CARE International

New Schools Program

Effectiveness of Multi-Grade Schools for Girls'
Education

FINAL REPORT

CID Consulting
April 2008

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EXECUTIVE SUMMARY

CID Consulting was commissioned by CARE to explore impact of the multigrade schools and the elements which had contributed to that impact on the girls who had enrolled, and to develop a set of lessons and recommendations for donors, policy makers and education specialists.

Both quantitative and qualitative results indicated that the multi-grade system had succeeded to a significant level in working effectively with learners, facilitators, parents' associations and to a lesser degree with local level MoE officials.

Results indicated that multi-grade schools had targeted girls who were from poor families, had been utterly deprived of education, and lived in large illiterate families who worked in agriculture. Multi-grade schools had played a critical role in breaking the cycle of illiteracy among rural women, as the study revealed that girls in CARE's multi-grade schools had developed expectations for their children which went well beyond acquiring basic literacy. Hence, intergenerational family literacy can be acquired through adolescent girls with no options but multi-grade, community based education.

Girls currently enrolled in multi-grade schools reported that mothers were the primary source of influence in assisting them complete the multi-grade cycle. Future challenges to continuing their education centered on poor economic conditions and early marriage. Girls reported on the leadership skills and roles they had developed through classroom assignments, peer teaching and the production of teaching aids.

Girls who had dropped out of multi-grade schools reported that this was due to culture and traditions, where mature girls should not be seen going to a primary school, poor economic conditions, absence of birth certificate, and some issues related to the learning environment (physical, social, emotional and intellectual). Most girls reported that they would like to return to school if they had the chance, indicating that the impact of their short encounter with education was to generate a desire for learning. However, no appropriate options currently presented themselves to these girls.

Discussions with girls who had graduated from NSP's multi-grade schools but had not continued on to preparatory grades revealed a striking contrast of knowledge and skills acquired through their educational experience, as compared with the sample which had not completed multi-grade school. They reported learning how to read and write, making some handicrafts, cooking, and gaining self confidence. Factors which had prevented girls from continuing onto preparatory levels of education included engagement, marriage, being older

then other girls in class, and inability to afford preparatory school fees, uniforms, tutorials and school supplies compared to multi-grade schools which are completely free.

Girls who had graduated from multi-grade schools and continued into preparatory levels of education, demonstrated the strong intergenerational, familial and peer role model factors which had perpetuated their completing higher levels of education and graduating to formal schools. They demonstrated the aspirations which the multi-grade experience had bred among learners – a significant aspect for future programming responses to girls' education in community education in Egypt in general.

Facilitators reported on the training they had received from both CARE and MoE. It had built their capacities to work as a team, give clear instructions inside the classroom, and provide learners with leadership skills. Because of the intimate environment of multi-grade schools, facilitators were able to build close relationships with learners; ones that went far beyond traditional teacher – student relations. They worked hard to attract girls to school and sustain their regular attendance, through focusing on extra-curricular activities, visiting learners at home, and used constant motivation and support. Most common challenges mentioned by facilitators include modest salaries, absence of permanent appointment to jobs, multi-tasking, and lack of bonuses or incentives.

Multi-grade schools were the first incidence that had brought parents in these remote villages together and mobilized them around changing deep seated values and norms revolving around girls' education. However, it was not evident that the length of time for CARE's accompaniment of newly formed PA's had been long enough to institutionalize practices of planning, resource mobilization and allocation skills required to support the multi-grade schools. Nonetheless, the research revealed important roles played by PA's, such as funding school needs through resource mobilization or the endowment fund, solving problems facing schools, improving physical conditions of schools, and providing basic infrastructure.

The study revealed CARE's success in overcoming lack of access to education in remote geographical areas, building inexpensive classes near girls' homes, and mobilizing communities using participatory development techniques. Multi-grade schools were linked to the environment and focused on life skills, creating a convenient and enjoyable learning space for girls. Yet, local culture and traditions still pose a challenge as some families still do not fully accept the concept of girls' education. Families' poor economic conditions, rigidity of preparatory schools' environment, high turnover rates for PA members, and facilitators' unfulfilled needs, all pose further challenges.

On the MoE level, local level education staff expressed concerns about their ability to accompany the entire one room school family with the required technical support, resource provision and quality inputs required to provide effective learning experiences in underserved communities. However, Idaara and Mudiriyya representatives reflected their understanding of important concepts from the multi-grade school experience, such as appreciation of active learning practices, value of experiential learning, and the importance of flexible learning arrangements.

The study recommends that since the multi-grade schools program has become part of the One Classroom School program of MoE, this should be considered a strategic place for entrenching the model and experimenting with more aspects of innovative educational delivery models. Educationists have a role in conveying the significance of the model to the government. Multi-grade schools should be seen as exploratory labs for innovative education which can be mainstreamed into the conventional system. It is also critical to mobilize facilitators in all community-based education models to prepare them to become catalysts of change. The study points to the need for rigorous training of facilitators, supervisors and managers of the system in order for the model to prosper and deliver quality education.

1. BACKGROUND

The New Schools Program (NSP) is a school-based reform program aimed at increasing school access and enrollment of girls in underserved communities in Minia, Beni Suef and Fayoum governorates through efforts to sustainably enhance the quality of teaching and learning, to advocate for girls' education, to mobilize communities and to provide new school infrastructure (primary, preparatory and community multi-grade schools) development. NSP is funded by USAID and implemented by CARE.

Multi-grade schools are designed to help these girls aged between 9-14 years old to receive primary education. Girls enroll in the multi-grade schools in cohort groups mixed by age and they remain in these groups as they progress from one grade to another. If they intend to continue their education, they can join the preparatory and then secondary stages. During its eight year life, NSP established 189 multi-grade classrooms across the most marginalized areas in Fayoum, Beni Suef, and Minia to provide access to accelerated primary education for 6276 students, of which 6118 are girls. These classes are served by 558 facilitators whose capacities have been built through NSP. To provide community support to these schools 76 Parents' Associations were established and their capacities were built - all necessary measures to ensure the effectiveness of their support.

NSP's design and methodology was based on experience acquired through a previous project CARE had implemented in Egypt, namely a participatory education program entitled Community Action in Support of Education (CASE). The project's overall goal was to develop replicable strategies and methods for improving community-driven education initiatives, with a special focus on reaching girls and overcoming barriers to their education. CASE worked with communities to help form Community Educational Development Teams (CEDT), comprised of members of local women's groups, CDA's, local teachers and other interested community members. CARE provided training and technical assistance to CEDTs to enable them to plan and operate their own educational initiatives.

Many developments in Community Based Education have taken place in Egypt. UNICEF's work with CIDA's support is one model which is implemented in Assiut, Sohag and Minya; the MOE's One-Classroom Schools initiative reaches about 70,000 learners, the National Council for Childhood and Motherhood (NCCM) Girl Friendly schools reach close to 20,000 learners; independent initiatives driven autonomously by larger NGO offer non

formal learning opportunities for working children, adult literacy classes, and more.[1] And now the MoE's Pre-University Education Strategic Plan of Egypt 2007 fully integrates Community Based Education in its thrust for education reform.

2. OBJECTIVES OF THE STUDY

As the New Schools Program ends in May 2008, CARE commissioned CID Consulting to explore the elements that had contributed to the impact NSP had on the girls who had enrolled in the multi-grade system, and to develop a set of lessons and recommendations to be used by other development practitioners and/or government officials in the development of the one-classroom support. To achieve this, the research sought to:

▪ Deepen the understanding of NSP interventions towards the multi-grade schools in terms of capacity building, providing school space and working with the community.
▪ Assess the performance of the Parents Associations and their ability to support the multi-grade classrooms.
▪ Make evidence based assessment of the impact of the multi-grade schools on girls' lives, as well as the potential (and important measures) for the sustainability of this impact
▪ Highlight how the multi-grade schools can improve their performance and enhance their impact on the girls

3. METHODOLOGY

In order to achieve these objectives, the CID Consulting team used the following methodology:

3.1 Desk Research

The research included a literature review of education reform models around community based education, and a review of project documents provided by CARE about NSP's multi-grade component. The team focused on:

- The capacity building activities provided to the facilitators to enable them to effectively perform their tasks. The review developed a list of activities, as well as a short description of the activities.
- The capacity building activities provided to MOE, at the *Idara*, *Mudereya*, and district levels, based on which a list of activities was developed to capture their objectives and their intended impact on the support provided by MOE to the multi-grade schools.

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[1] Iskandar, Laila. The Informal Sector: Non-formal Education Settings for Working Children, edited by Madhu Singh, Unesco Institute of Education, Hamburg, 2005

- The capacity building activities provided to Parents' Associations produced a list of the capacity building activities and their objectives.
- The concept, activities, purpose of the NSP Multi-grade schools within the broader context of community based education.

3.2 Field Work

This consisted of a structured questionnaire which was implemented with: sixty five (65) learners (currently enrolled, dropouts, graduates who had discontinued their education, and graduates who continued their education onto preparatory levels); and with 40 facilitators; and seven focus groups implemented with members of the Parents' Association as well as structured interviews and questionnaire with 10 Mudiriyya and Idaaara representatives from the One Classroom Schools Department in all three governorates. The following table shows the study sample:

Target Group	Minia (3 communities)			Beni Suef (2 communities)		Fayoum (2 communities)	
	Ibshadat	**Hamdy**	**Tuna Al Gabal**	**Koum Al Raml**	**Al Fant**	**Shokr**	**Qouta**
Girls - 65		33			16		16
Girls currently enrolled - 22	4	5	2	2	5	2	2
Dropouts - 14	4	2	2	2	0	2	2
Graduates/ discontinued education - 11	3	1	2	1	0	2	2
Graduates/ continued education - 18	4	2	2	2	4	2	2
Total	**15**	**10**	**8**	**7**	**9**	**8**	**8**
Facilitators - 40		20			10		10
	7	6	7	5	5	5	5
Ministry of Education - 10		3			4		3
Parents' Associations - 7		3			2		2
	1	1	1	1	1	1	1

4. RESULTS AND FINDINGS

Quantitative and qualitative results indicate that the New Schools Program (NSP) multi-grade system has succeeded to a significant level in working effectively with the four categories of beneficiaries and stakeholders involved in the project: learners, facilitators, parents' associations and local level MoE officials.

- **First: Girls who are currently, or used to be, enrolled in NSP's multi-grade schools. These fall under four categories as indicated below:**
  - ⇒ Girls who are currently enrolled in NSP's multi-grade schools
  - ⇒ Girls who dropped out of NSP's multi-grade schools

⇒ Girls who graduated from NSP's multi-grade schools and continued their education in preparatory schools

⇒ Girls who graduated from NSP's multi-grade schools but discontinued their education

- **Second: Facilitators:** Forty (40) facilitators from the three governorates were interviewed; ten in each of Beni Suef and Fayoum, and twenty in Minia. They were all young women from the local community, and holders of various degrees, ranging from technical vocational to college degrees in rare instances. Some had joined the project since its inception, while others had become part of NSP recently. The objective was to examine the impact of the training on their ability to manage the classroom, their roles in changing students' lives as well as their roles in retaining students. Discussions included the types of problems encountered by students as facilitators perceive them, and the impact of these problems on students' ability to continue their education in the multi-grade schools and/or in preparatory stages of formal learning.

- **Third: Parents' Associations:** The multi-grade program worked closely with illiterate parents, poor farmers and members of the community who had not enjoyed the options of an education in their youth and who were wholly engrossed in farming for survival. They espoused traditional Egyptian values and considered marriage as the only option for a girl in their rural, remote communities. It took a huge effort and the provision of the right conditions to motivate them to enroll their daughters in multi-grade classrooms, then to mobilize them as a group to take charge of certain aspects of that 'learning place'.

- **Fourth: One Classroom Department at MoE:** (Idaara, Mudiriya, and district level supervisors): The CARE team had worked with local MoE officials in a close and intensive manner during the first few years of the project, gradually withdrawing to empower the One Classroom Department idaara and mudiriiya to take over the cluster of multi-grade schools NSP had established. Representatives from these units were interviewed in order to assess their understanding of the model, the degree to which they had espoused it and the impact of CARE's capacity building activities on their work as people now charged with sustaining the multi-grade model.

4.1 First: Girls who are currently enrolled or were enrolled in NSP's multi-grade schools

4.1.1 Field Study Results for the Entire Pool of Girls

The questionnaire gathered information on the economic and social status of girls ever to enroll in the NSP's multi-grade schools. Results revealed that the program had reached the most deprived and vulnerable segment of girls in Egypt. Thus it did not just reach girls, but ventured out into communities of unreached, underserved girls who would have otherwise

had **no other opportunity** to gain access to any kind of learning. This is illustrated in the following:

a. **The program targeted girls who had been utterly deprived of an education:** i.e. who had never enrolled in formal primary schools and had grown beyond the enrollment age of 9. If it had not been for NSP, these girls would have remained illiterate. The study sample revealed that NSP targeted girls starting 9 years old, and gave them the opportunity to acquire a sixth grade primary education certificate, and continue their education beyond that level if they wished.
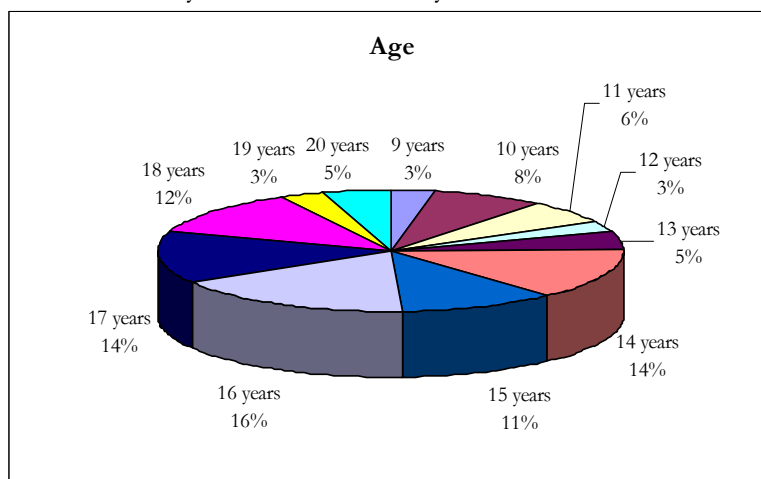
b. The program targeted girls living in large, mostly illiterate families: The sample revealed that most girls enrolled in NSP's multi-grade schools lived in large families, as illustrated in the following chart:
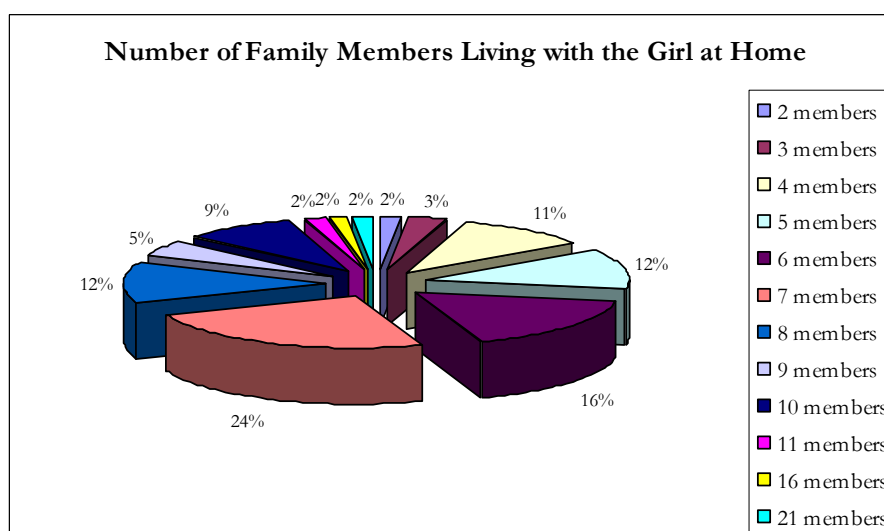
As indicated, most girls belonged to large families (over 50% came from families of six members or more) pointing to the distribution of limited income over a

