying a specialized National multi-sector structure to ensure sustainability
- Identifying a Long Term Strategy for Resource Mobilization
- Revisiting the 1992 MOU Roles and Responsibilities
- Developing a Strategy for Capacity Building
- Continuing input to the Development of a Licensing Model
- Expanding UNICEF Resources
- Expanding the Community School Model while developing a five to ten year Plan
- Developing a Strategy for Monitoring and evaluation

FOREWORD

This report is a review of the Community School "Seed Bed model" in Egypt. The first phase of the program took place between l992-l995, while the second phase took place between l996-l999. The Third phase was initiated in 2000 and included a mainstreaming strategy that continued into the new program cycle 2002-2006. The initial vision of the Model utilized a "Movement" approach rather than a "Project" approach. Implementation of this vision, its development and growth gave it the credibility and acceptance that is enhancing the possibilities for diffusion and mainstreaming of its main components. The report will focus on two main components:

- Mainstreaming key elements of the community schools to the broader Educational System
- Sustainability of the "Seedbed Model.

More specifically the report will provide:

- A Review of the evolution of the initiative as well as its achievements and outputs
- An analysis of what has been learnt about mainstreaming of the model and its sustainability.
- An analysis of issues to be considered in planning the next phase of the seedbed model

This review is also integral to the Mid Term Review of the 2002-2006 Program of Cooperation between the Government of Egypt and UNICEF. Taking stock of implementation activities and developing a forward looking framework will assist in enhancing input and collaboration.

I. METHODOLOGY

Two parties reflecting two areas of expertise conducted the Mid Term Evaluation. Al Fustat Center carried out the Sustainability component for Studies and Consultation. The Mainstreaming component analysis, and write up of the report was carried out by Dr. Samiha S. Peterson, Special Advisor to H.E. the Minister of Education and Professor of Sociology at. St. Olaf College, Minnesota.

The following list includes activities in which both parties were involved during the assigned period.

- Meetings with UNICEF Program Officer
- A review of program documentation, including previous Community School Evaluation reports, Plans of Action for 2001, 2002 and 2003, MOUs with various partners, The Results Based Management Workshop.
- Field visits to Assuit, Sohag and Qena by team members
- Attendance at NGO related workshop on the Girl's Education Initiative.
- Interviews of key stakeholders including MOE, NCCM staff, teachers, community school staff and management team, Professors at the Faculty of Education Assiut University.
- Visits to Community Schools, to MOE primary and Secondary Schools.
- Meetings at the General Federation of Cooperatives and the Institute for Cooperative Studies.
- Implementing a framework for evaluation including
    - Settings evaluation indicators
    - Planning Structure for Interviews
    - Establishing schedule for field visits, interviews etc.
    - Detailing and analyzing outcomes
    - Discussing preliminary results
    - Preparing final report.

Analysis, evaluation and preparation of the final report was facilitated through the perspective of a Participant Observer who has been involved with the Policy Level work of the Ministry since l992. In that capacity I was also able to be involved with consideration of various processes for enhancing the model, participate in capacity building workshops, in Rights of the Child strategic meetings, and Project Review Workshops or Forums.

II. EGYPT'S NATIONAL POLICY ENVIRONMENT

In a recent exercise that focused on developing the Education Standard Based Strategic Framework, priorities for the Policy Environment were identified to include:

- Poverty Alleviation Strategy.
- Enhancement of a Culture of Good Governance Democratization of society
- Enhancement and movement towards a knowledge based society

- A Rights based approach that is inclusive of policies towards vulnerable groups such as children, women, girls, the marginalized and deprived
- A Human Resource Development strategy that identified Education Reform as a National Priority.

III. EGYPT'S EDUCATION REFORM

A. The Political Commitment

The Political endorsement of Educational Reform took into consideration National and International commitments. These included:

1. Implementation of the Ratified **CONVENTION ON THE RIGHTS OF THE CHILD**, which Egypt endorsed as one of the primary signatories. In fact Egypt was one of the initiator countries for the l990 World Summit for Children. To ensure successful implementation a comprehensive Childhood Law was passed in l996 in addition to a childhood component in the National Five Year Development Plan (l997-2002)

2. Extension of the **DECADE FOR THE PROTECTION OF THE EGYPTIAN CHILD to 2000-2010**. While the First Decade took place during the nineties the second Decade reinforced Egypt's determination to address the needs of the Egyptian child. The Goals for the Decade, which was launched by President Mubarak, included dimensions that focused on health insurance, reduction of maternal mortality, and health insurance to children with special needs. Moreover the declaration recognized the significance of the social, cultural and legislation fields as critical to children's lives. To achieve these goals the declaration acknowledged the need for governmental and non-governmental institutions to work collaboratively to meet the challenges of the new millennium. The specific goals for education include "Achieving universal basic education and providing rehabilitation opportunities for children with special needs.

3. Implementing **POLITICAL AND LEGAL COMMITMENTS** to Egypt's Education Reform Efforts are reflected through Article 15 of the Education Law that emphasizes the constitutional right of all Egyptian children to basic education starting at the age of six. More specifically the law states that:

   > "The state should be committed to provide basic education and make it accessible to children, and that parents should abide by the law throughout the designated eight years of compulsory basic schooling."

4. Article 16 on the other hand identifies the ultimate goals of basic education as:

> "developing the pupil's capabilities and providing them with the necessary values, knowledge, scientific and vocational skills relevant to their conditions and environment."

B. General Principles and Objectives of the Education Reform.

Egypt since l991 has committed itself towards a comprehensive educational reform strategy that took into consideration internal and external challenges. Egypt's commitment has been articulated over the years through a number of principles namely:

- Education is Egypt's National Priority Project.
- Education is a Right for every Citizen and supported by the Egyptian Constitution.
- Education is critical for Egypt's National Security.
- Education for All was eventually changed to Excellence for All.
- Education is an investment in Egypt's Human Resources, its most critical capital.
- Education is key to sustainable development and societal peace.

Education Objectives have also been identified in the 2002-2007 Plan in context of the fore mentioned principles and other directives. These objectives include:

- Maintaining sustainable efforts for promoting quality education for all stages.
- Developing education within a comparative international context for 20% of the schools.
- Providing pre-university students with technical skills.
- Achieving the greatest community participation for education.
- Expanding the activities of national institutions for periodical accreditation of school performance and quality.
- Expending sustainable efforts towards reducing girls' dropout rates while encouraging them to complete all the levels of pre-university education.
- Providing adequate health and social care for students.
- Encouraging values of tolerance, and resisting fanaticism.
- Deepening the sense of belonging and encouraging volunteering and community service.

C. Achievements of the Education Reform

Egypt's commitment to Education Reform also took into consideration its international commitments such as those made at the l990 Jomtien **DECLARATION ON EDUCATION FOR ALL** supported by the Universal Human Rights, and the 1990 Convention on the Rights of the Child. Moreover its commitments to basic education continued through other international conferences and instruments such as The 1994 Cairo World Conference on Population and Development, the l994 World Conference on Special Needs Education: Access and Quality, the 1995

World Summit for Social Development, and the 2000 Dakar World Education Forum Framework for Action.

In addition to working towards fulfilling its education Goals Egypt was also involved with two other important forums .The first of these is the **E9 INITIATIVE** which since l993 involved the Nine Most Populous developing countries who encompassed more than half of the world's population. Strategies for achieving the Basic Education Goals in the various countries and sharing South-South know how and best practices provide an ongoing context for expediting the process of change. The second is the **Arab States Forum for Education Ministers**, which in January 2000 adopted the Arab Framework for Action to Ensure Basic Learning Needs in the Arab States in the years 2000-2010.

Initiation of the Education Reform priority in l991 was accompanied by a strategy that opened up the dialogue to various stakeholders through focused **National Conferences**. In addition these conferences attempted to integrate a scientific and democratic strategy for the reform. A number of conferences in which UNICEF participated are relevant for the analysis of Primary Education, and for the Community School Model namely:

- The National Conference for Developing Primary Education, February 1993.
- The National Conference for Special Education, October 1995
- The National Conference for Upgrading Teacher's Training and Welfare, November 1996
- The National Conference for Nurturing the Gifted, April 2000
- The National Conference for NGOs working in Education. March 1999, and April 2001
- NGOs Partnership Conference on Activating their Partnership in Education.

-

Egypt's commitment to the goals of Access, Quality and the Elimination of Gender Disparity has since l991 been implemented through various programs and initiatives which gave special attention to school construction and maintenance, teacher training, curriculum and educational materials development, integration of technology, evaluation and assessment and a school activities that enhanced the learning experience of children.

School Construction and an accompanying Maintenance Program were given special priority in context of the challenges of access and class density. Statistical data for 2003 indicate that 13,350 schools have been built during the past 11 years to meet the challenge of access to schools. Moreover the proposed budget for the five-year plan of 2202-2007 is 16.9 billion Egyptian Pounds.

Enrollment figures also demonstrate a dramatic increase. MOE statistics indicate that while 12,101,846 students were enrolled in the 1991/1992 school year; 15,435,500 were enrolled in 2002/2003 school year. Primary stage statistics also indicate that 3,532,216 male students were enrolled in

1990/91 to 1991/92, with 102,518 or 2.90 students who dropped out while 3758,391 students were enrolled in 2001/2002 to 2002/2003. Drop outs for 2002/2003 included 42,154 male students, which is calculated as 1.12%.

Data in context of **gender** indicates that female students had an enrollment of 1,264,707 in l990/1991 to l991/1992 with 82.205 who dropped out, which is calculated to be 6.50%. Female enrollment in 2001/2002 to 2002/2003 on the other hand included 3,382,912 students, with 18,011 dropouts, which is calculated to be 0.53%.

Percentages for total **enrollment** in 2002/2003 have amounted to 94.8%. With Al Azhar 9.6% enrollments for the same year the total enrollment according to MOE data is 104.4%. Thus there is a 10.68% increase in enrollment percentage between 1991/1993 and 2002/2003.

To **summarize** drop out rates for the primary stage during the two identified time frames has fallen from 3.85% in 1990/1991 to 0.84% in the primary stage in 2002/2003. Dropout rates for girls in the primary education stage have fallen from 6.5% in l990/l991 to 0.53% in 2002/2003.

Concern regarding the educational gap between **RURAL AND URBAN** communities has resulted in the Ministry's decision to give special attention to rural communities over the past decade. Statistics indicate that while there were 11,086 urban schools in l991/l992 that served 6,481,371 students there were 14,530 schools in rural areas that served 5,620475 students. By 2002/2003 there were 13,489 urban schools that served 7,689,648 in comparison to 19,373 schools in rural areas that served 7,654,495 students. This data does not include special education or the one-classroom schools.

Curriculum and Educational Material development has also involved a major commitment from MOE to ensure that the education content that students are exposed to is dynamic and responsive to local and global changes. Integration of international concepts and issues such as various rights have greatly enriched the curriculum since many of them were new to students and teachers. In addition to discipline-based content, nineteen concepts have been integrated throughout the curriculum. More specifically they include:

Women's Rights and Elimination of Discrimination
Children's Rights and Combating Child Labor
Preventive and Therapeutic Hygiene
Addiction: Its Causes and Prevention
Tourism and Preventing Tourist Awareness
Traffic Awareness
Human Rights
Legal Awareness: Rights and Duties
Tax Awareness

Globalization
Tolerance and Education for Peace
Life Skills
Education for Citizenship
National Unity and Combating Extremism
Environment
Overpopulation and Development
Responsible use of Development Resources
Consumption and Rationalization
Work and Product Quality

Educational materials which are centrally produced and distributed for all students has also expanded from 1255 textbooks and 19 evaluation books in l991/l992 to 2304 textbooks and 161 evaluation guides in 2003/2004. These statistics do not include books that are printed for language schools, kindergarten, Al Azhar and schools for the blind. Special attention to printing and publishing has included structure, quality of printing, color and production. Integration of technology related skills and initial computer know how has also been introduced in the curriculum.