large number of members of the household, with the attendant lower nutritional level, as well as the need for large investments to educate all young members of the family. Family size further points to a high risk of not accessing educational opportunities as large families are known to be able to afford the public education of at most one or two members of the family, with boys getting priority over girls. Thus it is evident that girls in these communities needed an education that was truly financially and physically accessible and flexible to accommodate rural lifestyles of girls from poor rural families in Egypt. Moreover, most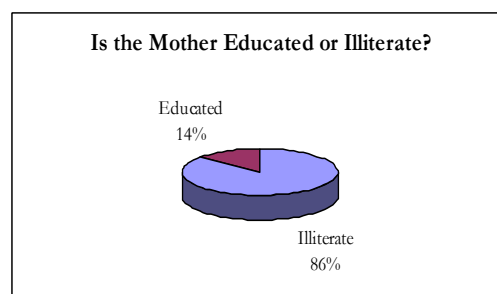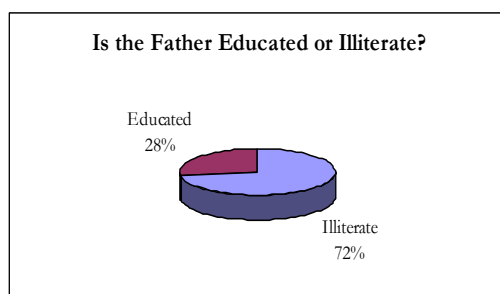 of the girls' parents in the study sample were found to be illiterate. The sample showed that 72% of fathers and 86% of mothers were illiterate, pointing to the risk of perpetuating the cycle of intergenerational illiteracy and the monumental effort exerted by the CARE team to convince these families to enroll their girls in multi-grade schools. Illiterate parents often do not see the need to educate their daughters, particularly in rural Upper Egypt where girls are destined for marriage – an event which is not perceived to require an education.

Is the Father Educated or Illiterate?	**Is the Mother Educated or Illiterate?**
Educated 28% / Illiterate 72%	Educated 14% / Illiterate 86%

The study considers that this is one of the most critical findings of the study as subsequent interview items revealed that the encounter with CARE's multi-grade schools had led girls to acquire expectations for their children which went well beyond acquiring basic literacy. This would seem to indicate that the multi-grade schools had played a critical role in breaking the cycle of rural illiteracy among rural women, as these would-be mothers now knew what it was like to be able to read and write, belong to a peer group, discuss topics which went beyond the confines of the village and aspire to marrying men who were better educated than the ones they had ended up marrying. This finding was true for all girls in the multi-grade study sample, no matter how short their encounter with that experience had been.

We consider this finding to be critical for future programming of girls' education in Egypt, and for adult literacy in Egypt for the next decade. The study indicates that adolescent girls are key actors in the education of Egypt's future generation of children. Those who had not completed the entire multi-grade cycle expressed a strong desire for adult literacy classes so that they could be

> **Intergenerational family literacy will be acquired through adolescent girls who may have no options but multi-grade, community based education.**

ready to assist their children with homework when the time came to have them and enroll them in primary schools.

c. The program targeted girls working in agriculture to increase family income: NSP's multi-grade schools were established in remote villages, where the primary occupation is in the agricultural sector. The sample revealed that 32% of the girls' fathers are farmers who farmed their own land, while 20% farmed rented lands, and 5% worked as farm labor. Most girls in the study sample helped their families in agriculture and animal husbandry activities.

Father's Occupation

- Farmer farming his own land
- Farmer farming rented land
- Hired farmer
- Civil servant
- Employee in private sector
- Builder
- Deceased
- Other
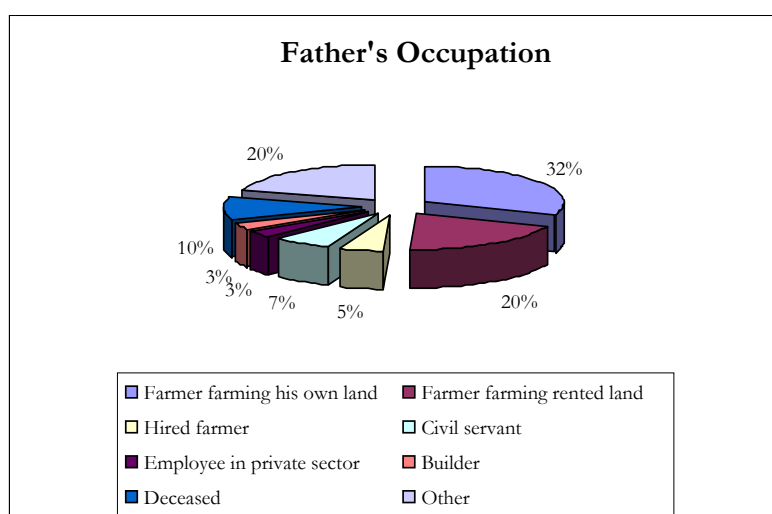
This finding provides insights into future design, programming and curricula for community education as linking income generating rural skills to literacy and lifelong learning would seem to be a potentially effective design element. It would build on poor families' current assets, girls' and the community's current knowledge base and tailor experiential learning around concrete productive activities revolving around farming and animal husbandry. CARE's NSP multi-grade program did try to weave that into the curriculum but it focused more on knitting, sewing, baking cakes and other items which learners enjoyed and even earned some money from. However these activities did not yield the income which qualifies them as income generating, rural based enterprise models. Central to this proposal is that community education needs to partner with a broader base of actors, and not just with education sector resources. Seldom do education sector experts possess the expertise required for the integration of dynamic enterprise based programs into conventional curriculum. Partnerships with business associations, development NGO's and private sector groups can lead to an effective programming of earning and learning skills into community education.

d. The program targeted poor families: The sample revealed that 52% of girls were unable to determine their families' monthly income, while 44% were able to

state that their families earned less than LE 450 per month, and only 5% stated that their families earned more than LE 450 per month.

Family Income

Less than LE 150
9%

Less than LE 250
12%

Does not know
52%

Less than LE 350
14%

Less than LE 450
8%

More than LE 450
5%
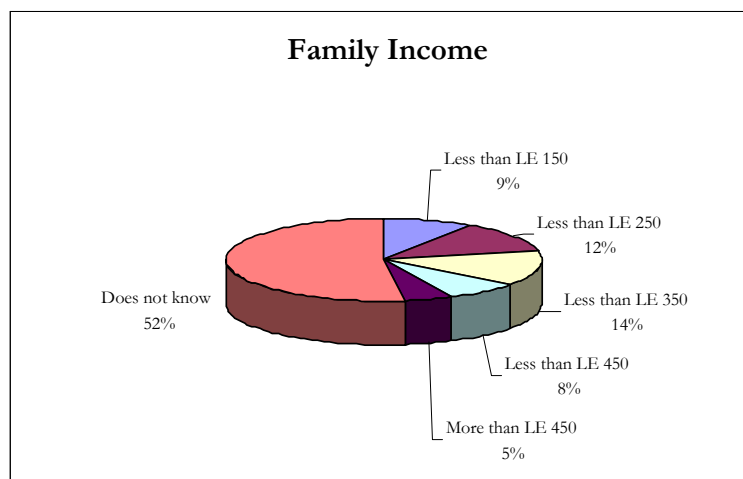
When the two variables of family size and family income are combined, the picture of family deprivation becomes clearer.

4.1.2   Field Study Results for Girls Currently Enrolled in NSP's Multi-grade Schools

▪ **Factors which had Helped Girls Remain Enrolled in Multi-grade Schools:** Girls' mothers were found to have been the primary source of influence in assisting girls complete the multi-grade cycle, followed by fathers, neighbors and friends who were already enrolled in school. This finding corroborates the earlier finding about educated mothers playing a critically important role in breaking the intergenerational cycle of family illiteracy and the important role mothers play in decision making in the household. Peer role models further underscore the role played by other educated girls in the village thus advocating for educating girls in remote underserved communities with the only kind of education available at present for them.

An implication for current programming among illiterate mothers would be to increase public awareness campaigns targeted towards them regarding girls' education, as the NSP program had influenced illiterate mothers through sustained, targeted public awareness at the community level, especially in the early years of the program.

Girls gave reasons for why they had enrolled in multi-grade classes as follows:

⇒ Because I want to learn how to read and write
⇒ Because I want to be educated like my brother and aunt
⇒ So that I can get a job when I am educated
⇒ I want to learn just like all the other girls, and go to school with my friends

> ⇒ I like handicrafts (e.g.: sewing – knitting – crochet)
> ⇒ Because staying at home is depressing, but when I go to school I meet my friends.

- **Barriers to Girls Going to School:** Many girls reported there were no major obstacles existing at present to prevent them from going to multi-grade school. However, many pointed to potential future challenges to continuing their education. These centered mainly around poor economic conditions, such as:

  > ⇒ The burden of being primarily responsible for all household chores, especially for girls who have siblings enrolled in the formal education system. Alternatively, when the older sister gets married, the currently enrolled girl is forced to assume her sister's responsibilities around the house. Girls' responsibilities around the house are closely related to both parents having to work in the field, a feature of rural poverty which poses higher risks to girls not accessing educational opportunity. Household chores include baking, cleaning, cooking, looking after younger siblings, washing dishes, and cleaning/feeding animals.
  > ⇒ A further challenge they face is having to work in on farm and off farm rural activities. Parents in the study were found to require the labor of some of the girls in the study sample. This helped spread and alleviate the heavy burden of manual agricultural labor among more family members.
  > ⇒ Sometimes parents were found to send their daughters to work as paid farm labor for others, especially during peak harvesting seasons (e.g. tomatoes and cotton).

- **Learning Environment – Physical, Social, Emotional and Intellectual:** When CARE developed the multi-grade program in rural Upper Egypt, it used a concept and approach that has been widely adopted and accepted in Africa and Asia. Simple structures, low cost teaching aids, local facilitators, and community engagement were some of the main features of that approach. This approach had not always been comprehended, appreciated or embraced in conventional Egyptian education circles or in rural communities. Thus people misunderstood the thrust of the model and mistook it to be 'cheap' by local education officials, and 'expedient' by communities. There seems to be a need to either find a low cost manner of building multi-grade classrooms which suits both the need for a simple concept of a simple structure and the need for sturdier structures equipped with latrines and solid roofs. Respondents in the study sample mentioned the following negative aspects about the learning environment:

  > ⇒ Not all classes were large enough to accommodate all girls
  > ⇒ In communities which were on the edge of the desert, desert mice were a continual visitor to the classrooms. These predators fed on

girls' paintings, visual aids, and cooking ingredients (e.g. Qouta village – Fayoum). The nocturnal visits of mice made learners unable to eat meals distributed at school because of fear of contamination.

⇒ Classrooms built with reeds and palm fronds caused dust and dirt to interfere with the learning process.

⇒ Only a few respondents referred to the use of corporal punishment to institute discipline in the overcrowded classroom.

⇒ Facilitators were not qualified to teach English and Mathematics. The literature and experience show that this is an obstacle which many community education experiments face as local facilitators themselves are graduates of technical vocational education where neither mathematics nor English are adequately taught. Other community education models in Egypt have addressed this challenge by providing specific training on English and Mathematics to facilitators over long periods of time and have sustained it over two – three years with the accompanying supervision and provision of teaching aids. It is doubtful that the One Classroom idaara or Mudiriyya can do that at present. We will discuss in our final section possible solutions to this problem.

- **Girls' Leadership Roles and Life Skills:** Girls reported that that they had taken on many assignments inside the classroom which had helped them develop their leadership and life shills. These revolved around managing the classroom as well as participating in some parts of the teaching process, such as:

  ⇒ Cleaning and tidying the class (since there were no custodians).
  ⇒ Producing teaching aids from low cost materials
  ⇒ Taking attendance
  ⇒ Peer teaching, particularly helping younger learners with reading and mathematics.
  ⇒ Cooperative learning in small working groups
  ⇒ Cooking and producing handicrafts.

- **Perceived Impact of Multi-grade Schools on Girls' Personal Lives:** When asked about what they considered to have been the most important effects of the multi-grade experience on their lives, girls responded that:

  ⇒ They were now able to read and write, and had acquired some basic computer literacy.
  ⇒ They had made friends at school
  ⇒ They had become less introverted and more capable of expressing themselves.
  ⇒ They treated their parents more respectfully and had begun to communicate with them better.
  ⇒ They had learned how to work as a team and had become adept at operating as a group.

⇒ They had acquired skills they valued such as cooking and sewing

▪ **How Girls Perceive their Future:** Most girls in the group of currently enrolled girls expressed their intentions, indeed resolve, to continue their education beyond multi-grade. Their aspirations included obtaining a university degree and working. When compared with the aspirations of girls in the next category – those who had dropped out of multi-grade schools – it is striking to see how being engaged in that learning experience had expanded a girls' horizons and perceptions of the future. It also points to the terrible deprivation when all dreams are thwarted and the chance of a better future comes to an abrupt end.

Only a few respondents did not have a specific view of what they were going to do in the future, while one learner said she would establish a literacy class in her village.

4.1.3 Field Study for Girls who had Dropped out of Multi-grade School

Girls who had dropped out of multi-grade schools gave the following reasons for such actions:

▪ <u>**Culture and Tradition:**</u>
⇒ When girls reach the age of puberty and their bodies develop physically, some parents force them to drop out in reaction to the prevalent culture that mature girls should not be seen going to a 'primary' school.

> **My parents made me drop out because people used to make fun of me, and say I am old and tall but am in just in fifth primary. I was also upset because I was the oldest girl in class – A dropout from Ibshadat Village, Minia.**

⇒ In many instances, parents' decisions that their daughters marry deprived girls of the opportunity to complete multi-grade education.

▪ <u>**Poor Economic Conditions:**</u> Reasons given for not continuing their education, which related to poor economic means, included the following:
⇒ Unable to afford some school supplies, e.g. notebooks and pencils.
⇒ Would not be able to afford preparatory education because of its attendant expenses, so they were satisfied with the acquisition of basic literacy.
⇒ When older sisters got married, they would be responsible for household chores or work in the field, and so would be forced to drop out.
⇒ Being responsible the family herd.
⇒ When the father passed away, the mother could not afford to continue sending her daughters to school.

The above items point to clear policy actions which can assist girls in accessing and completing their education. In other countries facing Egypt's challenges in educating girls, special savings funds are established at birth for girls in extreme poverty situations, educational scholarships are combined with a stipend to purchase school supplies, and girls from families with deceased fathers or large families are specifically targeted for educational aid.

> **I dropped out because the teacher asked us to buy some notebooks and pens, and I was almost done with primary education and about to start preparatory which needs a uniform, so my father and mother told me I couldn't continue – A dropout from Hamdy Village, Minia.**

- ▪ **Absence of Birth Certificates:** This was one of the reasons girls gave for having dropped out, especially in sixth grade, as a birth certificate was a requirement for being able to take the examination. The same requirement exists for third grade exams but is not enforced as stringently as it does not involve girls moving on from one stage of learning (primary) to another (preparatory).

> **I could not sit for the sixth grade exam because I do not have a birth certificate – A dropout from Kom Al Raml Village, Fayoum.**

- ▪ **Learning Environment (Physical, Social, Emotional and Intellectual):** When girls were asked about possible negative aspects about their multi-grade school experience, the majority reported that there was nothing negative about that experience, with the exception of only very few who mentioned the following:

  - ⇒ Small and cluttered classroom.
  - ⇒ Very occasional use of corporal punishment by facilitator
  - ⇒ Their own weak learning capacities.

Alternatives Suggested by Dropouts to Return to School or Continue Learning in a Different Way: When girls were asked what solutions or actions could be taken in order for them to return to school and complete their education, they made the following suggestions:

Girls who would return to school if the following obstacles were removed:
  - ⇒ If someone else looked after the cattle.
  - ⇒ If someone else did household chores.
  - ⇒ If parents' attitudes and convictions changed and they understood the value of education.
  - ⇒ If girls were not required to buy school supplies
  - ⇒ If they had birth certificates.

It is clear from the above that each of these proposals is a feasible option with the education sector providing ample examples of how to undertake actions to provide these solutions. The procurement of birth certificates has been facilitated by Community Based Associations (CDA's) and non-governmental organizations (NGO's) all over rural Upper Egypt. Public

awareness targeted at parents has yielded positive results, school supply stipends have been offered to girls, and flexible scheduling which offers afternoon and evening classes accommodates girls' rural responsibilities and household chores

Educational alternatives if a girl could not go back to school: If girls could not go back to complete multi-grade schools, they provided the following alternatives to acquire some measure of learning:

⇒ Attending literacy class in the afternoon because it is free and because it is acceptable for girls who have developed physically to be seen walking to adult literacy classes.

⇒ Learning from siblings who currently go to school.

⇒ Studying at home.

This would seem to point to some evidence of the need for adult literacy learning to accommodate girls' lifestyles while not losing out on the investment which had been made through the multi-grade experience. The impact of that short encounter with education had been to generate a desire for learning but no

> I tried to convince my father to let me return to school but it was hopeless because both my parents insisted on their opinion – A dropout from Tuna Al Gabal Village, Minia.

appropriate options currently presented themselves to these girls. Some girls said that they could not envisage any educational alternative while others preferred to not go back to school because they had found it difficult, or because they felt there was no way their families would allow them given the poor value they attached to educating them.

Non-educational alternatives: When asked what they would to with their lives if they did not re-enroll in multi-grade classes or engage in any other kind of learning, girls responded as follows**:**

⇒ Some girls said they would wait to get married.

⇒ Others said they wanted to start a project but neither had capital nor access to loans.

This raises the potential to partner with CDA's and NGO's currently extending micro loans to rural girls and women in or around the villages in question.

> If a suitable suitor proposes I will marry him, if not I will stay at home – A dropout from Ibshadat Village, Minia.

- ▪ **Parents' and Facilitators' Role in Removing Barriers to Education and Providing Alternatives:** Some family members and facilitators and parents tried to help girls return to school, but most attempts had failed because the means used were limited to visits to convince girls'

> I tried to return to school but it was complicated because of our difficult economic situation. It was better for my mother and father to marry me off to lighten their load.
>
> I tried to return to school but family opposition was too strong. If it were for my mother only, the facilitators would have been able to convince her, but all my family were opposed to me going back to school.

families. New and innovative mechanisms are needed to overcome difficulties girls face in remaining in school, be they economic or social.

4.1.4 Field Study Results for Girls who had graduated from NSP's Multi-grade Schools but had not continued on to Preparatory Grades

- **<u>Impact of Schooling on Graduates' Lives:</u>** Responses given by the study sample of girls who had graduated from NSP's multi-grade schools revealed a striking contrast of knowledge and skills acquired through their educational experience, as compared with the sample which had not completed multi-grade school. This was demonstrated by:

  ⇒ The ability to read and write, which had enabled them to read and write letters to family and friends, read holy books, read newspapers and books, help their parents with simple calculations, read prescriptions and names of medication, and read addresses. All these

  > **When I got married I signed my name and did not use a stamp like the other girls who never went to school. If I didn't know how to read and write, I would have been ashamed to use a stamp since my fiancée knows how to read and write – A graduate from Hamdy Village, Minia.**

  were considered highly important survival and life skills in the village and in the home.

  ⇒ The ability to make some handicrafts such as bed sheets and covers, table cloths, skirts, pants, hats,

  > **I now know how to make skirts, pants, table cloths, and bed sheets – A graduate from Ibshadat Village, Minia.**

  etc. and this helped in providing girls' homes with some of these products. This had also helped generate a modest income for some of the girls who had succeeded in selling their products. Handicraft development appears to be a potentially effective approach to retaining girls in community education.

  ⇒ The ability to cook new and non-conventional meals and desserts, which girls had learned in the school kitchen.

  > **I learned how to make cake, basbousa and meshabbek, and I read recopies in magazines and make these dishes - A graduate from Qouta Village – Fayoum.**

  ⇒ Gaining self confidence and becoming outgoing to make friends with peers, facilitators and neighbors.

  > **Now I can chat with my friends, because at first they used to talk about school so I couldn't engage in their conversations, but now I can - A graduate from Tuna Al Gabal Village, Minia.**

⇒ Girls in the study sample who had gotten married or engaged spoke of how education had been important in their gaining

> I wish my children can achieve more than I was able to accomplish - A graduate from Qouta Village – Fayoum.

a better understanding the value of education for their children, and in helping them assist children with their homework. A number expressed their desire in starting up a micro project to generate income, in addition to the important roles they undertake in performing household chores, raising children, and taking care of animals.

⇒ Some girls regretted having married or gotten engaged early. Others regretted having marrying illiterate men. They had

> If I had continued my education, I would have married someone who was educated and could relate to me - A graduate from Ibshadat Village, Minia.

hoped to continue their education and expand their opportunities of finding a suitable mate, but since they had only managed to obtain a primary level certificate, they were still not perceived to have acquired status in their village as primary certificates were still not highly esteemed. This had reduced their chances of marrying men who were better educated than the men they had married. The astuteness with which girls had assessed their social mobility status vis a vis their spouses and within the context of education had led them to decide to educate their daughters as they perceived this to be the real path towards breaking out of extreme poverty and into better social and economic status.

- **Factors which had Prevented Girls From Continuing onto Preparatory Levels of Education:** The same reasons which had led to girls dropping out of school were the ones which had prevented girls from going on to preparatory education. These included: engagement, marriage, being older then other girls in class,

> Before I got married, my father and fiancée agreed I would continue my education, but after marriage, my husband made me stay home - A graduate from Ibshadat Village, Minia.

poverty, and inability to afford preparatory school fees, uniforms, tutorials and school supplies compared to multi-grade schools which had been completely free.

- Other factors which had prevented girls from continuing into preparatory levels of education were the difference between the way they viewed multi-grade schools and public schools. Girls spoke of how the multi-grade school environment had

> I went to a public school at first and there was a teacher who scared me. After that I went to the multi-grade school and loved it - A graduate from Tuna Al Gabal, Minia.

accommodated their needs, in terms of fees, scheduling, facilitators' treatment, and

age. They did not view preparatory schools in the same manner and this had created a barrier towards their continuing into preparatory levels. Co-educational schooling was not accepted either and was an uncomfortable dimension both girls and parents had to contend with.

4.1.5 Field Study Results for Girls who had Graduated from NSP's Multi-grade Schools and Continued into Preparatory Levels of Education

- **Factors which had encouraged graduates to continue their education:** Girls said that those who had had the greatest impact on their pursuing their education into preparatory levels were their father, mother, facilitator, relatives and neighbors who were already enrolled in preparatory education. When girls were asked why they had felt the desire to continue their education, they replied:

  ⇒ To marry an educated man
  ⇒ To educate my children.
  ⇒ To find a job
  ⇒ To start a project
  ⇒ Because education adds value to a person.
  ⇒ Because education makes a person aware and able to deal with others.
  ⇒ Because treatment in multi-grade schools was good, so girls were motivated and encouraged to continue their education.

Responses demonstrate the strong intergenerational, familial and peer role model factors which perpetuate girls completing higher levels of education and graduating to formal schools. They also demonstrate the aspirations which the multi-grade experience had bred among learners. It should be used for future programming responses to girls' education in rural Upper Egypt in specific and in community education in Egypt in general.

> I went to school to acquire a certificate and prestige in my community. I started my education when I was old, but I felt God gave me this opportunity to learn and grow. I enrolled in the multi-grade school when I was 8 years old, after I had lost all hope in learning - A graduate from Ibshadat Village, Minia.

- When girls were asked about the difference between multi-grade schools and preparatory school, most answers were in favor of multi-grade schools, with the exception of some aspects which still constitute a challenge to NSP's multi-grade classes. The differences are captured in the following table:

Point of Comparison	Multi-grade Schools	Preparatory Schools
Technical skills	Better vocational training, with focus on practical skills	No focus on skills, focus on education subjects only
Treatment	Relations between girls and facilitators is intimate, like sisters and not students and teachers	Treatment is formal
Support in Solving Problems	Facilitators helped girls solve their problems	Relation is restricted to education subjects only
Flexibility	Girls are allowed to come late and be absent some days so they can work in the field or finish housework. Some facilitators go over lessons missed with girls who come late	Not flexible
Uniform	No uniform	Girls have to wear uniforms
Fees	No fees, or uniform expenses, or private lessons	Too many fees
Specialization in Education Subjects	Facilitators are not specialized and have difficulty in explaining Mathematics and English	Teachers are specialized in content subjects
Physical Environment	Sometimes there are no bathrooms or computers	There are bathrooms and computers

- **Impact of education on life skills of girls continuing education:** Learning in multi-grade schools motivated girls and gave them the opportunity to pursue higher levels of education.

> Everything I learned is still fresh in my mind and will be useful for me throughout life. Education is not only about exams - A graduate from Tuna Al Gabal, Minia.

- Education helped girls express themselves better.

- Education increased girls' skills, and helped them generate income.

> I want to have two children only, and if my husband wants more I will tell him "have them on your own!" I will try to convince him that a smaller family is better financially - A graduate from Tuna Al Gabal, Minia.

- Education changed girls' perceptions in choosing their life partners, compatibility between couples, and number of children they planned to have.

4.2 Second: Facilitators

4.2.1 Impact of Training on Classroom Management

CARE provided numerous training workshops to build facilitators' capacity to perform a multitude of tasks, organize learning activities, and manage the classroom well. The multi-grade model in particular needed intensive training due to its novelty, uniqueness, and the differences between it and traditional, formal models of primary education in Egypt.

When asked about the sources of technical support which had built their capacity, most facilitators (especially ones who had joined the project since its inception) mentioned that CARE had provided them with training and on-the-job coaching. However, facilitators who had joined the project recently reported they had not received any training from CARE, since CARE's role was not designed to focus on training towards the end of the project. Many of these facilitators noted that most of the trainings they had received were through the One Classroom department at MoE, but these had been limited to training on subject specific content only. This points to the impact CARE's training has had on One Room Classroom idaaras and the need to find alternative ways to sustain the role of technical support and supervision within the concept of multi-grade education in Egypt.

The following is the impact of training on classroom management from facilitators' point of view:

a. **Clear Roles and Teamwork:** Facilitators are now able to establish a clear division of labor among them. There are three facilitators in each classroom: the first for educational level one (grades one, two and three), the second for educational level two (grades four, five and six) and the third for vocational education (cooking, sewing, handicrafts, etc.).

All facilitators reported that they were now able to work together as a team, and support each other in all matters pertaining to the class. Facilitators train and coach each other, especially in English and Mathematics, since these subjects need qualified teachers. They also support each other in solving problems related to the classroom and/or to the girls.

b. **Facilitators have the capacity to give clear and precise assignments inside the class, with the objective of providing learners with leadership skills:**

- Learners are responsible for classroom cleanliness
- Learners make learning aids using low cost materials, and display them on classroom walls.
- Multi-grade classes provide a model for peer learning strategies, as facilitators encourage girls to support each other in explaining difficult lessons and doing homework.

- Learners in the second educational are assigned to support girls in the first level.
- Alternating leadership and responsibilities between learners as follows:
    ⇒ Classroom cleanliness and tidiness
    ⇒ Library responsibilities rotate
    ⇒ Being responsible for educational corners
    ⇒ Morning songs
    ⇒ Producing educational aids
    ⇒ Supporting younger learners

4.2.2 Facilitators' Impact on Girls' Lives

Facilitators perform a host of activities inside the classroom, and give learners assignments to complete at home. They also help girls solve personal and/or educational problems, and build trust and rapport among them and the girls. This reveals the understanding facilitators have of their role in changing girls' lives, and is illustrated by the following:

a. **Besides learning how to read and write, girls acquired values and skills that enabled them to perform the following:** Cooperate with peers, family and neighbors, develop a sense of discovery and curiosity, and the desire to research, build social relationships, help their neighbors, speak freely without fear, express themselves in an appropriate way, produce handicrafts and sell them to generate profit, make clothes for themselves and their families, clean their classroom, and take care of their personal hygiene

b. **Some facilitators built close relationships with learners and graduates.** They supported some learners in continuing their education in spite of difficult social and economic circumstances, followed up on graduate students and helped them solve some problems related to adolescence, exchanged visits with learners even after their graduation, and helped graduates who continued their education in coping with the preparatory school environment.

c. **Positive situations in learners lives due to their enrollment in school include the following:** learners were able to generate income from handicrafts, learners offered the handicrafts they had produced as gifts to their family and friends, one girl was able to postpone her marriage because she had excelled at school and wanted to continue her education, and girls became more appreciative of their mothers and families.

4.2.3 Facilitators' Role in Attracting Girls to School and Sustaining their Attendance:

a. **When facilitators were asked why attendance was erratic and why some learners had reached the point of dropping out, answers were given as follows (as prioritized by facilitators):**

- Marriage or engagement
- Housework and/ or work in the field, especially during peak harvesting seasons
- The mother gives birth to another child and the learner has to support her in raising him/her
- The elder sister gets married and the learner has to assume her responsibilities at home
- Pressure by the family to discontinue school when the girl reaches puberty
- When neighbors and colleagues tease girls because they are old yet still go to primary school
- Families' poor economic conditions which force them to send their girls out to work
- Absence of birth certificates
- Brothers' decisions to avoid sisters' being teased by boys on the street on their way to school
- School being far away from home
- Poor physical conditions of the school
- Girls' inability to buy stationary, such as notebooks and pens
- Late arrival of school books
- Difficulty in learning English
- Parents' lack of enthusiasm about girls' education
- Girls' inability to find time for housework, work in the field, school and homework

> Once I asked a girl, "Why didn't you come to school the past few days?" She said, "My father received money from a land owner in exchange for collecting tomato and onion during harvest seasons." When I asked her father he said, "Do you want me and my children to beg so I can educate my daughter? If you will give us money then it would be fine, but like this she is not useful to me at all. You (referring to the facilitator), on the other hand, earn a lot of money" – Koum Al Raml, Beni Suef

b. **Roles played by facilitators to prevent girls from dropping out:** Facilitators reported a number of different approaches used to limit drop outs. Almost all facilitators said they visit girls at home to solve problems which had prevented them from coming to school regularly.