Professional Training for leaders has also become an important concern for MOE since their skills are considered to be important for enhancing the quality of education. 14771 Educational leaders including directors of educational zones, directors of educational departments, headmasters and principals of preparatory schools, directors of primary schools, central ministry leaderships, and directors of training directorates in all educational zones and Idaras have received training to enhance their skills and competencies.

Within the context of Professional Development a cadre of professionals were identified as the **CRITICAL MASS**, which included promising leaders, trainers, supervisors, and administrators. This critical mass included 1800 individuals who were provided with skills to assist with the implementation of the future vision for the strategies and plans of MOE, skills for dealing with the innovations within and outside the Ministry, in addition to activating their potential to be an effective force for change and enhancing their competencies in English, communication and computer skills.

Teacher training on the other hand has continued to be a critical cornerstone for quality enhancement since the development of knowledge, standards, language, computers that have changed or expanded. A total of 1,300,000 teachers have been trained through the various **Training Centers** including the Mubarak Education City, the Ismalia Education Complex, The Central Directorate for In-Service Training, and the Qena Training Center. Additional training programs are conducted locally by the directorates. The number of trainees through the Ministry's **Video Conference System** on the other hand has totaled 1,393,162 trainees between l996 and 2003.

International In-Service Training, which has taken place in the USA, the United Kingdom and France, has also had a major impact on enhancing the skills of educators. Statistics indicate that while 339 teachers of science, Math and English were trained in l993/94, 1026 teachers of science, math, English, French, KG, Special education in addition to training opportunities for Supervisors and Schools Principals took place in 2002-2003.All participants in International Training are also involved with in-country training before their departure.

Integrating Technology throughout the Education system has also received special attention. Initiatives have included E-Learning, software development, programs for seven educational channels with a parallel program for installing educational channel receivers throughout the country, and e-government with a data base that includes detailed information for 36,332 schools, 250 Idaras, 27 Educational Directorates, 5 supportive bodies, 15,435,500 students, and 1,400,000 employees.

International, Business and NGO partnerships gradually became an important component of the Educational Reform Strategy, since technical expertise often complemented National efforts. UNICEF's proposal for the initiation of the Community School Project was therefore considered to be one of the initiatives, which since its inception was identified as a collaborative effort between UNICEF, The Ministry of Education and Communities.

IV. CRITICAL MINISTRY OF EDUCATION NEW INITIATIVES

While the Ministry of Education is implementing its Five year Plan (2002-2007) which has been approved by the Cabinet and other political bodies, it has over the past 18 months identified some critical components that are expected to enhance the quality of education. These include:

A. First Education National Standards

Development of Egypt's **FIRST EDUCATION NATIONAL STANDARDS.** Egypt's Minister of Education in response to President Mubarak's emphasis on the importance of setting national Standards for the Education process in order to improve the quality of education to confront the current and future challenges authorized pursuing that goal. Two committees to facilitate the process were authorized in 2002, namely the Higher Committee for Setting the National Standards of Education in Egypt and the Accreditation Committee. Each committee was formed of education experts, university professors, representatives of different economic sectors, businessmen and NGOs. Over 250 professionals and MOE personnel in collaboration with UNICEF, which sponsored three intensive retreats, developed Educational Standards, which were officially adopted and published in September 2003. The National Standards focused specifically on five critical domains, namely:

The effective and child friendly school that deals with the school as a comprehensive unit in the educational process.

The Educator that focuses on comprehensive standards for the performance of educators, including the teacher, supervisor, social worker and counselor.

Management Excellence where emphasis is placed on education management at its various levels, including executive leadership, middle management and senior leadership at the central ministry.

Community Participation, which focuses on standards for participation between the school and society.

Curriculum and Learning Outcomes which includes the learner, knowledge, skills, attitudes, and values that are acquired, curriculum philosophy, goals, content, methods of teaching and learning, teaching resources, educational materials, and assessment.

MOE is presently working on a framework for implementing these standards, which represent an important priority. **UNICEF in collaboration with MOE senior personnel played a critical role** during the conceptualization stage, and through mobilizing professionals, facilitating the professional standards related debate, maintaining the momentum for developing the standards, and participating in the important policy standards deliberations.

B. The School as the Unit for Reform

Identification of the **SCHOOL** as the basic unit for educational reform and development. While the nineties focused on different dimensions of change on a general macro level (e.g. training for all teachers on all levels throughout the county), the new emphasis on the SCHOOL as the unit for comprehensive change will provide a viable alternative from focusing on general change to one that could be used for implementing comprehensive change that will utilize the National Education Standards thus enhancing quality education. Moreover deliberations about quality are considering the development of CLUSTERS of schools throughout the country to assist with collaboration and implementation of innovative strategies for change. This new initiative was complemented by the input of a technical consultant through a concept paper titled "An Egyptian Model for School Improvement."

C. Standards Based Strategic Plan

Initiation of a process for developing a **STANDARDS BASED STRATEGIC PLAN** that would provide a forward-looking approach for the comprehensive development of education. While Egypt's reform Strategy had focused since l991 on various dimensions of education, the Standards Based Strategic Plan is expected to provide an integrated comprehensive approach that is inclusive of the educational vision, MOE strategic educational goals, priority areas, levels of education, levels of administration and priority strategic goals. These components would then be integrated with the financial and resource allocations to ensure that

priority areas are successfully implemented The initial step in the process was completed and shared with partners through the Standards Based Strategic Framework that provided a context for some of the former dimensions in addition to the critical Strategic Approaches for achieving the educational goals and priorities (Table 1). A Plan of action for the next few months is in the process of implementation. The STANDARDS BASED STRATEGIC PLAN is expected to be completed by the end of this year.

D. Upgrading the Institutional Education Environment

Initiation of a comprehensive framework for upgrading the **INSTITUTIONAL EDUCATION ENVIRONEMNT** on all levels of administration. Priority areas for this focus include institutional reorganization and coordination, management and leadership skill development, empowerment of local and school level management, and development of an efficient monitoring system.

E. Initiation of Two Policy Committees

Initiation of **TWO POLICY COMMITTEES** to assist with expediting the change and implementing innovation. More specifically:

1. The **INNOVATION COMMITTEE** which was initially established in l997 with the ministerial decrees no. 357 for 20/10/1996 followed and renewed by decree no.15 for 2002 for a renewed commitment to the Education Innovation Committee (EIC), and finally with modification of the Terms of Reference in 2004. The EIC as a multi sector integrated consultative group was reactivated to facilitate the process of diffusion of best practices and innovations. Committee membership includes MOE and Ministry of Planning personnel, Donors and other partners. A permanent secretariat at the Ministry will assist with the work of the committee. It is important to note that EIC came about as a consequence of UNICEF's initiated series of Innovation Planning Workshops, which ended with the design for the committee with the assistance of practitioners and policy makers in the workshops, which the Minister endorsed in l966.

2. The **SUPREME COORDINATION COMMITTEE** was authorized through Ministerial Decree No. 35, issued on 10/2/2004. The committee is structured to include MOE personnel and donors involved with Education related activities. UNICEF has been invited to be one of the members of this committee. The committee's efforts among other things will focus on coordinating various initiatives within the Strategic Planning context, identifying cooperation mechanisms between the Ministry and donors, assisting with the development of comprehensive funding system, and establishing the general framework for monitoring, implementation and evaluation of projects.

E. Implementing an MOE Strategy for Early Childhood Development

Recognizing the significance of early childhood the Ministry has committed itself to an active strategy that has important guiding principles, which include:

1. Integrating KG with Basic Education with the goal of access for 60% of children for this age group.
2. Identifying KG as an optional learning experience.
3. Developing a model of cost sharing for KG.
4. Ensuring free access for economically marginalized population with paid tuition for other sectors of society.
5. Integrating KG plans in the MOE GAEB school map system.
6. Developing curricula and programs that meet international standards.
7. Providing training for KG teachers and staff.

V. DIMENSIONS AND ACHIEVEMENTS OF THE COMMUNITY SCHOOL MODEL

UNICEF in partnership with the Ministry of Education in l992 initiated an innovative model of school called the Community School Project. The project was designed to expand the primary school education access to deprived communities in Upper Egypt. While the project provided an opportunity for boys and girls who had no access to education it gave preference to girls. The Project implemented a **Life Cycle Approach** that combined services for the young child with an Early Childhood Development parenting initiative, a primary school initiative (the Community Schools) and an adult literacy initiative. MOE statistics about Community schools indicate that the Project in l992 had four schools, which expanded by 2002/2003 to include 352 schools in the governorates to Assuit, Sohag and Qena.

A. Goals for the Model

UNICEF established the Community School Project in 1992 as an initiative in partnership with the Egyptian Ministry of Education. The project was initiated in four hamlets in Upper Egypt with the overall goal of demonstrating a sustainable community school model for increasing access to primary education in remote, deprived rural areas, with a special focus on girls, as well as developing innovative learning methodologies which can be applied and mainstreamed into the formal education system.

Some of the basic principles that have underlined the Community School Model include building partnerships among the different stakeholders, community participation and empowerment, a focus on human resource development, sensitivity to local needs and conditions, ongoing self-evaluation and monitoring, policy dialogue and advocacy, and sustainability.

The primary goals that were set out for the Community School Model include the following:

1. Enhancing the National capacity to deliver quality basic education for all, with a special focus on girls by means of developing effective Community Schools to a scale, which develops sustainability.
2. Reaching out of school children through establishing accessible, high quality, community-based and girl friendly basic education opportunities for deprived rural communities in the Upper Egypt Governorates of Assiut, Sohag and Qena.
3. Developing the Community School staff's management and technical capacities for scaling and sustaining a community based, girl-friendly basic education model based on the efforts of the local community.

The Community School Model has served as a "seed bed" model, where it has functioned as a laboratory for reform and enhancement of quality learning. Strengthening the stakeholders involved in the project and ensuring the sustainability of the model has gone hand in hand with the efforts to mainstream and diffuse the concepts, vision, best practices and methodology of the schools.

B. Dimensions of the Model

To achieve these goals the Community School Project has developed a Structural Framework and a Pedagogical Philosophy

1. The Structural Framework

Since the launching of the Community School Project in 1992, and its development through its three phases, there have been four main partners in the Community School Seed Bed Model project: UNICEF, MOE the NGOs and local communities with other partners contributing during the course of the project process such as the Faculties of Education in the various governorates, the Center for Curriculum and Instructional Materials Development (CCIMD), the National Center for Examination and Educational Evaluation (NCEEE), and the Canadian International Development Agency (CIDA).

The roles and responsibilities of the UNICEF, MOE and Communities were set out in the memorandum of understanding signed in April 1992. The roles and responsibilities of the NGOs are set out in the Project Cooperation Agreement between UNICEF and each respective NGO. Table (1) shows these different roles and responsibilities of the four main partners.

Table (1) Role and Responsibilities of CS Partners

UNICEF	MOE	Local Community /Education Committees	NGOs
Participating in project management Designing and developing the model applied at schools. Training staff project Providing supplementary materials to pupils, facilitators and technical support staff Providing schools with furniture and equipment Monitoring and evaluating the schools	Paying the teachers/facilitators recruited and trained by UNICEF Providing guidance and assistance on curriculum matters Providing instructional materials and supplies Participating in training and technical supervision Providing health services to pupils (health insurance) Providing a dry meal to CS students Exams	Providing suitable location for classrooms, besides human resources Participating in school management through Education Committees in each hamlet EC mobilize local resources, identify potential pupils and facilitators, select school site, and convince parents to let their children join the school.	Manage, supervise and monitor community schools Carry out on-site training of the facilitators in schools and education committees in those same sites and in-service training for facilitators and teachers from government and mainstream schools. Providing furniture, supplies and equipment to the CS Coordination with Governorate officials and MOE officials

This project was originally envisaged as a "movement" that would have a transformative impact on the educational sector at large, rather than as a "project" that would have a beginning and end. It has evolved as a continuous process during which new networks, partners and supporters have been added along the way. During this process there has been an expansion of schools and increased enrollment, especially of girls; an increased capacity of local NGOs and local education committees; extensive training at all levels and a development of highly qualified project staff and facilitators at the local level, the

establishment of structures on the ground and at the policy level to facilitate participatory management of the schools and transfer of lessons learnt from the community schools to the mainstream education and policy changes as a result of ongoing policy dialogue at the national level that has favored the model of education and community participation.

Figure (1) shows the structure of the project and the interrelationships between the different partners. This figure was derived by the evaluation team as a result of interviews, discussions and dialogue undertaken with the different partners regarding the structure, interrelationships and dynamics of the project. The following points outline the nature of the existing interrelationships and dynamics:

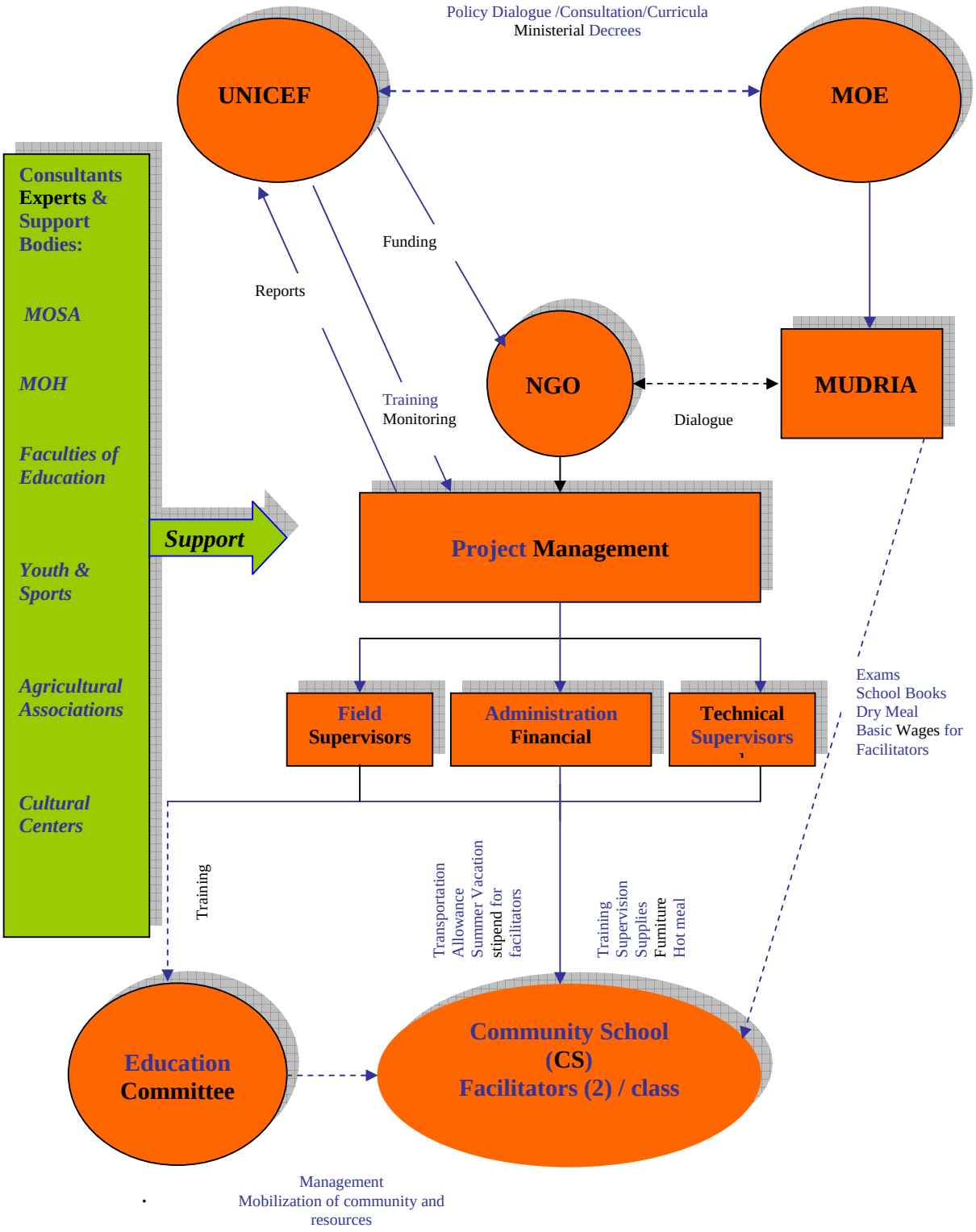
- UNICEF has played a central role in the community school model project since its inception in terms of being the initiator of the seedbed model/process, a catalyst for new ideas, establishing innovative structures on the ground and building partnership at both the community and decision making/policy level. It has provided technical and financial support in the development of the community school model at the community level, providing funds, training and capacity building that have helped build qualified administrative and technical structures on the ground (NGOs, Project team, Education Committees). Through policy dialogue it has contributed towards giving legitimacy to the CS model, gaining the support of MOE and the diffusion of the model, especially through the establishment of the OCS by MOE.
- MOE has been a partner since the beginning of the model. This partnership has developed and deepened throughout the project process, where MOE has benefited from the Community School model itself, the training of its supervisors and teachers of One Classroom Schools, headmasters of public schools and the expertise gained by the community school project staff on the ground. MOE in turn has given legitimacy to the community school project as it has progressed on the ground through Ministerial Decrees and has provided technical support, different forms of facilities such as books, meals and salaries of the community school facilitators.
- The NGOs have functioned as the institutional umbrella for the community school project staff and the channel through which the community school's project has worked at the community level. It has played an intermediary role - through the project management team - between the project at the community level, MOE (Mudirya level) and UNICEF. It has also provided administrative support for the project and the supply of warehouses where all the technical material/stationary for the community are stored.
- The Project Management Staff is mainly the backbone of the community school project working through the local NGOs and as part of their administrative structure. Through the expertise they have built throughout the project process by means of training,

funding and support from UNICEF, they have been able to contribute towards developing and maintaining the educational quality of the CS seedbed model, monitoring and evaluating the 227 community schools, providing training for the facilitators, mobilizing local communities and resources and building partnerships at the local level and gaining the support of local bodies such as Faculties of Education (Assiut University), local units of MOSA and MOH…etc.

- The facilitators are the ones who come directly in contact with the community school students and implement the alternative method of learning that the CS model offers. They are the point where all the efforts of the community school model partnership meet. They are selected according to a number of criteria which include holding a degree of intermediate education, place of residence should be where the school is located, personality, commitment, discipline and hard work. They receive pre-service training by the UNICEF and weekly in- service training by the Project Team and UNICEF. They receive their salaries from the MOE, but receive a stipend from the NGO/Project Staff during the summer vacation since they are formally appointed by MOE but are hired on a contract basis, as well as transportation allowance from the NGO/Project staff. . They have gained expertise in the method of learning that involves active learning, participation…etc and have gained the trust of the local community
- The community schools model is based on community participation, which is considered one of the main cornerstones of sustainability. The Education Committees reflect this element of community participation. These committees are selected, trained and supervised by the field team and selection criteria is based mainly on ensuring diversity in gender, age, social class and geographic location. The education committees play an important role in the management of schools and mobilizing local human and financial resources as well as locating school sites, identifying potential facilitators, screening pupils, assisting in solving school related problems. They usually include 10-15 community members including CS parents, formal and /or informal leaders and project supporters. There are currently 672 members in the existing 227 schools.
- During the project process a number of local support groups/partners have developed which provide different types of services/support to the project. For example the Faculty of Education at Assiut University provides space for the Facilitators to undertake their weekly training. Other supporters have included local councils, local departments of the Ministry of Health and Ministry of Social Affairs, Members of Parliament…etc.

- Structural Dimensions of the Model also include:
    - Adopting a multi- grade classroom system
    - Merging Multi-Grade and flexible promotion systems to allow girl's education.

Figure (1) Organizational Structure and Interrelationships of Community School Project



2. The Pedagogic Philosophy

Focusing on an effective classroom the community school project represents a special educational philosophy, which is critical for considerations of quality education. Dimensions of this philosophy include:

- Focusing on student centered learning with emphasis on independent, peer, and cooperative learning
- Implementing a multi-grade class management system that emphasizes flexibility, individual differences, group work, integrated curriculum, learning corners, self-management, and enjoyment of the learning process.
- Emphasizing active learning that highlights educational activities, projects, activity groups, interaction, participation, integration, educational multi media, low cost equipment and local community resources.
- Developing student mental capabilities with special emphasis to critical and creative thinking.
- Developing life skills through codes of behavior that emphasize personal and social skills that are necessary for effective interaction among students, and the community at large.
- Utilizing various evaluation methods that are conducive to authentic, comprehensive and sustainable assessment.
- Optimizing use of school time through the distribution of roles, responsibilities, daily program planning and assignments.
- Providing a positive school environment to integrate all elements of the educational situation.
- Supporting the development of physical, affective, mental and social components of a student's personality.
- Identifying and supporting the special talents of students.
- Providing sustainable professional development of personnel (facilitators, technical and support staff, the technical consultancy center) in context of a school based developmental approach.
- Creating a sound management system through clear role responsibilities for all stakeholders while documenting all aspects of the student's performance to ensure the development of a thorough data base and the development of a student's portfolio.
- Enhancing the principle of Total Quality through the identification of clearly defined goals, the development of new mechanisms for achieving them, while upholding the principles of excellence, mastery learning, supervision and sustainable follow up.
- Mobilizing community participation and mastery learning to ensure comprehensiveness, sustainability, proficiency, and positive attitudes towards the Community Schools in various communities (Phase II Evaluation Report)

C. Achievements of the Community School Model

The Community School Model has been characterized by being more of a movement or an on going process than simply a project with a beginning and end. It has gone through three main phases; two of which have been completed and the third phase is currently through its mid-term and is the current object of this evaluation. Each phase has had its specific objectives and achievements, all of which have built on each other, developing, adding and deepening the structures, partnerships and network that have been built throughout the project process. Some of the main characteristics and achievements of these phases are as follows:

Phase I (1992-1995):
This phase saw the establishments of the community school model, where four community schools were established in Assiut Governorate, serving 121 students, of whom 87 (74%) were girls. It was characterized by the establishment and consolidation of partnerships between MOE, the local communities, NGOs and UNICEF, with strong efforts exerted in human resource development, training and capacity building. This phase also witnessed the establishment of the one-classroom school project by MOE in 1993, which was largely tailored after the community school in some, but not all aspects. By the end of the 1992/1993 academic year, all the community school students had successfully completed their first year. In 1993 twenty-one new community schools were added in both Assiut and Sohag governorates, serving 701 students, of whom 430 (61%) were girls. By 1994 a total of thirty-eight schools had been established in the governorates of Assiut, Sohag and Qena serving a total of 1037 pupils, of whom 715 (69%) were girls. Sixty-two additional schools were estimated for 1995. This would bring up the total number of community schools in the three governorates to 100 by the end of Phase I.[1]

Phase II (1996-1999):
This phase saw the further expansion of the model in terms of number of schools established and students enrolled, increased training and capacity building and also in terms of the increased diffusion of the model into mainstream education and the issuing of several Ministerial decrees that support this model of community education. By 1999 there were 207 schools established in the three governorates: 31 in Qena, 104 in Assiut, and 72 in Sohag. These served 4,684 students of whom 3313 (70.73%) were girls. The number of children who completed their primary education between 1997 and 1999 totaled 899 students. Of these, 828 (92%) went on to enroll in mainstream preparatory schools. A total of 580 or 70% of the community school graduates enrolled in mainstream preparatory schools were girls.