Most facilitators also said they used innovative methods to attract girls to school, such as teaching girls new skills in cooking and handicrafts, giving out motivational prizes in the form of products girls had made in class, distributing the meal provided by the One Classroom department to classes, offering

nominal gifts (paid for by facilitators themselves) to motivate girls, and focusing on extra-curricular activities such as parties and field trips.

On the personal level, facilitators said they were keen on building a friendly relationship with learners, emphasizing mutual trust, not using physical punishment, and focusing on motivation.

Facilitators help learners overcome challenges and obstacles by adopting flexible scheduling, receiving girls who come late to class due to housework, and individualizing instruction for them. They also help girls as much as possible in issuing birth certificates to enable them to sit for the third and sixth grade exams. Facilitators help girls who excel in class to accelerate their education, and in some cases, some were able to help a few girls start micro projects, such as the production of popcorn, soap and sweets.

To deal with challenges relating to classroom administration and resources, some facilitators reported using previous years' textbooks till new books arrived, and working with Parents' Associations to mobilize local resources, in coordination with local NGO's (e.g.: distributing clothes and school bags and notebooks)

c. **Sources of support to facilitators in preventing girls' drop out:** Facilitators help each other in undertaking home visits, supporting each other in class, and exchanging experiences. Parents' Association members also provide support in home visits, funding some activities from the school's endowment fund, overcoming various obstacles and sometimes provide new premises for classes.

Facilitators are also supported by other learners, who participate in visiting colleagues who miss school or drop out, and they have a major impact because of peer pressure.

Some facilitators mentioned that CDA's help in providing clothes, notebooks, and scholarships. In addition, government school principals and administrators assist in some administrative issues, and solve some problems

d. **Obstacles and challenges faced by facilitators:** Facilitators reported some challenges they face at work, including modest salaries, which do not increase from one year to the next, and without bonuses or incentives. On the administrative and organizational level, facilitators stated they are not permanently appointed, are not covered by the social security umbrella, and do not have formal leaves, especially maternity leaves. Facilitators also touched upon the issue of multi-tasking, as their position requires them to do more than one job, such as administrative work, collecting birth certificates, and procuring books.

With regards to capacity, some facilitators reported they are not specialized, yet are asked to teach all subjects. Therefore, they find difficulty in teaching some subjects, especially English and Mathematics, as they were not trained to do so.

Some facilitators noted that the curriculum is irrelevant to the needs of learners, time allocated to teach the entire curriculum is insufficient, and some supervisors deal with multi-grade schools in the same way as formal mainstream schools.

The comparatively better built and equipped Girl Friendly schools have a negative impact on facilitators in the One Classroom Schools. Similarly, poor physical conditions of some classes, the absence of bathrooms and water are considered a serious challenge by both girls and facilitators. They reported that occasional rainfall ruined paintings and teaching aids.

4.3 Third: Parents' Associations

It was clear from the study that NSP schools had been the first event around which parents in these remote villages had had to come together, collaborate, plan and act collectively. Farmers by trade, their small land holdings had not presented them with occasion to sell their harvest cooperatively, obtain seedlings or fertilizer in bulk, etc. CARE's multi-grade school experience had mobilized them around changing deep seated values and norms revolving around girls' education. Repeated and intense contact had been necessary to bring about that changed perception and decision to enroll girls in multi-grade schools. As CARE's engagement with the community declined, the idaara had not stepped in to sustain that effort. Furthermore, Parents' Associations had been accompanied by CARE to acquire planning and resource mobilization and allocation skills required to support the multi-grade schools. It was not evident that the length of time for this accompaniment had been long enough to institutionalize these practices. However, the study team was able to identify important roles undertaken to varying degrees of effectiveness, by these newly formed associations.

4.3.1 Activities and roles undertaken by PA's:

PA members listed a number of activities and roles they had undertaken. These include funding school needs, such as supplies and trips, through resource mobilization or the endowment fund, and planning expenditures based on schools' needs

> The PA is the multi-grade school's backbone. We all have different backgrounds and have a multitude of responsibilities – Koum Al Raml PA, Fayoum

PA members also participated in solving some problems that face multi-grade schools, and worked on improving physical conditions of schools, or finding new premises for them. This was mostly done in collaboration with other entities, such as local units, to support classes and provide basic service.

To support facilitators, PA members worked collaboratively on raising parents' awareness about the importance of girls' education, collecting birth certificates, issuing birth certificate for girls who do not have one, issuing medical insurance cards for learners, and visiting girls who drop out to convince their parents to have them return to school.

4.3.2   Training received by PA's in earlier years through CARE (recently training almost non-existent):

Parents' Associations had received planned and targeted training by CARE's team during the early years. That effort had not been sustained by the idaaras and mudiriyyas. Training had included the following topics:

- Conducting Needs assessments
- The new Parents' Associations laws
- How to Form a Parent's Association
- Planning Skills
- Exchanging experiences with other PA's
- Ethics of home visits
- Initiating awareness campaigns
- Organizing meetings
- Local resource mobilization
- Communicating with government officials

4.3.3   Financial and in-kind contributions PA's succeeded in mobilizing, and the mechanisms they used:

The CARE program had established an endowment fund in each village where hey had set up a multi-grade school. Parents' Associations had been placed in charge of that fund and had managed it to serve the school.

> **After Maghreb prayers, Mr. Safwat and two other PA members would visit villagers to collect money. If we had organized a meeting or conference, no one would have come, but when we went to people in their homes, not one was able to disappoint us – Ibshadat PA, Minia.**

Their performance had been mixed in that area. Some PA's, with CARE's support, had been able to raise funds for the endowment fund. Others had allocated parcels of land for some classrooms with the help of the local unit. PA's also helped in providing some schools with basic infrastructure, such as water, electricity, wood for ceilings, doors, windows, and furniture.

PA's used three main mechanisms to collect financial and in-kind contributions:

- Organizing and holding awareness sessions for parents
- Undertaking home visits to collect contributions and donations

- Establishing relationships with some government entities, such as local units and Idaraa officials

4.3.4   Problems faced by PA's, and how they were able to overcome them

Problem	How it was Overcome
Some classes were not suitable as learning spaces	Some classes were moved to adjacent formal primary schools. This was done through the help of some officials in the local council and Idaara. Also, some classes were renovated though donations collected by PA's
Some girls did not have birth certificates	Birth certificates were issued with the help of local units
Some communities had false perceptions regarding CARE, and why it focused on girls in particular, and perceived CARE staff as foreigners	Trusted PA members were selected, who worked on raising awareness, and used the support of religious figures and MoE staff
Some parents were not enthusiastic about multi-grade schools	Well known and respected figures in the community visited parents at home to build trust and explain the concept

4.3.5   Effectiveness of PAs and endowment management

PA's interviewed were active to varying degrees, and had a clear role in supporting the educational process in multi-grade schools. PA's are elected every two years.

All classes had endowment funds. PA's agreed that endowments are an excellent and central way to fund educational activities and provide important, basic needs. The bigger the value of the endowment, the more the PA was able to fund activities. The amount of the endowment varied, ranging from LE 1,500 to LE 4,000. In Minya, the governor had contributed to the fund in a show of solidarity for girls' education.

> **The endowment is like a government pension. Sometimes we cannot raise enough money from our own salaries, so the endowment supports us – Koum Al Raml PA, Fayoum**

4.3.6   How endowment profits were spent, and financial records used

In all active PAs, decisions regarding spending were made based on needs of classes. These were communicated by facilitators to PAs. Expenditures were forecasted in a plan. The chairperson and treasurer had the right to sign checks. A purchasing committee of three members was formed.

Four kinds of records were used, namely minutes of meeting record for PAs, financial record, and activities record, and needs assessment file

5. LESSONS LEARNED

- **Providing innovative learning spaces that are different from traditional school settings:** CARE was able to overcome lack of access to education in remote geographical areas, and built inexpensive classes near girls' homes. CARE mobilized community resources to provide learning spaces, supplies and tools, and make these classes a suitable learning environment using available resources. Available community resources that were transferred into learning spaces include rented homes, rooms in the local unit premises, classes inside formal primary schools, and new classes built especially for this purpose. This enabled CARE to provide access to remote communities that were not reached by the formal education system.

- **Using participatory development techniques and mobilizing community groups to manage the educational process:** At the outset, this model was conscious to the issue of sustainability after CARE's role was completed. Hence, CARE worked from the project's inception on building the communities so they can manage the educational process on their own. To achieve this, Parents' Associations were formed, trained and coached by CARE field supervisors in every governorate. This enabled PA's to perform a multitude of significant tasks, such as exploring available learning spaces in the community, managing parts of the educational process, providing funds for some school activities, and overcoming some obstacles that face girls' education in the community. It is worth mentioning that PA's include a diverse group of male and female stakeholders, such as facilitators, parents, and concerned parties. However, it was more difficult to design a similarly effective exit strategy with idaaras and mudiriyyas. Communities responded more proactively to CARE's interventions than the local educational units did. They do not seem to have sustained the momentum which this experiment enjoyed during CARE's involvement

- **Creating a new and non conventional learning environment which encourages learners to continue learning:** CARE selected facilitators from the same community and trained them to do the following:

    ⇒ Build close relationships with learners
    ⇒ Create an environment of solidarity between learners to encourage them to continue learning despite difficult circumstances
    ⇒ Use diverse learning techniques such as peer and cooperative learning
    ⇒ Create a supportive and motivating environment by welcoming girls who come late to class, not asking girls to wear uniforms, allowing girls to skip school on harvest days, not using physical punishment, refusing the idea of private lessons, and not burdening girls with any additional expenses.

This positive impact on teachers needs to be maintained by including them in a circle of continual refresher in-service training – an event which teachers all over the world need. It is not evident that the idaaras and muriyyas will provide this kind of continued support.

- **Linking school to the environment and focusing on life skills:** Multi-grade schools helped girls learn some cooking and handicraft skills such as making table cloths, bed sheets, skirts, hats, etc. Girls made use of these products in their homes, and some were able to sell them and generate income. This made education not exclusive to learning how to read and write only, but also included vocational skills. . These skills can be considered a nucleus for micro projects.

- **Networking among different groups/entities working in girls' education:** The project brought together different entities concerned with girls' education, and provided training to facilitators, PA's and One Classroom Department at MoE. CARE also worked on building a democratically elected, self managed PA.

- **Sustaining the project:** CARE used two effective mechanisms for sustainability: building a competent PA which includes most stakeholders involved in girls' education, and placing an endowment in each school's name to fund some school activities. The sustainability aspect will require a more serious engagement of idaaras or a close accompaniment by a source of technical expertise and educational enhancement group/movement.

6. CHALLENGES

Below are a set of challenges and obstacles facing learners, facilitators, and PAs. The project dealt with these issues to varying degrees, but still needs to develop more strategies and mechanisms to bring the program to effective levels of performance and quality.

- <u>**Challenges facing girls currently enrolled, dropouts, and graduates who discontinued their education:**</u>

    1. **Traditions and community culture:**
        ⇒ Parents refuse to let their daughters continue education because they do not want them to go out and walk in the streets after puberty
        ⇒ Engagement or marriage prevents girls from continuing their education

    2. **Poor economic conditions:**
        ⇒ Some girls cannot afford to buy notebooks and pens, although multi-grade schools are free
        ⇒ Some girls are satisfied by learning how to read and write only
        ⇒ Some girls do not enroll in preparatory schools because they cannot afford fees and uniforms
        ⇒ Some girls work in agriculture, especially during harvest seasons

3. **Preparatory school environment is not suitable for girls, in terms of:**

   ⇒ School schedule: multi-grade schools have flexible hours and allow girls to come late after finishing housework or feeding animals, etc. On the other hand, preparatory school hours are not flexible, and do not allow tardiness.

   ⇒ Fees: multi-grade schools are free and have no uniforms or private lessons

   ⇒ Facilitators: Girls are multi-grade classes are few in number, and so are facilitators. This helps build close relationships between learners and facilitators, in addition to the fact that most facilitators are from the same community and have a good understanding of learners' circumstances.

4. **Age difference:** When girls move to preparatory schools, they find themselves older and bigger than their colleagues, and this embarrasses them, especially that there is not understanding in preparatory schools of the idea behind multi-grade schools. In some cases, teachers themselves hurt girls emotionally and tease them about their physical size

- **Challenges facing facilitators:** Some of the challenges facing facilitators include:

   ⇒ Modest bonuses and incentives, which do not increase annually
   ⇒ No secure employment: not being permanently appointed
   ⇒ Absence of social security coverage
   ⇒ Lack of maternity leaves

- **Challenges facing PA's:** PA's are elected every two years, but some associations have a very high turnover rate for members. These PA's need refresher training, especially for new members, to enable them to carry out their assigned roles.

7. ANALYSIS AND FINDINGS

Multi-grade Schools Programs are one of many programs offering alternative primary schooling programs around the developing world. The literature reflects that we now have documented evidence of the tangible impacts that these alternative models of education have introduced in varying cultural contexts. We also have evidence that there is no one blueprint model for these successful programs as what distinguishes them is their high degree of adaptability to local cultural contexts, institutional frameworks and the national discourse and practice around education which governs implementation. However, in light of this diversity some common features can be highlighted.

· Learner-centered pedagogy
· Active learning

·   A focus on training teachers – to varying levels and degrees of competence
·   Involvement of parents in the learning of their children
·   Self paced individualized learning, cooperative learning and peer teaching
·   Learners are empowered to take responsibility for their own learning
·   Learning materials are developed collaboratively by teachers and students
·   Flexible scheduling to suit local lifestyle and conditions

We have focused in our assessment on these aspects of multi-grade schools' impact on educational planning and delivery systems in Egypt, through our assessment of the NSP multi-grade experience in the three governorates of Fayoum, Beni Suef and Minya. Through in depth interviews with idaara and mudiriyya staff, we have been able to identify factors which merit consideration by policy planners, managers and implementers.

- **_Educational quality and accessibility risks associated with mainstreaming concepts, approaches and practices of multi-grade, community based schools through the one classroom schools system._** There is a concern expressed by local level education staff about their ability to accompany the entire one room school family with the required technical support, resource provision and quality inputs which they know are required to provide for effective learning experiences in remote and underserved communities. The MoE idaara and mudiriyya staff interviewed unanimously acknowledged the important impact of the NSP multi-grade program's support to facilitators and supervisors particularly during the early years of implementation and articulated doubts about their ability to sustain that accompaniment. They expressed the need for sustained, targeted and focused provision of technical inputs towards quality teaching and interactive, relevant education tailored to the needs of learners, particularly girls, reached by the one classroom school department. There did not seem to be a concern about maintaining the gender focus of hiring female facilitators as the current situation with high unemployment rates in rural Egypt and the dearth of opportunity for qualified graduates, coupled with the increasing preponderance of technical school graduates ensures the provision of a fairly steady pool of female facilitators for years to come. Local education officials are cognizant of the cultural aspects of staffing community based schools with a facilitator of a gender that will gain parents' acceptance to sending their girls to school rather than deterring them by hiring a male facilitator. Their understanding and respect for creating 'safe spaces' for girls' learning is such that it is safe to say that there are no indications of a risk of local idaaras abandoning their gender sensitive practices in hiring facilitators.