[1] CIDA Evaluation of Phase II, 2001.

Phase III 2000-2006:
The main objective of this phase is to ensure the key components of the model are fully adopted by the critical partners; namely MOE and NGOs. It also aims to complete the various elements of sustainability in the project by strengthening community ownership and empowerment. Creating a sustainable model on the ground is seen as a crucial tool or strategy for mainstreaming this model. In 2003 there were a total of 227 community schools in the three governorates: 114 in Assiut, 82 in Sohag and 31 in Qena. During this year 202 existing Community schools were consolidated and 25 new ones established and functioning. The total number of students enrolled is 5566, of which 3669 or 66% are girls. For the school year 2003/2004 the total number of students graduating from these schools was 1,188. The number of female graduates was 859 or 72% of total graduates. The number of graduates that went on into mainstream preparatory and secondary education during this same school year totaled 1,115. Of these 755 or 68% were girls.

Figures (2) and (3) show the development in the number of CS schools and CS students since the inception of the project and up till 2003.

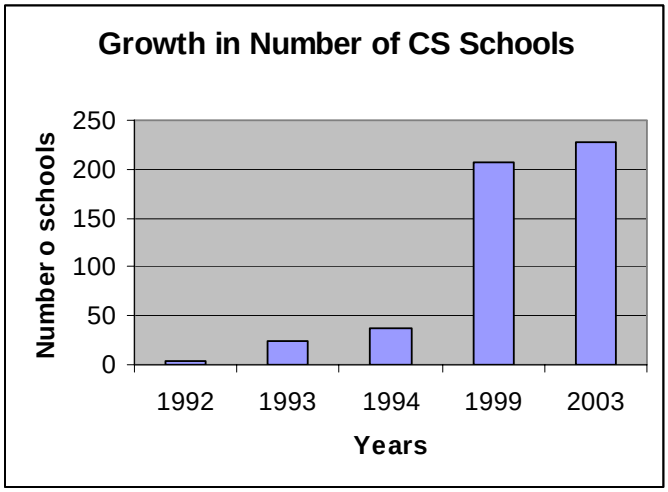


Figure (2)

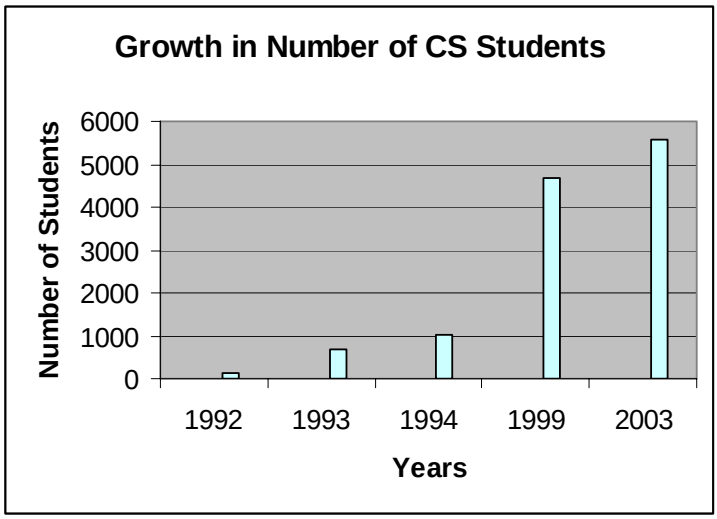


Figure (3)

This Phase, like the previous phases, witnessed extensive training for the facilitators-both old and new, as well as for education committees and NGO staff. For example, in 2002 380 Education Committees, 495 facilitators and 114 NGO staff were trained. In 2003, 494 Education Committees were trained on monitoring the schools and new Committees were created, 508 old facilitators were trained on innovative education practices and 60 new facilitators were interview, recruited and trained; 95 NGO staff were trained on leadership, management excellence and income generation.

VI. MAINSTREAMING THE COMMUNITY MODEL

Analysis of Mainstreaming will include comments regarding mainstreaming the structural dimension or the pedagogical dimension. Mainstreaming will focus on four components. This analytic framework will help provide a systematic mode for considering the mainstreaming activities. It however does not imply that the various activities are totally exclusive of each other. The following list reflects the four analytic components:

- **MAINSTREAMING PROJECTS**: which will focus on both the expansion of the Community School Project, and twinning with other organizational structures.
- **MAINSTREAMING PRACTICES**: which will focus on reproducing examples of good practice of activities associated with the Community School Initiative. The practice adopted may include all or part of the components of the project.
- **MAINSTREAMING POLICY**: which will focus on policy related actions that are based on best practices associated with the Project and that have a direct influence on mainstream policymaking and policy implementation.

- **MAINSTREAMING CONCEPTS:** which will focus on the introduction and eventual integration of important concepts that are relevant for educational reform

A. Mainstreaming Projects

1. The One Classroom School

This initiative was introduced by MOE in l993 to provide a multi-grade, student centered educational experience for girls throughout the country. While using the Ministry's curriculum, the Initiative provided vocational skills training. MOE statistics indicate that the project started with 313 schools in l993/1994 and has continued to expand with a total of 2791 schools in 2002/2003.The Community School Project was twinned with the One Classroom School Project in l995 after three innovation workshops that were offered for personnel in both models. Twinning with the One Room Class in context of pedagogical skills, training and capacity building of personnel has been important for supporting the development of this alternative educational MOE model.

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2. The Girl's Education Initiative

Concern regarding eliminating gender disparity by the year 2005, and achieving gender equality in education by 2015, led the government of Egypt to place girl's education as a top priority since 2000 and was included in the development agenda for 2002/03 to 2006/07. A multi sector National Task Force under the leadership of the National Council for Childhood and Motherhood (NCCM) was established and included 18 members of various ministries, concerned authorities, civil society and seven UN agencies with UNICEF as the lead agency. Terms of Reference for the task for included a planning exercise for girl's education, integration of the plan of action among all stakeholders, and monitoring the implementation Plan. The Initiative, which has a specialized Secretariat at the NCCM headquarters and a Plan of Action, is operating in seven governorates through the support of local structures that include local committees, MOE's GAEB, communities and NGOs.

Implementation goals for this initiative include the development of 5119 classrooms by 2007 for 50% of those out of schoolgirls who are between the ages of 6-11, and the initiation of 4079 classes by 2007 for out of schoolgirls between the ages of 11-14.

UNICEF's technical inputs in every stage of the girl's education initiative has been of paramount significance The Vision and Design of the initiative, in addition to the method of Planning has been critical. To illustrate the Annual Project Plan of Action for 2004 identifies the following UNICEF related activities for the Girl's Education Initiative:

- Holding regular meetings with the Girl's Education Secretariat for guidance and monitoring.
- Training 101 members of the local task forces with regards to community participation, mobilization and team building through the planning, joint coordination and monitoring of UNICEF and NCCM
- Monitoring in collaboration with NCCM 2970 trained members of local information institutions with regards to the information systems girl's education initiative.
- Participating in regular meetings with the National Education for review of the plan formulation, coordination and advocacy Task Force on girl's
- Capacity Building for the NGOs to support the Girl's Education Initiative in the seven governorates.

UNICEF's experience with the Community School Model is proving to be very valuable for its lead role for the Girl's Initiative since its experience with girl Friendly schools, its structure, its partnerships with the community, MOE, NGOs, and donors is critical for this major project. Moreover the focus on multi-grade schools in hamlets and deprived areas, its emphasis on quality, training and community mobilization is integral to the Girl's initiative. UNICEF input with this project will provide it with an important opportunity for mainstreaming important components of its structure and pedagogy. Moreover the important structural role of NCCM will provide an additional opportunity for mainstreaming and disseminating the structure and quality pedagogical components of the Community School Model. Involvement of Community School staff with leadership roles in the Girls initiative is providing a positive opportunity for as smooth a process of mainstreaming as possible.

3. Donor Pilot Initiatives

Collaboration with donor partners interested in initiating Pilot Projects for input to the Education Sector has been important over the past few years. Mainstreaming important component of the project have for example been taken into consideration by USAID, which is implementing its bilateral education plan in various governorates. CIDA on the other hand is providing support for the expansion of the Community School Model in additional locations in the three governorates, and is using the model as an important framework for its Primary School Education Initiative. Success of the Community School Model has indeed had an impact on disseminating the "HOW to" of community-based education Reform.

B. MAINSTREAMING PRACTICE

Mainstreaming practices have included partnerships with:

1. The Ministry of Education Specialized Centers

Partnership with the ministry centers included:

- **The Center for Curriculum and Educational Material Development** In addition to the use of the ministry's curriculum and educational materials that are prepared by the Curriculum Center this partnership focused on the development of multi-grade material for the multi grade schools. More specifically it involved preparation of two teachers/facilitators guides for grades 1-6 for Arabic and Math in l999. Additional educational material development in 2000 included the development of spiral books, activity books, and training guides for grades 4-6 for social studies and science. Developed educational material was used by both the Community Schools and the One Classroom Schools. H.E. Egypt's Minister of Education has also signed a letter, which endorses the transfer of the model of active learning that was developed for the multi-grade schools to mainstream schools.

- **The National Center for Examinations and Educational Evaluation (NCEEE)**
  This partnership included assistance with the development of authentic evaluation and capacity building of Community School Personnel. In 2001, NCEEE was asked to evaluate the Second Phase of the Community School Project (1997-1999). The completed evaluation involved NCEEE personnel and focused on exploring the extent of effectiveness of the model, exploring the impact on girls' personality traits, the success of sustainability mechanisms, multi lateral partnership input, adequacy of human and material resources, and the supervision and reporting systems. A 2003 partnership is focusing on utilizing NCEEE staff as consultants to assist with mainstreaming the quality component of Community schools in 9 MOE schools in Assiut, Sohag and Qena. Consultants in this mainstreaming initiative will focus on assisting with the development of government school improvement plans that include community mobilization, classroom learning environment and activities, capacity building, monitoring changes and evaluation of implementation.

2. Partnership with Ministry of Education Schools

A new UNICEF initiative aiming at MAINSTREAMING the best practices of the community schools was initiated in 2003, with NCEEE as the implementing body. The initiative focused on 9 schools in the governorates of Assiut, Sohag and Qena.

The initiative was preceded by preparatory meetings that focused on Quality of Education learning. 110 participants including one-classroom department directors, supervisors from government primary schools, school principals, MOE directorate undersecretaries and department heads, community school project directors, and community school technical supervisors.

Topics tackled during the meeting included girl-friendly strategies, activity based learning and effective child centered classroom management, activity based curriculum, child friendly learning materials, authentic assessment, and innovative evaluation, portfolios and accelerated learning programs, teacher accreditation, selection and licensing, community participation, partnership and management. A number of participants were selected for the in-service school facilitators training in 2003 with an additional number to be trained during the summer of 2004.

This initial phase has been expanded through a new agreement with MOE for mainstreaming the initiative of the 9 schools to ninety schools over the coming three years. This will include capacity building of personnel involved with the schools, mobilizing community participation, and introduction of mechanisms for implementing the National Standards. In addition this phase is expected to lead to a **PARADIGM SHIFT** in mainstreaming primary education schools since it is expected to extend to primary schools throughout the country.