- **_In depth discussions with idaara and mudiriyya representatives reflected the understanding of some important concepts from the multi-grade school experience._** Examples of these are the appreciation of active learning practices, the value of experiential learning, and the importance of flexible learning arrangements so as to allow learners to reach and access 'places of learning'. However, local idaara and mudiriyya representatives were conscious of the decline in effective implementation of these good practices as they recognized their own need for coaching, refresher training and supportive professional development in order to

sustain the good elements incubated through NSP's multi-grade schools. They feel that mainstreaming multi-grade schools into the one classroom schools department has already diluted the quality elements of the model and feel that both they and the facilitators need further inputs and technical support in order for the model to lead to quality learning. It was not evident that they considered there were alternative sources for the provision of that support other than external sources, although they did refer to the future budgetary allocation of funds dedicated to training specifically targeting one classroom school departments and divided equally among the various idaaras. A centrally driven decision to establish a special Training Unit for the one classroom schools department was an indication that some assistance in that corner was forthcoming from the government. However the issue of providing and sustaining quality education in community based schools raises concern and merits further exploration. Idaaras feel they will require more than just the establishment of a special Training Unit in the one classroom schools mudiriyya to reach that level of sustained quality required. It is still not clear whether the MoE has the capacity to provide technical inputs both into that Training Unit or into the entire one classroom schools program

- ***The MoE has shared with idaaras its plans to consider consolidating the various models of community based education*** – one classroom schools, multi-grade schools, community schools, etc. – into one comprehensive department called "Community Education". It is not evident that local idaaras and mudiriyyas which now have a level of experience with multi-grade schools and one room schools are being invited to voice their opinions or offer counsel on how that whole exercise might look. In the current centralized and non participatory context of the MoE's structure and practice with regards to educational planning, it is difficult to assess whether the idaara and mudiriyya staff who ware involved in CARE's NSP multi-grade schools feel they have opinions to proffer or suggestions to make regarding an effective model of community education.

- ***The government's vision regarding community participation does not seem to go much beyond the financing of community schools*** and supporting them with venues for instruction and financial resources for teaching materials and aids. The multi-grade experience with the community providing venues within their homes pro bono has not been a successful one. Most families starting out with that offer later retrenched and requested to be paid rent for the facilities they were providing. The Unicef Community Schools experiment shows otherwise. It would be speculative of this study to present reasons for the varying community responses to this aspect of community learning facilities but it would be worth probing more in a comparative study of the factors and processes which go toward the community's true embracing and ownership of community learning for girls.

The debate on whether community based education can prosper in the current context of Egypt's educational system rages. Some donor funded programs have concluded that the limited capacity of local idaaras and mudiriyyas to deliver quality community based education, focusing on girls, is highly questionable, given the high level of technical

assistance required to both produce the model and sustain it. The high cost of such a model has led many to conclude that it is more viable to transfer the quality model developed in some donor driven community education models, to mainstream primary schools. This conclusion begs the question of inclusion, rights based educational planning and the potential need to reorient government plans towards the allocation of resources towards poor and marginalized communities and the planning of close accompaniment of these communities towards the acquisition of real learning.

Given that local government and local communities' capacities to sustain a quality education model in a community based school remains limited, might there be room for central NGO's that are competent and qualified to play that role in supporting and accompanying rural classrooms and rural teachers, as well as local one classroom school idaaras?

The study team has found that the following fundamental elements which are embedded in CARE's multi-grade schools yield some important lessons:

1. **Learner-centered, active pedagogy is feasible in Egypt, and in rural Upper Egypt's remote, under served, marginalized communities.** CARE's multi-grade schools program has demonstrated that alternative, innovative, girl-friendly education is possible in the most remote and underserved "traditional" communities. While these schools have not had enough time to produce a strong model of this kind of education, they are an invaluable source of experimentation on a large scale and are positioned to provide the "seed bed" of new ideas and approaches to schooling. They need to be used as an incubator for change and not be compartmentalized as 'alternative education for the utterly poor' with limited investments and technical inputs provided – as is currently the case when these multi-grade schools have become incorporated in the One Classroom Schools departments.

2. **Multi-grade schools accommodate parents' preferences** with regards to the conditions through which their daughters are enrolled in education, such as proximity to the home and safety concerns for girls who would others have to walk a distance to the formal school, girls only enrolled in schools, female teachers only, and the ability to attend school without neglecting household chores.[2]

3. **Closer involvement of the community in the multi-grade schools is still a goal to be attained.** The mobilization of impoverished, illiterate parents in the active involvement of their children's novel learning situation requires far reaching cultural changes on a national level (from an orientation that marriage is the most important thing in a girls' life to the importance of rural girls having options which fall outside of the current ones, as well as interventions which are focused and sustained over a long period of time to empower parents to monitor their children's (in this case daughters') learning.

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[2] Joseph Farrell, The Egyptian Community Schools Program: Case Study, December 2003

4. ***CARE's multi-grade experience has not existed long enough to provide that dynamic model of a 'school' or 'learning place'*** which such innovative models can provide with regards to a paradigm shift on what schooling means, how it can be provided and how it can transform learners and their communities. The CID study team was able to identify changes in some parts of the CARE model as compared with the prevailing 'schooling' model in Egypt. These changes revolve around the Parents Associations supplementing certain parts of the process with financial and in kind resources, facilitators receiving quality training, facilitators pursuing learners who had dropped out or were at risk of doing so, etc. Beyond that, few changes were identified which we can claim can influence the current educational paradigm in Egypt as relates to girls' education. The study team finds that the multi-grade cluster of schools is positioned as a discrete whole of a model for girls' education, to join with other similar models in Egypt (e.g. UNICEF's Community Schools and the One Classroom Schools) to create that transformational model and present it to the educational sector at large as a potentially powerful model which does not just aim to change small components of the system but rather draws a model where communities truly hold schools accountable for the learning of their children, where facilitators and students jointly embark on their own the learning journey and where the destination is not governed by proscribed, rigid social norms which girls must comply with.

5. The study team was able to determine *that* **facilitators in the CARE multi-grade schools played a different role from the conventional one which teachers in conventional schools play**, i.e. they did not perceive their jobs in a bureaucratic sense but rather promoted the real acquisition of learning. They were also able to initiate small changes in the lives of some girls but were not able to create what can be described as 'school change' or the more ambitious 'system change'.

6. ***The value of multi-grade pedagogy*** is not exclusive to one classroom schools. It has been found to be effective in many settings. The CARE model has been able to maintain that aspect of its experiment due to the varied ages of learners attending its schools. It is not evident that the One Classroom School idaara has plans or materials developed to train new teachers on this approach or that they appreciate its significance for accelerated and self paced learning. Idaara and mudiriyya representatives recognized the value of multi-grade simply to accommodate different learners' ages.

7. ***Idaara and Mudiriyya staff*** that had espoused the multi-grade model and subsumed it under their One Classroom Schools department ***had not recognized that they were part of a process*** which could potentially lead to that kind of transformation in the system. They perceived the status of their departments as ad hoc to the mainstream educational system and perceived their supervisory role in this department to be a functional rather than a transformational one. As mentioned before, this changed orientation requires a much longer time, a changed context and national discourse on education than currently exists in Egypt.

8. The study concluded that although **not all facilitators had received the same level and quality of training, yet they were imbued with a sense of a social mission** which went well beyond having to teach 'units' in a textbook or teach to an exam. Their poor pay and relatively 'lower status' than teachers in formal schools draw parallels between their condition and the condition of the learners they teach and in many instances creates a bond between them and the learners. This, and their rootedness in the community, led to their achieving tangible results in this alternative education model.

9. Findings of this study point to **the difficulty of the multi-grade model spreading through mudiriyya and idaara One Classrooms departments as they currently exist**. Evidence points to innovations starting at the grass roots spreading through community sharing rather than through top down means. Grass roots practitioners share best practice, tools and methods faster and more effectively than centrally driven programs. The latter are governed by a culture which does not derive from innovation, resists change and is constrained by a bureaucracy which does not reward proactivity and initiative. However, experience shows that such a diffusion model requires deliberate planned design and interventions. The challenges facing successful local models in communicating across communities of practice is daunting and requires accompaniment. This provides a rich reservoir for future programming in the girls' education and community education sector.

10. **Impact of Multi-grade Schools: Access**

The education sector has embarked on a number of initiatives to increase access to education, particularly girls' access: it has witnessed an increase in school construction, the testing of girls' scholarship schemes, stipends for uniforms and community based tutorials for underprivileged children. They have all led to an improvement of the enrolment map but completion rates still suffer. CARE's NSP Multi-grade schools have contributed significantly to this access as they were the **only** option girls in the study area had for learning. This finding was borne out by responses given by all four groups of respondents: girls, facilitators, parents and MoE local officials.

11. **Impact of Multi-grade Schools: Completion**

For girls who had dropped out of the multi-grade schools or who had completed but not enrolled in preparatory school, a desire to continue learning in adult literacy classes was repeatedly expressed. Lapsing into illiteracy for these girls is a possible, if not probable event, thus the provision of adult literacy classes in multi-grade and one classroom schools is a programming measure which needs to be examined closely. This would respond to what learners, facilitators and some parents requested. A broader approach to literacy acquisition based upon reading the 'world' and not just the written 'word' would encompass the field of skills development, vocational training, citizenship and lifelong learning. The non profit sector (NGO's and CDA's) have developed successful models to address such adult learning needs. Many of them work with the Adult Education Authority. Their successful models can sustain the multi-grade experience for

girls not wishing to continue in mainstream education and girls needing more flexible scheduling to accommodate home and field based chores.

12. **Impact of Multi-grade Schools: Learning**

Interviewees from all categories (learners, facilitators, idaara and mudiriyya staff) spoke positively of the life skills portion of the learning content. They referred to the utility of what they learned, the concreteness of the learning experience and the modest earnings, at times, from the products they had made. Mudiriyya and idaara staff pointed to that component of the curriculum as a unique distinguishing factor in the One Classroom and multi-grade schools in comparison to other better equipped schools. As options for girls in the vocational sector are limited to agricultural and farm based activities, the field is wide open to designing curriculum in food processing, in handicrafts and in rural technologies (solar cookers, water pumps, etc.) that can engage girls in trades that are grounded in their local realities and local needs. The current curriculum is limited to sewing, cooking and baking and minor handicrafts such as weaving on a hand loom.

13. **Impact of Multi-grade Schools: Transformation**

Girls, facilitators and parents in the multi-grade experience reported hat girls had acquired a heightened sense of self, and a positive view of themselves as active learners. They began to see themselves as educated, capable and empowered. In some cases, the relationships among girls and within their families were also transformed. Some families no longer confined their girls to household chores at the expense of going to school. In some cases, girls refused to play stereotype roles and/or became role models for their families and communities, helping adults see the value of learning. A few Parents Associations became supporters of education in general, and girls' education in particular, and became engaged in the governance of the multi-grade school in the village through decisions around managing the school endowment fund. Respondents in all three groups reflected an awareness of that transformation with concrete comments and observations.

9. CONCLUSIONS AND RECOMMENDATIONS

1. Since the multi-grade schools program has become part of **The One Classroom School program of the Ministry of Education, we recommend that it be considered a strategic place for entrenching the model and experimenting** with more aspects of innovative educational delivery models. It is in these islands of learning that valuable knowledge is produced around how teachers distill their practice, how they convey their knowledge and expertise to other teachers, etc.

2. In order for the innovative model and practice to be diffused across Egypt and in similar communities, **the Ministry of Education needs to understand the significance of the model,** and come to see it from a different perspective, then consolidate all

community education models into its strategic framework and sensitize all MoE officials, from the most senior to the most local level, to understanding and embracing this model. At present, the MoE's orientation towards that model is that they are ad hoc, supplementary models which are still required to abide by most of the conventional rules and regulations of the conventional system with its hierarchy. If this happens, it will constitute a major paradigm shift among all those engaged in the model – from the empowered facilitator who is cognizant of the important experiment in which she is engaged, to the most senior MoE official who is preoccupied with the national education map of Egypt.

3. It will be essential **to view multi-grade classrooms and all community education**, not just from the vantage point of providing hard to reach girls with an alternative education, but also from the vantage point of **an exploratory lab for innovative education** which can later be mainstreamed into the conventional system. This will heighten the significance of measures directed towards these classrooms and gain them the status they are currently denied. Future programming can influence the adoption of this approach.

4. From the previous points, a recommendation is made for future programming in the Community Education Sector: **the mobilization of facilitators in the multi-grade schools and in the One Classroom Schools and the UNICEF Community Schools and the Girl Friendly Schools to prepare them to become catalysts of change,** in much the same way primary health care visitors and loan officers act in the development sector. These can be professionalized into a team of promoters/animators who can spread the innovations across communities. They would be dedicated to innovation and creativity, driven to experiment under technical accompaniment and support, and be liberated from the prescriptive control of the current system. Members of local idaaras and mudiriyyas can join this group based on inclination, values and personal orientation.

5. As Egypt has adopted the concept and approach of Community Education (Chapter 11 in Egypt's Strategic Plan for Education, MoE, 2007) support to the points presented above can be enshrined within that strategy building on a commitment to the **reform of education through the incubation of successful knowledge in these community schools** and through the provision of that 'space' to produce knowledge, practice and models culturally rooted in Egypt's richness, needs and priorities.

6. It will be necessary to **take the very long term view of these programming needs** as successful models need time during the incubation period. They need to construct their own educational infrastructure as well as work on cultural dimensions which take years to change. Key actions by governmental officials at system levels will need to change in order to facilitate the transfer of knowledge across community education units and across the whole gamut of community education models in Egypt.

7. The multi-grade experience points to **the need for rigorous training of facilitators**, **supervisors and managers of the system** in order for it to prosper and deliver quality education. Training does not only revolve around teaching methods but also focuses on

problem solving skills, communication skills, active listening, participation, team work, and creativity. Induction must be preceded by intensive training, promoted by short weekly training and accompanied by weekly visits from technical staff that provide resources on teaching methods, materials and subject matter content. Further training during the summer months enriches facilitators' practice opportunities to broaden their and broadens their horizon through cultural and community events. Supportive supervision supplements this. It is provided by qualified technical teams who rotate among schools. External consultants from academia, specialized agencies and NGO's provide supervisors with further support. Regular meetings with PA's provide an avenue for feedback around girls' learning and bring the school closer to being accountable to the parents. It would seem that the One Classroom Schools department would need to plan for, and implement such interventions in order to succeed: rigorous training for all of its community education providers, including CARE's NSP multi-grade facilitators, closer accompaniment and technical support, as well as plan for closer communication with parents.

8. Worldwide experience has borne out the fact that **when communities own their own school, they are empowered to manage it more effectively** and achieve concrete results which are closer to quality learning than when centrally driven models own and manage these schools. As local CDA's in these remote hamlets may not have the technical expertise to go the full route of supporting the school, it has been suggested that they partner with larger NGO's which are experienced in Education and which have a proven track record of delivering community education. This experience suggests that future programming of community based education in Egypt might design a model which is not directly tied to idaaras and mudiriyyas in technical aspects of teaching and learning but that that function is delegated to experienced NGO's. One Classroom School departments would continue their reporting function vis a vis central levels of their department and provide these schools with textbooks, teachers' salaries and examinations. An issue for programming measures in this proposed model is the financing required to cover the cost of this technical supervision provided by these NGO's.

Opinions vary about the degree of difficulty regarding reform aspects: some view the reform of teaching and learning in the classrooms as the most difficult challenge while others consider the reform of the educational infrastructure (management systems, examinations, supervision systems, national views on education, etc.) required to support the school based reform to be more difficult. The former consider that the interaction between teachers and students is the core of the educational process: if it succeeds, then it can circumvent the lack of support of the structure of the educational system. Others believe that the most innovative models of school based practice can only be temporary and transient if they are not supported by, and embedded within, a structure which upholds and promotes them. A third group believes that if the school is not accountable to parents and the community it will never cross over from system engineered solutions and temporary school based reforms to the true reform paradigm required to transform schools.

The first focuses on child centered pedagogy and seeks to produce active citizens as a result of engagement in a learning experience which values learners and allows innovative models to flourish. It supports its argument by pointing to the plethora of centrally driven and decree-driven models which seek to reform education but which have failed. The second group of analysts point to the abundance of successful pilot experiments which have not gone to scale and have thus proven to be unsustainable. They focus on the challenge of creating the appropriate policy and institutional framework which would facilitate and ensure that successful pilot models are replicated and scaled up. And the third points to the huge investments made by donors around system and teaching practice but which have not been reflected in quality. They argue that accountability is the road to travel to reach that point.

The three schools of thought have important points to bring to bring to the multi-grade experiment: sustaining its success at the classroom level requires inputs which local and central level government agencies currently do not possess, while up scaling the pilot requires that central and local level government agencies actively change the institutional framework in which these pilots currently operate. Thus, if classroom level inputs were provided with support from alternative sources of expertise (e.g. NGO's, business associations, etc.) the MoE, and the One Classroom Department would still need to revision the concept, role and mission and function of the entire community based educational system.

On the one hand, government agencies are not known for their innovativeness, their flexibility or their rootedness in the community, while on the other they play a critical role in facilitating the provision of that space where innovations can flourish and grow. The MoE's Strategic Plan to expand community education is an opportunity to explore its understanding of the multi-grade model and assist it in taking it to scale without having it lose important elements of its *raison d'etre* and effectiveness. Mudiriyyas and idaaras of the One Classroom School as well as conventional schools will need to reflect on their current practice vis a vis these models and participate in the design of effective measures to sustain, monitor and evaluate these models.

If community education were viewed using a rights based approach, there would be little to refute that it plays a significant role in reducing the inequalities currently perpetuated by Egypt's education system. Community education reaches lower income groups albeit with an 'inferior' quality of education. Reforming it would require a revisiting of all aspects surrounding it and extracting all the elements of success in current community based models in Egypt (Unicef's community schools, CARE's multi-grade schools, the MoE's One Classroom Schools, NCCM's Girl Friendly Schools) and creating a coherent whole which can provide a viable, effective model to one of the most excluded segments of the population: poor, remote, illiterate, underserved, girls in rural Upper Egypt, where poverty has grown in recent years.

Poverty Rates in Egypt by region 1995/96-2004/05
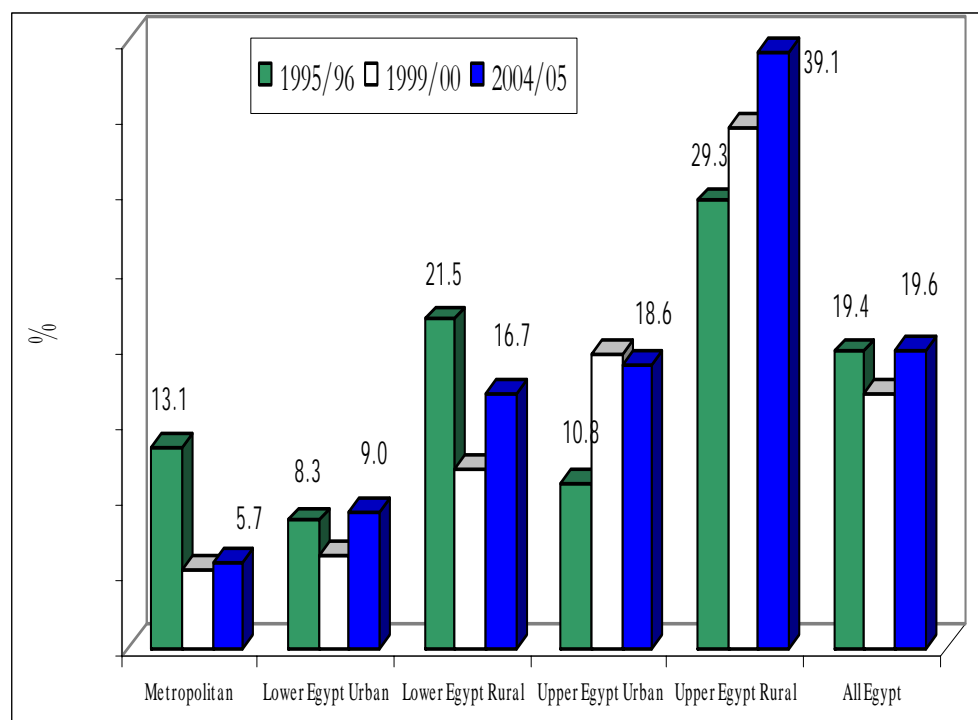
Source: HIES, Heba el Laithy, 2006

The private sector in Egypt has begun to discuss corporate social responsibility in a manner which shows a new awareness of the rising gap between rich and poor and the need to seek solutions which go beyond charity and philanthropy. Many are interested in education reform for the labor market and all the way into the global economy. They appreciate that Upper rural Egypt needs infusions of ideas, investments and connections to the world of business. A potential to develop new models of vocational and life skills content for learning for girls in remote rural villages exists in the area of handicrafts linked to the tourism sector as well as agribusinesses linked to the hospitality sector.

The current secondary technical education system does not produce the highly skilled workers and technicians demanded by the job market. The curricula in technical secondary schools focus on theoretical content with little practical training in professional work skills. The reform of that sector would involve the same monumental effort that basic primary education now requires, i.e. linking content to market, making learning relevant, using interactive, participatory teaching and learning approaches, etc. A number of Technical and Vocational Educational Training experiments have been implemented in Egypt, such as the Mobarak-Kohl initiative, and others. Reformist thinkers are proposing linkages between the education and the small and medium enterprise (SME) sectors where multi-grade and One Classroom schools can become incubators of marketable skills for the rural poor but specifically in markets where the private sector has a demonstrated demand and an interest in that skill and/or product.

Vocational safety standards, health and hygiene practices would be incorporated into the curriculum and businesses would provide technical and design aspects of the learning content and process.

A forward looking view of community based education in Egypt might take a more holistic, deeper look at how it can develop further, springing from current experience with it and based on lessons learned from the various models implemented to date. It might seek to answer questions about how to make the model more comprehensive, and more rooted in the community. Questions around potential scalability, effectiveness and reach might also look at the possibility of community classrooms offering preparatory, or vocational, or adult literacy content. Literacy here would imply a 'reading of the world' as Paolo Freire described and not just reading of the 'word' or alphabet literacy. This might include learning around parenting, community mobilization, etc. And if the MoE idaaras and muririyyas are the institution where community education has found a home, what new roles should these units play? An depth examination of their role vis a vis all other models of community education in Egypt would yield more accurate information on the boundaries of their engagement, new proposed roles and the subsequent identification of capacity building needs to facilitate their playing these new roles. As mentioned above, a fair number of NGO's in Egypt have the expertise and capacities to accompany community based education and provide it with pedagogical and educational support. Should the idaaras and mudiriyyas therefore play a non-technical role and these NGO's be enlisted to do what they do better?

Furthermore, and based on the responses of all groups involved in this study about the attractiveness of the vocational skills component of multi-grade learning, can learning be embedded or attached to enterprise based development with partnerships from the private sector providing the market based technical learning required to make this effective?

These are just some of the questions which might guide in designing new models of community based education based on CARE's NSP multi-grade schools and other community based learning models in Egypt.

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Annex I

Quotes from the Field

Quotes from Girls who had Dropped out of Multi-grade Schools

People used to tease me by saying that girls who were younger than I were in higher grade levels – A dropout from Shokr Village, Fayoum.

I was too embarrassed to continue going to school because I got engaged and was in fourth grade only – A dropout from Shokr Village, Fayoum.

I got married and couldn't find time for both school and my house – A dropout from Ibshadat Village, Minia.

My elder sister got married so I became responsible for cooking and washing – A dropout from Shokr Village – Fayoum.

My older sisters got married so someone had to stay at home to help my mother – A dropout from Qouta Village – Fayoum.

My mother just gave birth and she will not be able to take the cattle to the field alone – A dropout for Tuna Al Gabal Village – Minia.

My daily chores are as follows: Early in the morning I remove cattle waste and run errands, then feed the cattle, then cook and clean – A dropout from Koum Al Raml Village, Fayoum.

My facilitator and Mr. Salah talked to my mother but she said we could not afford an education.

My friends and Ms. Nour tried to convince my parents, but they failed.

The facilitators tried to issue a birth certificate for me but failed.

Quotes from Girls who had Graduated from NSP's Multi-grade Schools but had not Continued on to Preparatory Grades

I can now read stories and ask my sister to bring me books from her school library – A graduate from Tuna Al Gabal Village, Minia.

In the future, I will be able to help my children study – A graduate from Shokr Village, Fayoum.

Now I can help my younger siblings with their homework – A graduate from Qouta Village, Fayoum.

Sometimes the facilitators asked us to buy notebooks. Whenever I asked my father for money, he would tell me he did not have any. So I used to borrow money from my facilitators Ms. Sahar and Ms. Abeer and return it after my mother sold the gee and cheese - A graduate from Ibshadat Village, Minia.

I think in a different way than those who did not go to school. Education teaches girls how to talk and behave - A graduate from Koum Al Raml Village, Beni Suef.

Now I clean my room and the house, and do not leave anything dirty neither inside the house nor in front of it - A graduate from Shokr Village – Fayoum.

I want my son to be educated because there are no job opportunities in our village - A graduate from Ibshadat Village, Minia.

I wish I could work - if only there were any projects I could start up at home - A graduate from Ibshadat Village, Minia.

I wish I could start up a project to help my husband and generate income - A graduate from Hamdy Village, Minia.

I will raise my children well and sew their clothes as well as my husband's - A graduate from Hamdy Village, Minia.

I was planning on starting up a small project and had saved LE 45 with my mother in law. We were going to buy rice, sugar and tea and sell them in the market, but my husband fell ill and we had to spend the money on doctors and medicine - A graduate from Ibshadat Village, Minia.

I will break up with my fiancée and go back to first preparatory and study - A graduate from Qouta Village – Fayoum.

I married an illiterate farmer but things were much better in my father's house. Honestly, an unmarried girl has more freedom - A graduate from Ibshadat Village, Minia.

I got married after completing fifth grade, and finished sixth grade at home, but gave birth when I was in first preparatory. Whenever I went to exams, I would go home to find my son crying - A graduate from Ibshadat Village, Minia.

My husband said once a girl gets married, she should not go to school any more - A graduate from Ibshadat Village, Minia.

My fiancée does not want me to go to school or go out at all, and wants me to stay at home all the time - A graduate from Qouta Village – Fayoum.

I could continue my education if I were not married, but now nothing will work because I already have a child - A graduate from Ibshadat Village, Minia.

We are a big family and not all of us can learn, and continuing education needs fees - A graduate from Koum Al Raml Village, Beni Suef.

When I stayed home I felt I had died and was utterly useless - A graduate from Ibshadat Village, Minia.

My elder sisters got married and now I am responsible for household chores and some of the work in the field - A graduate from Shokr Village, Beni Suef.

Multi-grade schools do not have fees - A graduate from Koum Al Raml Village, Beni Suef.

> I went to the multi-grade school when my parents knew it was for free - A graduate from Ibshadat Village, Minia.
>
> The public school is far away and is co-educaitonal - A graduate from Ibshadat Village, Minia.

Quotes from Girls who had Graduated from NSP's Multi-grade Schools and Continued into Preparatory Levels of Education

> I want to be like my sister who has a secondary certificate – A graduate from El Fant, Beni Suef.
>
> I want to be able to educate my children and raise them well - A graduate from El Fant, Beni Suef.
>
> I want to have a certificate and work, and when I have children I want to educate them - A graduate from Shokr Village, Beni Suef.
>
> I want to have a certificate and open a library - A graduate from Ibshadat Village, Minia.
>
> I learned how to deal with my husband and raise my children - A graduate from Tuna Al Gabal, Minia.
>
> Treatment in multi-grade schools was better. Facilitators treated us like sisters not students. We were able to express our opinions honestly, and facilitators always heard everything we had o say. Education in preparatory school is very different - A graduate from Ibshadat Village, Minia.
>
> Multi-grade classes were nice, and facilitators were kind. In preparatory school, the teachers swear at us - A graduate from Ibshadat Village, Minia.
>
> Preparatory classes have an advantage because all girls in class are in the same grade. - A graduate from Ibshadat Village, Minia.
>
> English in multi-grade schools in not good, and there are no computers - A graduate from Qouta Village, Fayoum.
>
> In multi-grade schools there was time for us to ask facilitators questions, and they answered us all the time - A graduate from Shokr Village, Fayoum.
>
> I know how to read telephone numbers and deal with the telephone. One of my friends who never went to school has a mobile but does not know how to dial a number or use pre-paid cards. Another one burned her father's cheques by mistake, and another gave her son the wrong medicine - A graduate from Koum Al Raml Village, Beni Suef.
>
> Now I know how to read anything before I sign, and know directions - A graduate from Shokr Village, Fayoum.
>
> If you compare me to a girl who never went to school, you will see that I can express myself freely while she is silent, has no contact with life, and feels life is boring - A graduate from Tuna Al Gabal, Minia.
>
> A girl who didn't go to school is easily affected by the words of girls around her, but I know how to speak for myself - A graduate from Tuna Al Gabal, Minia.

I am a clever housewife now. I also entered a drawing competition and a water conservation competition. Now I make table clothes and sell each for LE 3 - A graduate from Ibshadat Village, Minia.

A girl who never went to school has different expectations of her husband than I do. I want my husband to be compatible with me - A graduate from Tuna Al Gabal, Minia.

Quotes from Facilitators

Three girls dropped out because they got married, and also because girls feel they are old and tall but go to school with girls much younger than themselves - Koum Al Raml, Beni Suef

The class is not suitable at all to be a learning space. There are no bathrooms, water, or electricity and the class has mice which eat educational aids and painting – Qouta, Fayoum

Quotes from Parents' Associations

The biggest problem we faced was medical insurance, but we were able to issue medical cards for girls in first primary, and they are valid till the girls finish university – Ibshadat PA, Minia

After elections, we put a plan based on the needs of each class, according to the information provided by facilitators. We allocate to each activity a timeframe and a segment of the budget – Ibshadat PA, Minia

The endowment is very useful and will help us sustain the project without CARE, but if CARE does not leave this will be a blessing from God. The endowment saved us the trouble of collecting donations from the community - Ibshadat PA, Minia.

Annex II

Capacity Building Activities Provided by Multi-grade Program

July – December 2004

- PA's received refresher trainings on the following topics: role of women members of PA's, negotiation and communication skills, roles and responsibilities of PA members, meeting management, student monitoring, and sub-committee roles.

- World Education produced twelve training manuals:
  1. Problem Identification and Analysis
  2. Training of Trainers: Concepts, Methods and Skills
  3. Developing a Girls' Education Action Plan
  4. Community Development Principles and Community Resource Mobilization
  5. Educational Needs Assessment Through PRA
  6. Communication, Negotiation and Persuasion
  7. Girls' Education Awareness Campaigns
  8. PTC Activity Review and Planning Guide
  9. PTC Vision, Roles and Responsibilities
  10. PTC Orientation Workshop: Documentation
  11. Ministerial Decrees: Financial Rules and Regulations
  12. Ministerial Decrees: Administrative Rules and Regulations

July – September 2005

- Technology teams continued to provide facilitators with basic IT training.