3. Partnerships with NGOs

Partnership with NGOs is a critical component for the support of the Community School Project and is an important medium for mainstreaming the Philosophy and Structure of the Community Schools. Experience and collaborative work with the Assiut Business Women's Association, Sohag Community Development Association, and Women's Society for Health Improvement in Qena will be important for the expansion of the Community School Project, the Girls' initiative and for mainstreaming the Quality component to mainstream basic education schools. Involvement of NGOs with existing Community Schools, monitoring and supervision, In-Service Training, Mainstream Schools Training, Education Committee Training, Governorate and MOE officials, and study tours will enhance their supportive role for the Community schools.

UNICEF's partnership with NGOs provided the basis for establishing the NGO department at MOE through decree no. 30 for year 2000.

4. Partnership with Faculty from the Faculties of Education

Mobilizing faculty of Education Personnel is a very important component for mainstreaming and disseminating the pedagogy of the Community School Project in Pre-Service Education. Involvement of the Faculty from the faculties of Education at the Universities of Sohag, Assiut, and Qena as consultants will provide an opportunity for potential future input as the mainstreaming strategies for MOE schools expands. This is an important component that can have a number of positive consequences in the faculties of education and in the dissemination of an alternative mode of learning.

5. **Training and Capacity Building**

Over the years UNICEF has developed about 13 different modules of training that have been picked up by MOE and faculties of Education. Training offered by UNICEF has included One Classroom School teachers, school principles, preparatory school personnel, supervisors, and policy makers. Training was done through structured workshops and study visits to the sites. This component assisted with mainstreaming techniques and concepts.

C. MAINSTREAMING POLICY

UNICEF's success with the Community School Project since l992 and its partnerships with the MOE has given UNICEF and specifically Dr. Malak Zaalouk the credibility for mainstreaming the Community School pedagogical quality components throughout the Mainstream Policy Education context. The following forums have provided opportunities for policy related mainstreaming:

1. **Development of the National Education Standards**

UNICEF's close and sustained involvement with the Ministry during the past years in context of its emphasis on quality enhancement and its priority for developing Egypt's National Education Standards has provided an opportunity for mainstreaming on a national policy level the best practices associated with the Community Schools. Domains of the National Standards illustrate the close parallels between the critical dimensions of the National Priority Areas and UNICEF's Community School Priority Framework. More specifically the domains focus on:

- The Effective and Child Friendly School
- The Educator
- Management Excellence
- Community Participation
- Curriculum and Learning Outcomes

UNICEF'S experience of **SCHOOL BASED** reform has also been critical for MOE's increasing emphasis on School Based Standards Reform.

2. **Development of the Standards Based Strategic Framework and Plan**

UNICEF'S Experience with the Community School Project has been critical during the Ministry Efforts at developing the Standards Based Strategic Framework which was presented to education Partners on April1, 2004. Again the framework reflects a number of important relevant components of the Community School Project. Thus for example the Strategic Approach identified in the Framework parallels UNICEF's input over the years. More specifically it identifies strategic approaches that include:

- The School as the Unit for Development and change.
- The application of National Standards.
- Mainstreaming Successful innovation

- Strengthening Partnerships including NGOs

Ongoing UNICEF input will assist with the development of the standards Based Strategic Plan that is expected to be completed by the end of this year.

3. **Participation in Policy Level Dialogue** through the Innovations Committee and the Supreme Coordination Committee which will provide policy guidance for the next phase of the Strategic Planning Activities, for their implementation and coordination. Terms of reference of the two policy committees include policy considerations and recommendations regarding the best practices, quality, partnerships and collaboration.

4. **Policy and Advocacy with Donors –** while change is taking place UNICEF has provided a leadership role with the UN family and the Donor Community to facilitate a collaborative model and a unified approach to input and partnerships. Initial activities which have included partnerships with UNESCO, CIDA, JICA, The World Bank, and EU during the past few years have proved to be fruitful and will assist with policy related decisions of Donor Partners.

D. MAINSTREAMING CONCEPTS

1. **The School Based Approach**
   UNICEF initially introduced this concept through its community school model. It was consequently strengthened in l996/97 with the initiation of the "Total Quality Training in Education" which represented a UNICEF training program for MOE preparatory Schools. This workshop provided the first experience for participants regarding the theme of "total quality that is school based." As mentioned earlier the emphasis on school-based reform is presently central to the MOEs efforts for quality change of education and for the application of the National Education Standards.

2. **Community Participation**
   Introduction of this concept, its application and success in the Community School Model provided an example of an important dimension that influenced MOE policies. Integration of Parent's Councils, and mobilizing communities to support the education of schools thus became critical issues for ongoing reform efforts, and is presently identified as one of the domains of the National Education Standards.

3. **Children's Rights**
   The Ratified Convention on the Rights of the Child, which was endorsed by Egypt provided UNICEF with an instrument that articulated the Rights of Every Child. While workshops and meetings provided forums for considering this important right, yet the Integration of this right in the Community School Model and providing

students with some understanding of their rights provided an excellent example of how a complex convention could be an empowering model for both facilitators and students. Mainstreaming the Community School pedagogies has also included mainstreaming the integration of the Rights of the Child. Moreover MOE is increasingly committed towards a Rights Based approach for education.

4. Child Centered Learning.

Implementing a pedagogical strategy that was child centered and having it work has provided an excellent home grown example of what it would take for a paradigm change. A field visit to MOE elementary schools in Assiut has demonstrated the application of child centered learning to classroom that included sixty students per class. Students, teachers, school administrators and parents were positive about the new learning environment that was introduced in their classrooms. Involvement of Professionals from the Faculties of Education, MOE personnel, in addition to the development of child-centered learning material in context of a home-grown successful model that integrates cultural values with new educational concepts is expected to have positive impact on the education reform efforts.

5. Active Learning.

MOE since l991 has emphasized the need to change learning from rote memorization to a participatory model that enhances creative thinking and life long learning. UNICEF's strategy for developing educational material that enhanced active learning in conjunction with capacity building of teacher and school principals is proving to be very successful for students and teachers who have also had to become creative. As mentioned earlier H.E the Minister has endorsed integrated active learning material for mainstream classes ands schools. Site visits during training sessions also provide an excellent example of the "how to" of active learning, which for many is an unusual example of learning.

6. Authentic Assessment.

This mode of evaluation, which includes portfolios and self-assessment, is another new concepts, which is presently being implemented in a number of MOE schools. Authentic evaluation introduced by UNICEF provides an alternative to tests that reward only memorization of bits of information. In fact it teaches students how to analyze situations and gather relevant information, define problems, generate and evaluate creative ideas, develop their ides into tangible solutions, and assess and improve their solutions. While this mode of evaluation is implemented in the community schools it is presently piloted in the 9 mainstream primary schools that are implementing the pedagogical framework of the Community Schools, in addition to 30% MOE schools that are supervised by NCEEE during the first phase of national implementation.

VII. SUSTAINABILITY OF THE COMMUNITY SCHOOL MODEL

The issue of sustainability has been a primary component of the CS project since its inception and was built in into the model incrementally during each phase. The major elements of sustainability were envisaged to be

- Clear partnerships, joint ownership and cost sharing
- Clear demand for and acceptance of the model by communities, NGOs and the Ministry of Education (MOE)
- Affordability of the model and adoption by MOE and NGOs
- Capacity of MOE built to mange the model through curriculum, management, structures, training and human resource development.
- Capacity of local committees and communities built through training, human resource development employment and income generation
- Ownership of the model by communities

To assess the sustainability of the project we will review the structure of the community school project, the different partners and the interrelationships and dynamics between them, the capabilities of the different partners involved, their contribution and role to the community school project and existing capacity gaps and the nature of the partnership between the stakeholders, sources of funding and cost analysis.

A. NGOs Participating in the Community School Project:

1. The NGO Profile

NGOs developed as partners during the early phases of the project, namely three NGOs in Assiut, Sohag and Qena. The project was being implemented through these organizations. The three NGOs, which are currently participating in the CS project, are:

- The Assiut Business Women Association
- Sohag Community Development Association
- Women Society for Health Improvement in Qena

Table (2) gives a profile of the three NGOs, their mandate, projects/programs, sources of funding and their contribution to the CS project.

Table (2) Profile and Role of NGO Partners in CS Project (2003/2004)

	The Assiut Business Women Association	Sohag Community Development Association	Women Society for Health Improvement in Qena
Established	2000	1992	1964
Mandate	Community development and the provision of social, economic cultural services, especially for. rural women in Upper Egypt and women heads of households, providing them with micro-credit schemes.	Development of local community culturally, economically and socially.	Providing care for those suffering from pulmonary diseases and their families as well as family and childhood and social development.
Projects	- Micro-credit projects: This involves building the capacity of local CDAs and NGOs in providing micro-credit to women. - Development of Life Skills for Families Project: which involves raising the capacity of local communities to deal with problems, participate in decision making in addition to advancing the role of	- The Community School Project - Awareness program reproductive health, female genital mutilation and addressing the problem of street children. - Legal awareness regarding the rights of women.	- Income Generating project - Women Heads of Household Project - Nursery - Hostel - Technology Club Community Schools Project

	women. - Community Schools Project		
Sources of Funding	- Membership fees - Donations from businessmen. - Donation by members of Association - Foreign Donors (Egyptian Swiss Development Fund, Catholic Relief)	- Membership fees - Grants - Interest on time deposit	- Government aid 3.96% - Membership fees 0.04% - Donations 4.89% - Income from activities 9.38% - Foreign donors 67.8%
Community School Project			
Contracted to Project	2000	1993	1994
No. Of Schools	114	82	31
Communities Served: Districts	2	3	3
Mother villages	18	17	4
Hamlets	76	43	9
No. of Students	2565	2237	764
▪**Female**	1763(69%)	1391(62%)	515(67%)
▪**Male**	802	846	252
No. of Facilitators	228	175	62
Project Staff	36	26	17

2. NGO Management System - Measure of Efficiency/Effectiveness

From the project documents that were reviewed, previous evaluations, the RBM workshop held in February 2004, and field visits and observations made by the evaluation team regarding the three Associations, an assessment was made of the three NGO's level of efficiency/effectiveness in managing the CS project, as well as their vision regarding the sustainability of the project, where existing gaps were highlighted and approaches to address these were examined**.**

a. Efficiency:

The efficiency of the management system of the three NGOs was measured against three issues/indicators, mainly:

- The clarity of the project vision and commitment to it,

- Clarity of the roles of the different partners in the project,
- Managerial capability.

  - **Clarity of project vision and commitment to it:**
    It was clear from discussions with the NGOs and project team that they have a clear perception of the vision and objectives of the CS project and a strong commitment to it. This strong commitment was noticeable among the project management team/supervisors who had a strong sense of pride about the project. However, funding remains an important issue regarding continued commitment by the NGOs. There was an evident willingness to share costs whenever possible, to explore and find alternative sources of funding (see Sustainability) but also an awareness of the need to maintain the quality education that the CSs have come to provide, and specifically the skills, qualifications and experience both the project teams and the facilitators have built over the life time of the project, all of which require an appropriate level of funding. Another issue also is that the sense of ownership or commitment may be stronger among NGOs who have been linked to the CS project for a longer period of time, as compared to more recent comers to the project where this sense may not well rooted yet like the Assiut NGO.

  - **Clarity of the roles and responsibilities of the different partners**
    An exercise was made with the Board of Directors of the three NGOs and the project team in each NGO regarding their perception of the structure of the CS project, the different roles, responsibilities and interrelationships of the partners and parties involved. In the three NGOs there was a clear understanding of the structure of the project, the different partners, roles and responsibilities as depicted in Figure (1) whether at the policy/dialogue level (UNICEF/MOE) or at the local/community level (NGO/Project Team/Education Committees/Local Support Bodies**).**

  - **Managerial Capability**
    The three NGOs were seen to be well organized in their management activities. Accounting systems are well maintained and reasonably accurate. Expenditures regarding the CS project are made through a request by the project manager to the Chairman of the NGO with strict adherence to the expenditure items agreed upon. Bookkeeping is well organized and includes an income and expenses ledger, bankbook, daybook, cash receipt. Forms and records of the different activities of the CS project are detailed and well organized. For example, a thorough

review of the Assiut associations forms and records showed that they kept up to date and detailed administrative, financial, technical and field records covering items such as number and location of schools, number and profile of students, profile of facilitators, furnishing items in schools, supervision and monitoring of schools, evaluation reports on supervisors and facilitators, school meals, inventory of stationary in each school, salaries, allowances and transport costs., assessment of potential school buildings, minutes of meeting of education committees, survey of villages and hamlets, examination results records ..etc. Similar forms and detailed well-kept records were also available in Sohag and Qena.

It is important to note here that the administrative and management system of the project was not in place from day one, but developed throughout the project process. Much of the needs of the project and its administrative and management structure developed through a flexible process of learning through experience by the project team (administrative, technical and field), which can be considered the backbone of the CS project. Their roles are clear and well defined without any overlapping and they have attained a considerable level of efficiency that meets the needs of the project.

b. Effectiveness

In measuring the effectiveness of the NGOs we used one main issue or indicator, which is their sustainability potential. Sustainability has been a major component of the CS project since its inception. It can be defined as the ability to continue both quantitatively and qualitatively. The NGOs and the project management team and facilitators have attained a level of technical expertise that have made them a resource regarding this educational model. They have contributed towards creating a successful model that has gained both local community support and demand for the type of quality education offered in CS schools, and building bridges and links with local bodies and entities, as well as recognition, legitimacy and support at the policy MOE level.

Community support and demand: for the CS model has taken different forms such as financial donations, in-kind contributions, provision of services, dedicating time and effort, advocating for the project and raising funds and support from local bodies and authorities. For example in the Dar El Salam district in Sohag governorate, community members have contributed money, raw materials and personal time and effort in constructing new schools and also in maintenance and repair of existing schools. Local associations have donated equipment for disabled children. In Gehena District in Sohag, some community members have donated

entire buildings for the schools. Churches and businessmen have also donated clothes. In the three governorates it appears that there is considerable demand for CS education to the extent that there are one-year waiting lists in some schools (Qena) and educated parents, especially those working in government schools enroll their children in CS schools.

Support and services from local entities has also been attained. For example the Faculty of Education at Assiut University provides technical assistance and space for training. Local Councils contribute land or provide cash and in-kind contributions towards the construction of new schools. For example in Sohag, a protocol was signed with the City Council to allocate a proportion of funds form the Services Fund to finance school construction. Agricultural Associations make cash and in-kind contributions as well.

The success and progress of the community model on the ground has gained it the recognition, support and legitimacy of MOE as a result of an ongoing policy dialogue. This has been reflected in a number of policy changes interpreted in ministerial decrees supporting the community school project[2].

c. Capacity Gaps:

- There may be a distance between the NGOs- represented in the BOD- who are newcomers to the project, such as the Assiut Businesswomen's Association and the project. This may be explained While NGOs who have been with the project for a longer period of time, like those in Qena and Sohag, may have a stronger sense of ownership of the project and commitment to it, this may not be similarly evident among the newer NGO. Thus there is greater need to bridge this gap with respect to the Assiut NGO.
- Most of the sources of funding in the NGOs are from foreign donors. For example, over 67% of the sources of funding for the Qena NGO are from foreign donors.
- Sustainability is seen as an issue of funding more than an issue of managing funds and resources in the context of a particular vision and long term strategies that reflect that the CS is an integral part of the NGOs mandate and structure.

B. Ministry of Education.

The Ministry of Education has been a major partner in the CS project since its inception. This partnership has developed and deepened with the progress achieved on the ground and the ongoing dialogue at the policy

[2] Opening a special class for CS and OCS graduates in the nearest preparatory school Waiving preparatory education fees for CS and OCS graduates. Increasing the age of admittance to the preparatory phase. Incorporating CS and OCS pupils into the mainstream by providing similar services to those offered to their peers in the formal education system such as health insurance and daily snacks. That facilitators and those working in CS and OCS and small schools are treated on the same basis as their counterparts employed on a permanent basis in terms of salaries.

level. Policy changes have been introduced over the years of the project process reflecting MOE's increased commitment and support to community education. Some of the outcomes of this have been the launching of the one-classroom project in 1993 by MOE tailored after the community school model in certain aspects but not all and the establishment of a One Classroom Department in MOE. The other has been the establishment of an NGO department in 1999 at MOE and Ministerial Decree number 30/2000 authorizing NGOs to work in community education. Moreover, the Education Innovations Committee was established in 1997 through ministerial decree no. 271 as a multi-sectoral integrated consultative group with the purpose of facilitating a process of diffusion for best practices and innovations between community schools and once classroom schools during phase one and both these initiatives and the mainstream conventional schools during phase two. The role of the EIC has been further developed to become a vehicle through which innovations are to be kept alive and to act as a consultative group for the diffusion of management ideas and best practices as delineated in the national standards of education.

1. **The One Classroom Department**

   The **One Classroom Department** (OCS) was established in 1993.It is responsible for supervising alternative types of schools such as the small schools, the OCS and the CS. In the CS project it is the department responsible for providing books, technical follow up, exams, facilitator salaries and the dry meal.

   Roles of the One Classroom:

   - Planning projects and programs and supervising their implementation.
   - Following up, evaluating and coordinating the work of the five sub departments (these are Planning and Organization; Curricula and School Books; Technical Guidance, Student Affairs and Exams and Training).
   - Preparing the draft for the development plan and the annual budget for the OCSs.
   - Horizontal communication with the other departments in order to realize the goals of the education policy.

   Capacity Gaps:

   The need to raise the capabilities of the department through raising the technical and administrative capabilities of its management level in managing community education is important. This can be realized through:

   - Continuous training in the concept of community participation and education
   - Workshops that bring together those working in these schools and help them exchange experiences.
   - Establishing new organizational structures that correspond with the existing occupational structure by means of technical, financial and administrative support**.**

2. **The NGO Department**

The **NGO Department: was established in 1999.** During the same year the Minister established a coordination committee with the membership of NGO practioners and with the purpose of coordinating between NGOs and MOE. The NGO Department has branches in 10 governorates and its role is as follows:

Roles of the NGO Department:

- Enumerating the NGOs working in education
- Addressing difficulties faced by these NGOs which affect the efficiency of their interaction with the educational process
- Proposing draft resolutions/decrees, which contribute towards activating the role of NGOs in the field of education.
- Proposing projects and programs that increase the effectiveness of NGOs in promoting the education process and reviewing projects/programs proposed by NGOs
- Activating the role of Parents' Councils.
- Coordinating between the NGOs working in education
- Supervising and following up on projects and programs implemented by NGOs in cooperation with local and international funds.

Capacity gaps and partnership issues:

- A need for more employees (there are currently 7 individuals) most of them are seconded, and if these are transferred it will create a serious shortage. Although the existence of an NGO department at MOE is an achievement in itself, its capabilities to meet its mandate may require further efforts in terms of size of well trained, permanent staff that is well equipped with the concepts of community education and civil society-government partnerships.
- The NGO department sees that there may be differences between MOE and NGOs regarding the priorities and needs of the educational process. Some of the projects/programs proposed by NGOs are seen not to address the real needs of the educational process as seen by MOE. This may be problematic when considering issues of partnership between NGOs and MOE.
- Moreover, the NGO department may see that NGOs working in education, such as those working in the CS project, may not have sufficient capabilities to undertake these projects independently without donor assistance and that many of the educational projects in which NGOs are involved are not initiated at the NGO or local community level but rather are the initiatives of other parties/donors.
- There also seems to be insufficient coordination between the NGO and OCS departments

C. Sources of Funding and Cost Analysis

1. Sources of Funding:

Among the principles on which the Community School Model was built are partnership, participation and cost sharing. This is reflected in the sources of funding of the project which is distributed among the four partners as can be seen in Table 3 which shows the financing structure of the project for the year 2003. The Table also indicates the areas to which funding is allocated and utilized. As can be seen from the Table, the local communities are the largest contributors to the community school project budget, with about 49% of total funds allocated. These consist mostly of land and school construction, but also include maintenance and minor supplies.

UNICEF is the second main source of funding covering 38% of the project budget. This is mostly allocated to NGO budgets to cover many of the project implementation costs such as monitoring and supervision, training, supplies and equipment, furniture as well as covering the facilitators' salaries during the summer recess. NGOs represent the third source of funding with 8% of total resources and which mainly consist of NGO assets. MOE constitutes the fourth source of funding with 5% of resources, which cover facilitators' salaries, books and meals.

Table (3) Community School Project Budget for the Year 2003

Contribution to CS Project		Assiut		Sohag		Qena		Total	Proportion of *Total Funding*
UNICEF		**1775959**		**1409295**		**772,990.72**		**3958245**	38%
Government MOE		**248,000**		**184,000**		**72,000**		**504,000**	5%
	Facilitators Salaries		24,800		18,400		7,200		
	Books		74,400		55,200		21,600		
	Meals		148,800		110,400		43,200		
NGO		**260,000**		**260,000**		**260,000**		**780,000**	8%
	NGO Assets		260,000		260,000		260,000		
Local Community		**2480000**		**1,840,000**		**720,000**		**5040000**	49%
	School Land		1,860,000		1,380,000		540,000		
	School Buildings		620,000		460,000		180,000		
Total		**4763959**		**3693295**		**1,824,990.72**		**10282245**	100%
			2,988,000		2,284,000		1,052,000		

2. Cost Analysis

Table (4) shows the NGO implementation budget items for the CS project for the year 2003 and its allocation among the three NGOs. This budget is provided by UNICEF and covers a number of items.

Table (4) Total NGO 2003 Project Budgets, in LE

Item	Assiut Businesswomen Association	Sohag Community Development Association	Qena Women Society for Health Improvement
Strengthening existing CS	290,816.00	266,814.00	83,597
Monitoring & supervision	140,520.00	91,720.00	65,380
In-Service Training	147,032.00	110,831.25	52,011
Mainstream Schools Training (1)	73,250.00	54,650.00	59,550.00
NGOs Capacity Building	14,740.00		
Pre service Training	195,573.00	190,820.00	157,420
Mainstream Schools Training (2)	73,250.00	54,650.00	58,250.00
Education Committee Training	269,210.00	184,240.00	101,726
Management Training	22,600.00	18,590.00	17,820
Meetings for GOV. Officials	8,120.00	8,120.00	8,120
Meeting for MOE Officials	4,370.00	4,370.00	4,370
Study Tours	36,520.00	16,410.00	18,000
Project Cost	130,258.80	53,239.40	28,016
Sub-Total	**1,406,259.80**	**1,054,454.65**	**654,260**
Supplies & Equipment	202,646.09	234,202.83	84,502
Furniture for Schools	167,053.00	120,638.00	34,229
GRAND TOTAL	**1,775,958.89**	**1,409,295.48**	**772,991**

Differences between the NGOs reflect the difference in the number of schools in each governorate, location of schools, and size of staff among other things.