October 2005 – March 2006

- Support was provided to MoE through training of trainers on modern pedagogical techniques, and films and manuals were developed on active learning for MoE use in teacher training.

- MoE staff, administrators, and multi-grade school facilitators in the three governorates were trained on development of supplemental materials and training of trainers.

- MoE supervisors and administrators were trained on student centered approaches in order to build their capacity to support teachers and facilitators implementing active learning.

- Refresher training courses were delivered to facilitators, covering the following topics: introduction to active learning, classroom management, technical follow-up

and support, effective utilization of the active learning package, educational supervisory skills, and monitoring and evaluation.

October 2006 – March 2007

- To enhance education quality in NSP schools, facilitators went through a series of workshops and capacity building activities, in addition to those training activities provided as the need arises. Refresher trainings are also provided based on need. First, trainees were provided with introductions on student-centered learning, multiple intelligences, and cooperative learning which focus on the classroom strategies with students. Further to this, the workshops covered lesson planning, research and inquiry approaches, and dealing with gifted students. Facilitators were also provided with basic and advanced levels of training focused on incorporating technology in teaching methodologies. Since sustainability is a main theme in NSP, the majority of this training was administered by MoE cadres and Technology Development Center staff (TDC).

- A group of facilitators received training on active learning and modern pedagogical approaches in education.

- Facilitators continued to receive on the job training and mentoring from NSP's field officers. Minia and Beni Suef multi-grade schools provided their facilitators with a number of training days on "Managing the Learning Environment", "Problem Solving in Class" and "Classroom Management". This series of trainings provided a total of 157 training opportunities.

- A total of 131 facilitators and primary teachers received training on English language skills.

- A total of 93 new teachers and facilitators received a training day on "Gifted Students." The main idea of the workshop revolved around identifying achievers and talented students, their learning characteristics, and their problems and challenges in the classroom. The workshop was also attended by 16 participants from education Idaraas and Mudereyas.

- School LINC provided facilitators with 14 training opportunities, in addition to numerous meetings for on-the-job training.

- School based technology teams provided 82 facilitators with with training on computer skills and technology integration in education.

- The School Technology Teams in Minia worked with facilitators to build their capacity to produce lessons using ICT, and held additional workshops to continue supporting their skills development and guarantee the application of skills acquired.

- In Minia, facilitators in five Marakez received training on advanced powerpoint skills and planning lessons using technology.

- All new facilitators and 10 Idara representatives in Fayoum were trained on "Curriculum Integration Approach in Learning and Education".

- Interventions for the organizational development of the Social Work Department ranged from formal training, meetings, and on-the-job coaching.

- PA's in Minia went through a number of capacity building activities such as formal and on-the-job training, planning, and meeting management.

- New facilitators and administrators in Minia received trainings on "Management and Organization Skills in Multi-grade Classes" and "Critical and Creative Thinking Skills using Active Learning Strategies."

April – September 2007

- LINC staff trained 40 facilitators on basic and advanced computer skills. In addition, school-based technology teams provided 119 facilitators with training on computer skills and technology integration in education.

- NSP provided capacity building to supervisors fro m the Social Work Department in planning, organizational leadership, and monitoring and evaluation. Capacity building took place through formal and informal training, as well as cross visits.

October – December 2007

- The school-based technology teams (Part of the School LINC component – a grant from USAID's Global Development Alliance and Vodafone Egypt Foundation) provided 26 training opportunities for facilitators. The total number of lessons developed using IT by facilitators reached 50 this quarter, and classes given using computer designed lessons reached 566.

Annex III

Community Education Chapter from Egypt's National Strategy for Education – 2007

Chapter Eleven
Education for Girls and
Out-of-School Children

Overall Goal: Introduce quality educational opportunities, following the model of One Classroom Schools and Community Schools, for all children at the school age 6-14, who are not included in the educational system or have dropped out of it, particularly girls and children in underprivileged rural and urban areas

1-Introduction

Despite the MoE's effort to ensure access to all school age children, there are some groups who remain outside the school system, including children who have dropped out of mainstream schools (estimated at 0.22% and 2.9% of the age group from the primary and preparatory stages respectively), and those who never enrol because of either extreme poverty or complete lack of access. To provide education for these children, the Government has provided various forms of schools or educational institutions. The National Council for Childhood and Motherhood (NCCM) together with other government agencies are working in partnerships to provide education for girls and street children. These efforts resulted in the establishment of One-Classroom Schools, Community Schools, Girls' Friendly Schools, and Schools for Street Children or Children in Difficult Circumstances. This type of education is referred to by the name Community Based Education (CBE).

The CBE has proven to be successful and attractive in two respects. First, it provides quality education to those under-served, underprivileged, dropouts and street children, and includes both girls and boys, hence blocking a major source of illiteracy in the population. Second, this type of education employs individuals with only a secondary school diploma as class facilitators. Research has shown that children attending community schools have a high progression rate (94%) to the next stage of education, that these schools are of high quality and effectiveness, and that third graders from community schools outperformed those from public schools on the MoE formal 3rd grade exams (e.g., 1995 Manfalout 100% against 75%).Community schools have proven convenient and more attractive to particular communities and students (e.g., remote rural areas with no mainstream schools, extremely poor families who depend on children to support the family). This type of school is the only avenue for children who dropped out of basic education and grew beyond regular school age limits to return to education, and it is the only chance for particular populations (e.g., Street Children) who do not fit into that system due to their particular circumstances.

The MoE's efforts in this respect have resulted in the enrolment of around 68,627 boys and girls in one-class schools, 6,936 in community schools (including small schools), 7,975 in Girls' Friendly schools and 630 in schools for street children (that is a total 84,000 boys and

girls) in 2005/2006. Statistically, this figure represents less than 20% of the estimated current needs for this type of education. Hence, more efforts are needed to cater for this large number of children in underprivileged urban, rural and remote areas as well as for girls.

2- Main Issues

The main issue relating to access, quality and management in the provision of CBE includes the following elements:

In terms of access, the issues are: 400,000 boys and girls in the basic education age group (primary and preparatory) were out of the school system in 2005/2006; lack of schools needed to accommodate students in rural and urban underprivileged areas, especially in small villages; the need for more schools that suit children in difficult circumstances (Street Children); the need to continue efforts in Girls' Education to eliminate gender inequality in some pockets, particularly in seven governorates (Beni Suif, Menia, Assuit, Fayoum, Sohag, Beheira and Giza); the lack of an educational scheme with socioeconomic appropriateness for working children and/or children from very poor families, particularly girls.

In terms of quality, the issues are: Current working conditions do not encourage trained staff as managers, supervisors, facilitators, and workers to stay in this type of education; shortage in appropriate teaching materials and technology for management and teaching purposes.

In terms of systems and management, the issues are: lack of public awareness about the importance of this type of education; negative perception of CBE within the MoE; lack of governmental resources needed to support this scheme; lack of an accurate system for collecting appropriate data and statistics as part of the general data collection of the MoE; inefficient management approaches and monitoring and evaluation systems.

3- On-going programs

The 1993 First Lady's initiative for Girls Education triggered several initiatives that followed the same course of development in CBE, featuring a high level of community participation, international interest, innovation, and impact on the individuals and their communities. Four forms of this scheme of education are currently in operation: the One Classroom Schools (3,146), the Community Schools including Small Schools (274), the Girls' Friendly Schools (298), and Friendly Schools for Children in Difficult Circumstances (a total of 22 schools). A total of 3,740 schools were operating in 2005/2006. Currently, CBE is providing education to around 84,000 boys and girls.

Table 11.1 Distribution of Community Based Education by Type of School, Number of Enrolled Students, Targeted Students and Project Timeline

Type of CBE School	Number of Schools	Number of Students	Targeted Students	Project Timeframe
One-Classroom Schools	3,146	68,627	Started for girls & developed to take both girls and boys	Ongoing since 1992
Community Schools (including Small Schools)	274	6,936		2002 - present
Girls' Friendly Schools	298	7,975		2003 – 2007

Schools for Children in Difficult Circumstances (Street Children)	22	630	Street Children (boys and girls)	2005 – present
Total	3,740	84,168		

Figure 11.1: Distribution of Community Based Education by Governorate and School
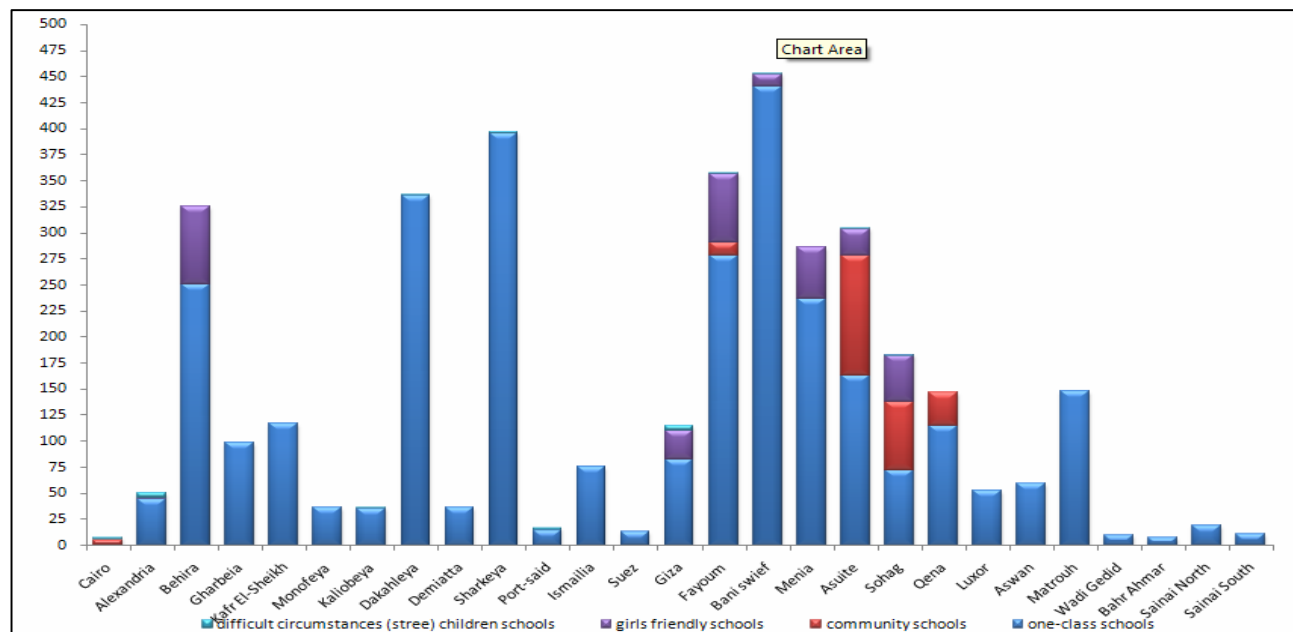
Type

However, the existing efforts serve only 20% of the actual needs, as there are an estimated 400,000 children whose needs have not been met yet (112,000 dropouts and 288,000 under-served or not reached). Substantial efforts are needed to address this gap, particularly in girls' education, which is one of the EFA goals. In spite of the great progress which has been achieved in terms of reducing the gender gap, some problems remain. Specifically, ensuring equal access and retention is no longer enough to solve the gender issue which is also about changing the mindset of the people and therefore has to do with curriculum, gender biases of textbooks and teaching practices. The past and present successes and achievements of CBE are good grounds for promoting and activating more community participation into particularly financing the future efforts to enable these children acquire their constitutional right in quality education.

Figure 11.2: Discrepancy dropouts, current enrollment and total needs for CBE in 27 governorates
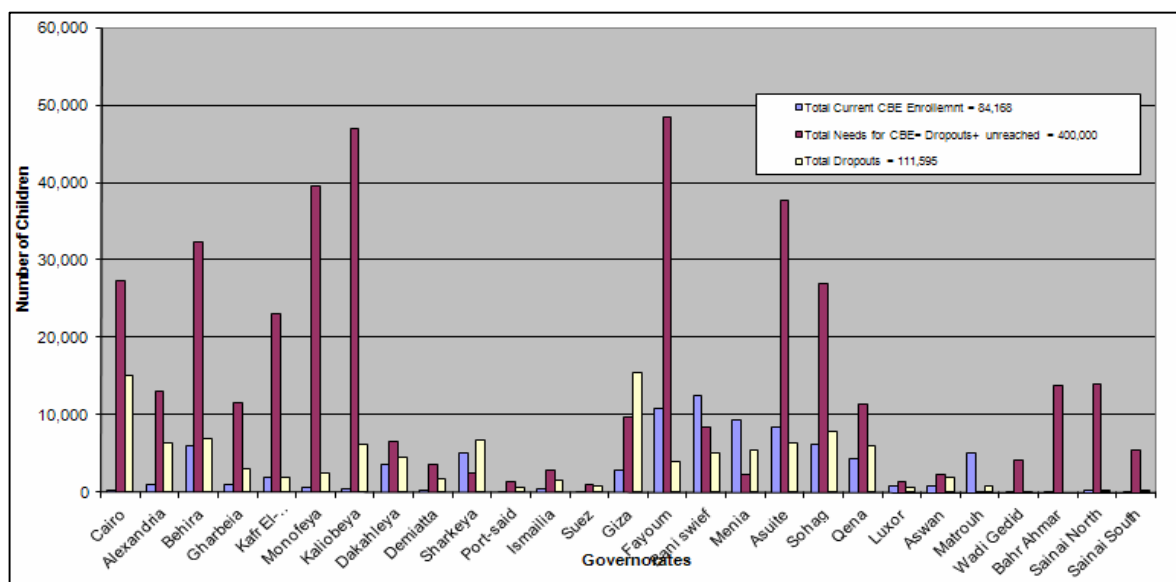
4- Policy Framework and Methodology

Since the Dakar Declaration on Education for All, the government responded by placing girls' education as a top priority manifested in the Girls' Education Initiative which committed the government to eliminating gender disparities by 2007, and achieving gender equality by 2015. The MoE will be continuing its support to girls' education as detailed in the overall strategy, by providing teachers' salaries, teachers' training, provision of resources and equipment including curriculum and textbooks, as well as investing in school construction; particularly in seven governorates where girls' enrolment in basic education is low. The MoE's efforts will also concentrate on mainstreaming the community schools as a pioneer model and will work towards spreading this approach. It will also work to provide and operate schools in underprivileged urban and rural areas of Egypt to reach those children who dropped out of school or those who are unable to attend the mainstream general education schools.

5- Program presentation

Overall Goal: Introduce quality educational opportunities, following the model of One Classroom Schools and Community Schools, for all children at the school age 6-14, who are not included in the educational system or have dropped out of it, particularly girls and children in underprivileged rural and urban areas

- **Strategy:**

The strategy calls for the establishment of schools to provide quality basic education to all children who are out of school and to support the Girls' Education Initiative, as noted above. To accommodate the number of children out of school (estimated at 400,000 in 2006); the number of schools required is estimated at around 13,333 one-class schools

distributed in the 27 governorates. The establishment of these schools will be phased in at various rates (10% in the first year, 10% in the second, 30% in the third, 30% in the fourth, and 20% in the last year of the plan); and will be facilitated with the assistance of the local community and/or businesses, NGOs and donors. The MoE's efforts will concentrate on using rented buildings, rehabilitation of existing buildings, and/or through 'temporary use or donation from local groups'.[3] It is envisioned that the need for such type of schools will be reduced progressively when all policies related to basic education reform are taken into consideration.