The bulk of this budget covers running costs of the project. . The item: "strengthening existing community schools" covers the cost of maintaining the community schools. This constitutes on average 15% of the annual budgets. The item "monitoring and supervision" covers mainly several transportation costs. It constitutes on average about 8% of the total annual budgets. "Pre-service training" is the training offered to facilitators upon their appointment while '"in-service training" is that provided to facilitators on a weekly basis. Both constitute on average 23% of annual budgets. All forms of training average about 47% of the total budgets, which reflects the importance, allocated to human resource development in the project and the

importance of this in maintaining the quality of the CS model. "Project Costs" cover the administrative costs and constitute on average only 5% of project costs.

The annual cost per student for the overall project would be LE 653 or USD115 (at the prevailing exchange rate of LE6.17 to the dollar). This is compared to a per student cost of LE664 in primary education in Egypt (1999/2000)[3]. The CS cost does not however include costs covered by MOE, which covers facilitator salaries, and schoolbooks, as well as the contributions made by the community such as land, construction and ongoing maintenance. If we add the MOE contribution, the annual cost per student would rise to LE 744 or USD 120. It is important to note here however that any attempt to measure the cost of education in monetary value will not capture all the benefits simply because all benefits cannot be expressed in those terms. In the CS project the quality education provided and the transformational changes that it initiated among the children, their parents, the community members are all beyond costing.

D. Sustainability Potential

Much of the issues concerning sustainability have been discussed in this report but we will focus here in more detail on three main issues that have been the focus of much of the discussions with the partners of the CS project:

- Partnerships and acceptance of model
- Affordability and adoption by MOE and NGOs

1. Partnerships and acceptance of model:

The Community School seedbed model has succeeded in building effective partnerships between UNICEF, MOE and NGOs and the local communities. The model also has gained acceptance, credibility and legitimacy at the MOE level, the local communities and NGO level, and there is a clear demand for the quality education that the CS schools provide. However, in terms of sustainability, there is the issue of the redistribution of the roles and responsibilities among the different partners in a way that can guarantee its continuity as an alternative model of quality education and the diffusion of the model at the MOE and community/NGO level. The existing partnership and the seedbed model would be maintained, where the latter would continue to be a guiding model for other forms of alternative education at the MOE and community level. The nature of a movement or of on going process which has characterized the seedbed model would continue, with constant interaction between the different models that will develop.

[3]The World Bank. Education Sector Review: Progress and Priorities for the Future. Human Development Group Middle East and North Africa Region. October 2002

Figure (5) depicts both the current relationship between the partners in the Community School Seed Bed Model as well as the future dynamic form of this partnership. The project at present realizes a partnership between the four main partners in addition to other supporting bodies such as the Faculties of Education in the governorates. The partnership is characterized by a vision that sets the role for each partner on the one hand, and an integration of roles that is realized through actual practice on the ground on the other hand (this has been dealt with in detail throughout the report).

With respect to the future, the sustainability of the model would rely on two points:

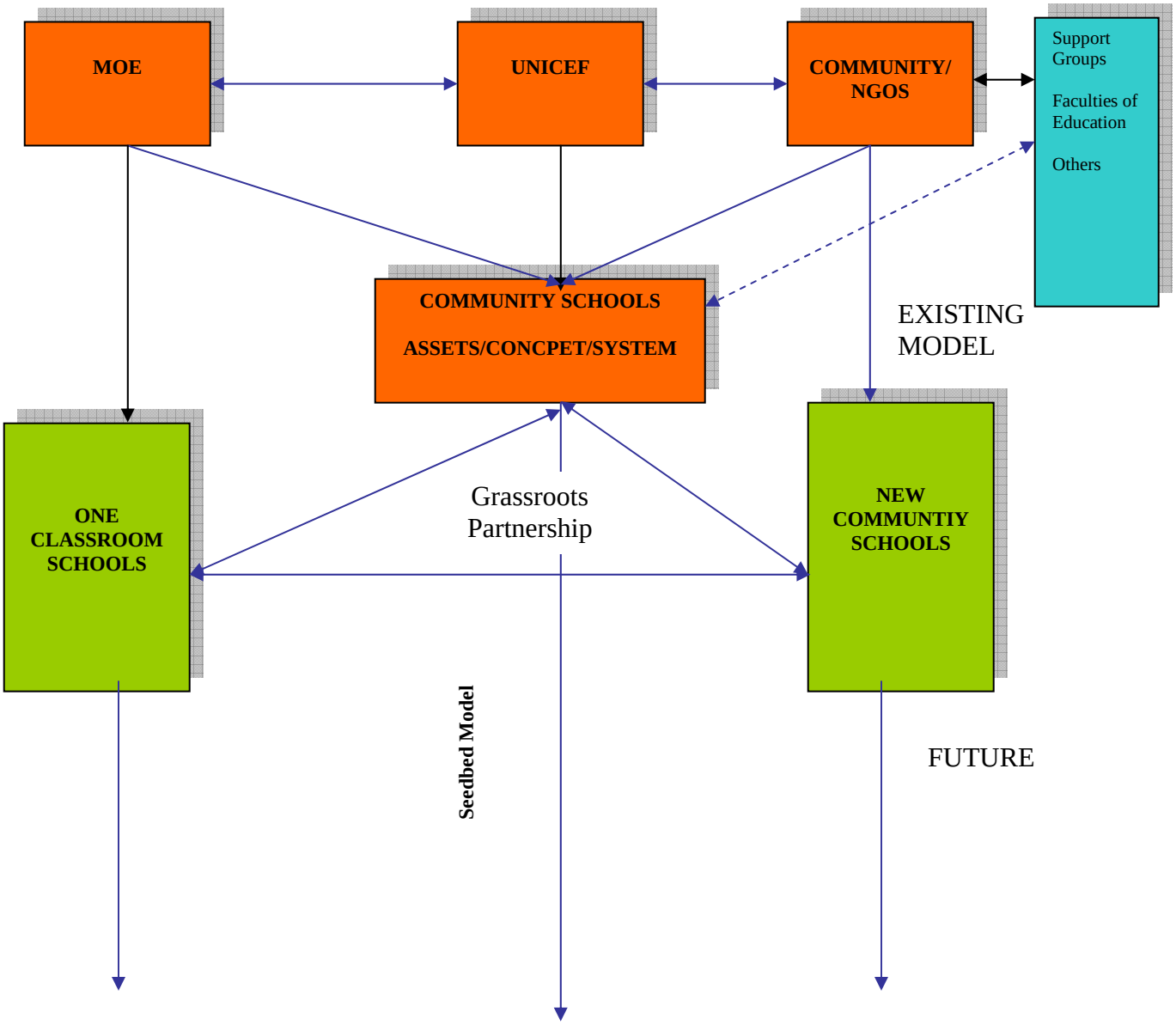
- That it continues as a "seed bed" model in itself where it will remain a laboratory for exploring new ideas, concepts and providing innovations, best practices that serve as a model to be replicated elsewhere, and which reflects at the same time the extent of success of the partnership between its different components at the "upper" level.
- The establishment of and interaction between new community schools on the one hand and new once classroom schools on the other hand, were this interaction at the field level guarantees the diffusion and transfer of ideas, and experiences and creates a "grass roots partnership" whose essence is realizing quality education for the benefit of the community as a whole.

Thus a positive interaction in favor of quality education would take place both at the "upper" partnership level and the "grass roots" partnership level. The efforts exerted at the upper partnership level in planning, coordinating, advocacy, dialogue, training…etc would have an impact on the ground. And in turn, progress achieved on the ground would have a positive impact on the existing and new educational models, which in turn support sustainability.

The model would also interact with other bodies, such as the Faculties of Education which provide different kinds of services and support to the project staff and facilitators, and in turn benefit from the new ideas and concepts developed in the seed bed model.'

In light of this, redistributing roles and responsibilities among the partnership members can take place through dialogue and through the experience that has been accumulated throughout the project process, and which we will deal with in detail in the coming section.

Figure (4) Present and Future Partnership of Seedbed Model



2. Affordability and Adoption by MOE and NGOs

As mentioned earlier, roles and responsibilities of the different partners in the CS project were set out early on in the project process where UNICEF was largely responsible for many service delivery issues, in addition to its technical assistance. Ensuring a sustainable model implies shifting responsibility for many of these items to the MOE and local community/NGO level.

Table (5) shows the phasing out of direct support by UNICEF, which is envisaged over a four-year period by the end of 2006. The table indicates that most of the project elements will be completely shouldered by the NGOs and MOE with the exception of training, curricula which can be provided by UNICEF . WFP will be approached to provide input to the hot meals component. This indicates a lessened role for UNICEF in the direct management of the model and in service delivery, whereas it will maintain its role in technical capacity building and policy dialogue, which contributes towards sustaining the quality education, provided by the seed bed model as well as mainstreaming it.

Table (5) Phasing out of UNICEF Support

	Year One		**Year Two**		**Year Three**		**Year Four**	
LINE ITEM	**UNICEF**	**NGOs/ MOE**	**UNICEF**	**NGO/ MOE**	**UNICEF**	**NGO/ MOE**	**UNICEF**	**NGO /MOE**
Management	+		+		+	+		+
Supervision	+		+			+		+
Training	+		+		+	+	+	+
Supplies	+		+			+		+
Transportation	+		+		+	+		+
Administrative Expenses	+		+		+	+		+
Facilitator Salaries		+		+		+		+
Books		+		+		+		+
Furniture	+	+	+	+	+	+		+
Meal	+	+	+	+	+	+	+	+
School Building		+		+		+		+
Curricula	+	+	+		+	+	+	+

Table (6) shows the NGOs' perception about the phasing out process and the roles they can play- given their capabilities- and their recommendations. The views presented here are the result of the guided group discussions implemented with the BOD of the three NGOs and the Project Staff members. Some of the main issues regarding sustainability

that the NGOs raised included: funding, management, community participation and mobilization, and training.

Table (6) NGO Perception Regarding Phasing Out of UNICEF Support

Line Item	Who?	Obstacles	Recommendations
Management	NGO		
Supervision	NGO/MOE	High cost of supervision	Finding an alternative source of funding
Training	UNICEF	UNICEF may not cover fully the cost	Training can be implemented locally rather than at the governorate level.
Supplies	MOE	Lesser quality supplies	-Rationalize use of supplies and use lesser quality less expensive supplies -Students can gradually bare the cost of some stationary.
Transport (for project team and facilitators)	NGO	High cost of transport	-Finding an alternative source of funding -Training can be scheduled every 2 weeks rather than once a week to cut on transportation costs. -Transport allowance compensates facilitators' low wages. If wages are raised by MOE, then transport allowance can be reduced.
Administrative Costs	NGO		
Facilitator Salaries	MOE	Salaries have to be high enough to ensure that they continue with project	Dialogue with MOE to raise these salaries. MOE should fully employ facilitators so that they continue to receive their salaries during the summer recess.
Books	MOE	Could be delayed	
Furniture	MOE	May be delayed or not provided	-Dialogue with MOE to provide this. -UNICEF continues to provide this -Classrooms handed

			over to MOE without furniture, and furniture from these classrooms used for new classrooms -Dialogue with community to provide furniture for schools
Hot Meal	UNICEF		
School building/Classroom	Community/NGO		Provide training to community members
Curricula	UNICEF		

It is noteworthy that the Qena NGO was able to use the overhead fees that were provided early on in the project to renovate their exiting hostel so that it has become a source of income to the NGO. Qena has requested that they be given a grant from UNICEF to add another building to their hostel to increase their revenue. The Sohag NGO used part of these overheads to open an interest generating fixed term account, which is used to cover facilitator salaries when these are late in coming from MOE.

Other recommendations offered by the NGOs include:

- Establishing a productive income-generating project[4] to be initially funded by a donor agency and then managed by the NGO where proceeds are used to fund the CS project. Land for the project can be donated by the Governorate.
- That UNICEF grants the NGOs between 2-5 microbuses that can be used for transportation purposes for the project as well as being commercially used to generate income.
- Developing and marketing training manuals.
- MOE gives a grant of LE3000 annually to OCS. This can also be applied to CS
- Encouraging voluntary efforts in monitoring and evaluating the CS project.
- Marketing the products of the CS
- That MOE imposes an annual donation of LE 0.25 from each school student
- Allocating a proportion of the income from other NGO activities to the CS project
- Organizing artistic event the proceeds of which are allocated to CSs
- Issuing a stamp specifically for CS, similar to other forms of stamps, the proceeds of which are used to fund the CS.
- There is a grant of LE 30,000 from the Cabinet of Ministers for each Member of Parliament to meet the needs of their constituents. There is a proposal that a fixed proportion of this sum be allocated to CSs.

[4] Some of the suggested projects include raising cattle for meat consumption and dairy products.

- That the CSs be allocated a proportion of the Local Service Funds in each governorate.
- In Qena, the NGO has proposed mobilizing local funds from the: Aluminum Plant in Naga Hamadi and the Sugar Company who can be sponsors the CSs. Mills and refineries can also charge 0.050 PT for each sack of flour and sugar and allocate this to CSs.
- Establishing a twin ship between the community schools and large private schools such as the Lycee Balzac, the German school, the American College…etc where these schools can contribute towards the community schools as well as organize exchange visits.

MOE has shown increased commitment and support to the CS model and has offered views regarding the sustainability of this project and the roles that it can play in this respect, especially regarding how this model can be integrated and sustained within MOE. Some of this includes exploring the possibility of integrating the community school occupational structures within the technical and administrative structure of MOE and employing its cadres. This would require studying these structures to determine the roles and needs of each occupational structure; the future needs in light of actual experience; studying the existing structure in the Once Classroom School Department and then proposing the suggested occupational structure to the Administration Development. In addition, the required funding has to be secured in the MOE budget. This involves identifying the needs as compared to the actual MOE budget, setting a future vision and obtaining approval.

An important role is seen for NGOs in supervising and managing the schools. The NGOs can also play a role in maintaining the trained and highly experienced project staff for which there is no occupational structure within MOE so that they continue to perform their role the importance of which is recognized and appreciated by MOE. The role of NGOs is seen to include (funding/supervising/meeting needs/training). Support has to be provided to the Education Committees, as well as continued training efforts and raising capabilities to ensure the continuity of these schools

From the above we can see that there is a commitment and concern from all partners to sustain the Community School Model. There is an awareness of the need to maintain the same level of funding that will guarantee maintaining the level of quality education provided by the CS model, especially the human resources of the project whose level of expertise, qualifications and skills gained throughout the project process constitute the real backbone of the Community School Model. However, there has to be a continued dialogue regarding how roles and

responsibilities will be redistributed, how long this will take, and through what mechanisms this can be implemented.

VIII. LESSONS LEARNED AND POTENTIAL RISKS

A. Lessons Learned

1. The Community School Project, which started in l992, provided a model that was quite innovative and new for Egypt. One of the dominant factors that influenced its ongoing success from 4 schools to 352 in 2002/03 in addition to various mainstreaming initiatives is attributed to UNICEF's willingness to support the initiative, the very dynamic leadership of Dr. Malak Zalouk who has earned the respect of the Minister, Senior Ministry staff including first undersecretaries, Directors of Basic Education and other professionals, partners in communities, teachers, Faculty of Education, donors and NGOs. Her commitment and enthusiasm, and her willingness to go the extra mile in an initiative that was innovative has definitely made the difference.

2. The Community School Model provides a "**Home Grown Model"** rather than an imported one that implies that it took into consideration the realities of marginalized populations and integrated an innovative pedagogical strategy that utilized minimum and available resources. Moreover the Community School model empowered facilitators, and communities that were not central to mainstream politics or society.

3. **Success and Continuity** of this initiative was also enhanced by the long term appointment of H.E. the Minister of Education who supported the program. The **Political Commitment** of Senior Ministry Personnel who were willing to integrate a number of ideas, concepts and positions, in addition to their extended invitation to UNICEF to participate in policy dialogue and planning are indicators of that trust. The political support for the initiative is also reflected by the invitation UNICEF received from the Prime Minister to present the model to the Cabinet. Consequently the Prime Minister and the Cabinet recommended that it be applied throughout Egypt. UNICEF's partnership with NCCM is another indication of the success of the model.

4. Identifying a multi-pronged **Mainstreaming Strategy** in 2002 that included various dimension marked a more extensive approach that is on its way to influencing Educational Reform in Egypt. The combination of capacity building, site visits, innovative pedagogy and partnerships with other donors or communities are indeed a positive component of the Model.

5. **UNICEF's investments** in the Community School model have had a major impact on an innovative structural and pedagogical home grown model that integrates local realities with best international child centered pedagogies. UNICEF's service to marginalized communities, the Education of the Girl Child, its partnership with NGOS and communities have indeed provided worthwhile results. In fact UNICEF's investment has been a critical **CATALYST** for change and innovation in education and reaffirms the potential of resources that are well used.

6. UNICEF has provided an excellent example of partnership with International Donors. Involvement with **Policy level** deliberations and MOE priorities such as the Development of National Standards, The Strategic Planning Framework and various committees are important dimensions for the Education Reform efforts. Thus the community School model moved from an innovative initiative to a model that has influenced the nation wide education reform efforts.

7. **UNICEF's bridging role** and partnership with Donors and the UN family has assisted MOE and donors in strengthening the understanding of the dimensions of reform. Moreover donors have used the success of the Community School model as an important component for their initiatives and programs. Thus the leadership role of UNICEF is a recognized component of their long-term commitment over the past decade.

B. Risk Factors

1. One of the main risks of success is this **ambitious Agenda** since success creates more opportunities for success. The numerous dimensions of the initiative and the great need for ongoing UNICEF input imply the need for UNICEF's ongoing commitment to support the development of this initiative and its mainstreaming strategy. Therefore expansion of human and financial resources is a desirable consideration.

2. **Capacity Gaps -** Reference throughout the report included capacity gaps for different levels of personnel e.g. MOE, NGO and One Room Class personnel, NGO Board of Directors. This is a serious risk factor and needs to be given special attention to ensure the smooth implementation of the sustainability dimensions of the Initiative.

3. **Funding Risk –** Funding challenges are serious considerations associated with Sustainability and Mainstreaming. While Donor support has been important for the development of the initiative, and for NGO support, the long term sustainability of the Community Schools Model and its components will be dependent on a creative strategy for Fund Raising and for Cost sharing by different partners. Great care should be taken while

dealing with Community School participants to minimize the risk of dropping out of school or not enrolling due to limited financial resources.

VIII. RECOMMENDATIONS: MAINSTREAMING AND SUSTAINABILITY OF THE COMMUNITY SCHOOL MODEL

The following recommendations have taken into consideration the issues discussed in the analytic framework.

A. Continue the Policy and Advocacy Role in the Ministry, with the UN Family and Donors. UNICEF needs to continue its active Policy Dialogue Role in the Ministry, Government Agencies, with the UN Family and with Donors. UNICEF's leadership has been very positive and has assisted with the ongoing deliberations and efforts. The newly formed committees, which identify UNICEF as an active partner, are an acknowledgement of UNICEF's input.

B. Identify a Specialized National Multi Sector Structure to Ensure Sustainability of the Model. Careful consideration should be the structural context of sustainability. While NGOS, Communities, and MOE are involved yet a specialized structure such as a Cooperative, or a Steering Committee that includes all stakeholders should be considered. UNICEF has initiated a Cooperative framework that could be implemented in context Ministry of Education Decree no. 83, l990. The functions for such a body would include fundraising issues, expanding partnerships, considering mainstreaming strategies, and ensuring long term endorsement and commitment of various parties.

C. Identify with various Stakeholders a Long Term Strategy for Resource Mobilization. The long term funding gap and challenge needs to be addressed through a systematic long-term strategy that takes local, national and international resources into consideration. Such a strategy will provide assurance for communities who are committed to the education of their children, to Community Staff and Personnel, to NGOs and to the MOE.

D. Revisit the 1992 Identified Roles and Responsibilities for All Partners. It is important to reconsider the roles and responsibilities of partners in context of the twelve years of experience. Such an exercise will assist with considering issues of integration of experienced Project Team in the MOE structure, long-term support for the model, integration of OCS/CS. The MOE Innovations or Coordination Committee could strengthen this important partnership and its long-term implications.

E. Develop a Strategy for Capacity Building to Recipients of the Model. UNICEF needs to continue providing professional training for personnel

involved with different dimensions of the Community School Model. The needs are quite compelling and education personnel involved with various projects are receptive to the ongoing training. In fact during site visits and interviews different parties (MOE and NGO personnel) consistently called for additional training. Moreover the capacity gaps identified in context of the sustainability analysis identify capacity gaps on the administrative and management levels.

F. **Continue Assisting with the Development of a Licensing Model (The Professional Teachers Academy).** UNICEF's role in Capacity Building for various levels has provided an innovative context for the professional certification of Education Personnel. This was enhanced by UNICEF's support and assistance to the MOE for the development of the PROFESSIONAL TEACHERS' ACADEMY. Maintaining the momentum and assisting with the development of this institution will surely provide an alternative model for professional development and for enhancing the quality dimension of change. This is an important priority area for the Ministry and UNICEF can assist with the next phase of the initiative.

G. **Expand the UNICEF Resources to address the diverse Components of Mainstreaming and Sustainability**. Expansion of UNICEF's Professional Staff to assist with the extensive and ambitious mainstreaming and sustainability activities and possibilities is necessary. UNICEF's Community School Model has provided a successful Framework for Quality School Based primary Education. MOE at this juncture is open to further input from UNICEF in context of the expanding and mainstreaming model. UNICEF is positively positioned at this juncture of MOE efforts and can have a definite positive impact in Egypt.

H.Expand the Community School Model while Developing a Five to Ten Year Plan. UNICEF in collaboration with partners needs to consider expanding the Community Based Model to meet the needs of primary school children in marginalized areas. Partnership with NCCM is expanding the model to additional governorates, communities and NGOs. Support by CIDA for the Community Schools will also further this goal. A Five-Ten year expansion and mainstreaming strategy that takes into consideration MOE priorities and goals needs to be identified and shared with policy makers and donors.

I. Develop a Strategy for Monitoring and Evaluation, UNICEF in collaboration -with the Ministry and NGOs needs to develop a strategy for monitoring and evaluation to ensure sustainability and mainstreaming efforts**.**

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Additional material collected from the Ministry of Education, NGOs, and UNICEF was also used. These included school documents, book-keeping documents, Ministerial Decrees, and MOUs with different partners.

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	Technical Office Staff

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Mr. Mohsen Kamel	Advisor to Girls' Initiative

Schools Visited

Community Schools (interviews, questionnaires, observation, and Focus groups were used with students, facilitators, and graduates.

Assuit Schools: Ben Rafee, El Hawatka, Sahara

Assuit : MOE First grade Primary **School**

Assuit: Manfalout Secondary School

NGOs (Board of Directors, Staff Managers, Financial Managers)

Assuit Business Women's Association

Sohag Community Development Association

Qena Women's Society for Health Improvement

Project Staff

Assuit, Qena, Sohag

Faculty of Education Staff, Assuit

Cairo Organizations

Federation of Cooperatives

Institute of Cooperative Studies

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NCCM and UNICEF workshops for NGOs in Maadi during March.

Numerous training workshops, and sessions with UNICEF, Community School and One Classroom schools attended over the years.