The MoE will provide the established schools with two facilitators and one general worker each, in addition to 289 managers to be placed in each district (Idarah) and 1,333 supervisors at a rate of one supervisor for each ten schools. The MoE will also provide the needed textbooks for these schools including revisions of the books as seem appropriate. In addition, the MoE will supervise and provide a nutrition program for the children attending these schools. The MoE will also continue its strong support of the Girls' Education Initiative through the provision and management of 3,333 facilitators in addition to the provision of textbooks in line with the strategy above.

- **Objective and targets:**

Objective

11.1   Establish schools in cooperation with local communities to provide access to all out-of-school children

Target

11.1.1   Establish and operate 13,333 CBE classrooms/schools similar to the currently existing model of community schools, selectively distributed to locations/communities in the 27 governorates to accommodate at least 400,000 children, as estimated in 2006, who are not currently enrolled in regular basic education schools by 2012

Objective

11. 2   Provide sufficient number of trained managers, supervisors, facilitators and workers in CBE

Target

11.2.1   Recruit and adequately train 289 high and medium level management staff, 1,500 supervisors, 30,150 facilitators, and 13,333 general workers by 2012 to efficiently operate the established schools as described in (11.1.1); and recruit

---

[3] The importance of renting building highlights the need (as discussed in the school construction chapter) to improve both the process by which school space is rented and the experience with using rental space.

3,333 facilitators by 2012 to support schools under the National Initiative for Girls' Education

Objective

11.3   Produce instructional materials within the national curriculum that suit the context of out-of-school children (see curriculum reform chapter).

Targets

11.3.1   Modify, produce and distribute books (at an average rate of 10 books/child or at a cost of LE 69/child/year) over the five years of the plan, and as required by the number of schools established and operated under the plan

11.3.2   Modify, produce, and distribute books to support the National Initiative for Girls' Education (at a rate of 10 books/child/year or a cost of LE 69 per child/year) for the five years of the plan

Objective

11.4   Provide school feeding program for all children enrolled in CBE institutions during the five year plan

Target

11.4.1   Provide meals locally to be distributed to all children in CBE institutions (estimated at 400,000 children) at a rate of 170 school days/year for the five years of the plan

Objective

11.5   Develop an effective management system for CBE in the MoE

Targets

11.5.1   Develop organizational structure for CBE that includes marketing and fundraising functions at both central and decentralized levels

11.5.2   Mainstream the community schools in MoE system to be similar to one classroom schools.

Annex IV

Questionnaires Used

دليل مقابلة البنات المستمرات حالياً

أولاً : بيانات أساسية

المحافظة: ....

المركز:..

القرية: ....

العزبة / النجع: ....

اسم المدرسة: ....

اسم التلميذة: ....

الصف الدراسي / المستوى الذي وصلت إليه: ....

ثانياً : الفئة العمرية

س1 ـ سنك كام؟   (   )

ثالثاً : التكوين الأسرى

س2 ـ كم عدد الأسرة اللي عايشين في البيت غير المبحوثة؟   (   )

رابعاً : التعليم في الأسرة

س 3 – هل أحد الوالدين أو الأخوة والأخوات متعلم أو يذهب إلى المدرسة حالياً؟

درجة القرابة	حاصل على شهادة					يدرس حاليا				
	محو أمية	ابتدائي	إعدادي	ثانوي	جامعة	محو أمية	ابتدائي	إعدادي	ثانوي	جامعة
الوالد										
الوالدة										
الأخ (1)										
الأخ (2)										

الأخ (3)											
الأخت (1)											
الأخت (2)											
الأخت (3)											

خامساً : بيانات خاصة بالمستوى الاقتصادي / ونوعية عمل الأسرة

س 4- هل الأب يعمل؟   (نعم)   (لا)   في حالة الإجابة نسأل سؤال رقم 7

س5 – طاب بيشتغل أيه
- مزارع أو فلاح لديه أرض ملك   (1)
- مزارع أو فلاح لديه أرض مؤجرة   (2)
- فلاح بالأجر لدى الغير   (3)
- موظف حكومي   (4)
- موظف قطاع خاص   (5)
- صنايعي / حرفي   (6)
- عامل في مهنة المعمار   (7)
- الأب متوفى   (8)
- أخرى تذكر   (9)

س6- هل الأم تعمل   (نعم)   (لا)   في حالة الإجابة بلا انتقل إلى سؤال رقم 9

س7– طاب بتشتغل ايه

- عاملة زراعية في أرضها   (1)
- عاملة زراعية لدى الغير   (2)
- موظفة حكومية   (3)
- موظفة قطاع خاص   (4)
- الأم متوفية   (5)
- أخرى تذكر   (6)

س8 - ملكية الأصول:

- الأرض الزراعية   نعم ( ) لا ( )
- ملكية الوحدة السكنية   نعم ( ) لا ( )
- ملكية الماشية   نعم ( ) لا ( )
- محل تجاري   نعم ( ) لا ( )
- أخرى تذكر

س9ـ ملكية الخدمات و السلع المعمرة :هل لديكم أية من الأجهزة التالية؟

• كهرباء	نعم ( ) لا ( )	( )
• مياه	نعم ( ) لا ( )	( )
• راديو	نعم ( ) لا ( )	( )
• تليفزيون	نعم ( ) لا ( )	( )
• مروحة كهربائية	نعم ( ) لا ( )	( )
• بوتاجاز	نعم ( ) لا ( )	( )
• ـغسالة كهربائية	نعم ( ) لا ( )	( )
• ثلاجة كهربائية	نعم ( ) لا ( )	( )
• سيارة خاصة	نعم ( ) لا ( )	( )
• سيارة أجرة	نعم ( ) لا ( )	( )
• أخرى (دش ، كمبيوتر ، ....الخ)	نعم ( ) لا ( )	( )

س 10 ـ تقدري تعرفي كام دخل الأسرة شهرياً؟

- أقل من 150 جنيه (1)
- أقل من 250 جنيه (2)
- أقل من 350 جنيه (3)
- أقل من 450 جنيه (4)
- أكثر من 450 (5)
- لا تعلم (6)

سادساً : العوامل التى تشجع البنت على الاستمرار فى المدرسة

س11 – مين شجعك / ساعدك تروحى المدرسة؟

س12 – بقالك كام سنة فى المدرسة؟

س13- ليه أنت بتروحى المدرسة؟

س14 ـ ايه الحاجات اللي أنت بتحبيها في المدرسة؟

س15 – مين الأشخاص اللي بيشجعوكى على انك تستمري في الذهاب إلى المدرسة؟

سابعاً : الصعوبات والعوامل التى تؤثر في عدم ذهاب البنت للمدرسة

س16- ايه الحاجات اللي بتضايقك في المدرسة؟

س17- لما مرات بتغيبى من المدرسة بيكون إيه السبب؟

س18- ايه الحاجات اللي ممكن تخليك متقدريش تستمري في المدرسة؟

ثامناً : أثر المدرسة / التعليم

س19 ـ ايه الحاجات اللي بتتعلميها في المدرسة؟

س20 ـ ايه هي الأشياء اللي لولا روحتي المدرسة ماكنتيش تعرفي تعمليها/ تعرفيها؟

س21 ـ تعرفي حد في نفس سنك مثلا قربتيك/ صحبتك/ جارتك مرحتش المدرسة؟

(نعم)   **(لا)**

س22ـ إذا كانت الإجابة (نعم) في السؤال السابق ــــ ايه اللي المدرسة خلتك تقدري تعمليه أو تعرفيه وزميلتك متقدرش تعمله؟

س23 ـ أنت مسئولة عن حاجة أو بتشاركي في أي نشاط في الفصل (عرض نتائج عمل مجموعة/ ترتيب الفصل/ قيادة الطابور/ الإذاعة الصباحية)؟

س 24ـ إذا نعم إيه هو النشاط ده؟

س25ـ بعد المدرسة بتعملى حاجه مع زميلاتك؟

س26ـ إذا نعم طاب إيه هو النشاط ودورك فيه إيه؟

س 27ـ إيه شغل البيت / الغيط اللي بتعمليه جنب المدرسة؟

س 28 ـ تحبي تعملي إيه بعد ما تخلصي تعليمك في المدرسة؟

س 29 ـ إيه اللى خلاكى تدخلى المدرسة دى ومتدخليش مدرسة عادية؟

دليل مقابلة البنات المتسربات

أولاً : بيانات أساسية

المحافظة: ....

المركز:...

القرية: ....

العزبة / النجع: ....

اسم المدرسة (التي كانت تذهب إليها): ....

اسم التلميذة: ....

الصف الدراسي / المستوى الذي وصلت إليه قبل التسرب: ....

ثانياً : الفئة العمرية

س1 ـ سنك كام؟   (   )

ثالثاً : التكوين الأسرى

س2 ـ كم عدد الأسرة اللي عايشين في البيت غير المبحوثة؟   (   )

رابعاً : التعليم في الأسرة

س 3 – هل أحد الوالدين أو الأخوة والأخوات متعلم أو يذهب إلى المدرسة حالياً؟

	يدرس حاليا				حاصل على شهادة					درجة القرابة
جامعة	ثانوي	إعدادي	ابتدائي	محو أمية	جامعة	ثانوي	إعدادي	ابتدائي	محو أمية	
										الوالد
										الوالدة
										الأخ (1)
										الأخ (2)
										الأخ (3)
										الأخت (1)
										الأخت (2)
										الأخت (3)

خامساً : بيانات خاصة بالمستوى الاقتصادي / ونوعية عمل الأسرة

س 4- هل الأب يعمل؟   (نعم)   (لا)   في حالة الإجابة نسأل سؤال رقم 7

س5 – طاب بيشتغل أيه
* مزارع أو فلاح لديه أرض ملك   (1)
* مزارع أو فلاح لديه أرض مؤجرة   (2)
* فلاح بالأجر لدى الغير   (3)
* موظف حكومي   (4)
* موظف قطاع خاص   (5)
* صنايعى / حرفي   (6)
* عامل في مهنة المعمار   (7)
* الأب متوفى   (8)
* أخرى تذكر   (9)

س 6- هل الأم تعمل   (نعم)   (لا)   في حالة الإجابة بلا انتقل إلى سؤال رقم 9

س7– طاب بتشتغل ايه

* عاملة زراعية في أرضها   (1)
* عاملة زراعية لدى الغير   (2)
* موظفة حكومية   (3)
* موظفة قطاع خاص   (4)
* الأم متوفية   (5)
* أخرى تذكر   (6)

س8 - ملكية الأصول:

* الأرض الزراعية   نعم ( ) لا ( )
* ملكية الوحدة السكنية   نعم ( ) لا ( )
* ملكية الماشية   نعم ( ) لا ( )
* محل تجاري   نعم ( ) لا ( )
* أحرى تذكر

س9- ملكية الخدمات و السلع المعمرة : هل لديكم أية من الأجهزة التالية؟
* كهرباء   نعم ( ) لا ( )
* مياه   نعم ( ) لا ( )
* راديو   نعم ( ) لا ( )
* تليفزيون   نعم ( ) لا ( )
* مروحة كهربائية   نعم ( ) لا ( )
* بوتاجاز   نعم ( ) لا ( )
* غسالة كهربائية-   نعم ( ) لا ( )

( ) لا ( ) نعم	• ثلاجة كهربائية
( ) لا ( ) نعم	• سيارة خاصة
( ) لا ( ) نعم	• سيارة أجرة
( ) لا ( ) نعم	• أخرى (دش ، كمبيوتر ، ....الخ)

س 10 ـ تقدري تعرفي كام دخل الأسرة شهرياً؟

(1)	• أقل من 150 جنيه
(2)	• أقل من 250 جنيه
(3)	• أقل من 350 جنيه
(4)	• أقل من 450 جنيه
(5)	• أكثر من 450
(6)	• لا تعلم

<u>**سادساً: أسباب التسرب**</u>

س11 – ليه مدخلتيش مدرسة عادية؟

س 12 – من شجعك/ ساعدك تدخلى المدرسة دى (متعددة المستويات)؟

س13 ـ أنت تركتي المدرسة من امتى؟

س14 ـ كنت في سنة كام / المستوى كام لما تركتى المدرسة؟

س15 – إيه اللي خلاكى تسيبي المدرسة؟

س 16 – بعد ما سبتى المدرسة، أنت بتعملى إيه دلوقتى؟ (إذا كانت تزوجت نسأل عن جوزها بيعمل إيه – بيشتغل إيه – هى بتشتغل معاه ولا لأ – هى ليها دور فى مساعدته) (حنكمل الحوار بحيث نقدر نقيس الفرق فى المستوى الاقتصادى بين بيت والدها وبيت جوزها)

<u>**سابعاً : الصعوبات والعوامل التى تؤثر فى عدم ذهاب البنت للمدرسةـ والبدائل الأخرى**</u>

س17ـ إيه الحاجات اللي كانت بتضايقك في المدرسة؟

س18ـ إيه الحاجات اللي لوحصلت تقدري ترجعي المدرسة ثاني؟

س19ـ لو مقدرتيش ترجعي المدرسة ثاني ممكن تعملي إيه علشان تتعلمي؟

س20 ـ هل كـان فيـه بنـات قرايبـك أو أصـحابك كـانوا معـاكى في المدرسـة؟ لـو الإجابـة نعم إيـه الحاجـات اللـي همـا بيعرفوا يعملوها لما استمروا في المدرسة وأنت ما بتقدريش تعمليها؟

س21 ـ هل لمـا أنت سيبتى المدرسة في حد حاول يرجعك للمدرسة تاني؟ إذا الإجابة بنعم مين هو الشخص ده؟

س 22 ـ الشخص ده عمل إيه علشان يرجعك؟

س23 ـ تفتكري إيه هي الحاجات اللي خلته ما قدرش يساعدك ويرجعك؟

س24 ـ أنت زعلانه علشان تركتى المدرسة؟ إذا الإجابة بنعم نسأل لماذا؟ وإذا الإجابة بلا نسأل لماذا؟

س25 ـ هل أنت حاولتى انك ترجعي للمدرسة ثاني ؟ إذا نعم عمات إيه علشان ترجعي تانى؟

س26 ـ احكي لي أنت بتقضى يومك إزاى؟

س 27 ـ ناوية تعملى إلى دلوقتى؟

دليل مقابلة البنات الخريجات
(أكملن تعليمهن بعد الفصل متعدد المستويات)

أولاً : بيانات أساسية

المحافظة: ....

المركز:..

القرية: ....

العزبة / النجع: ....

اسم المدرسة (التي كانت تذهب إليها): ....

اسم التلميذة: ....

الصف الدراسي / المستوى الذي وصلت إليه بعد الفصل متعدد المستويات (بعد التخرج):

ثانياً : الفئة العمرية

س1 ـ سنك كام؟   (   )

ثالثاً : التكوين الأسرى

س2 ـ كم عدد الأسرة اللي عايشين في البيت غير المبحوثة؟   (   )

رابعاً : التعليم فى الأسرة

س 3 – هل أحد الوالدين أو الأخوة والأخوات متعلم أو يذهب إلى المدرسة حالياً؟

	يدرس حاليا					حاصل على شهادة					درجة القرابة
جامعة	ثانوي	إعدادي	ابتدائي	محو أمية	جامعة	ثانوي	إعدادي	ابتدائي	محو أمية		
											الوالد
											الوالدة
											الأخ (1)
											الأخ (2)
											الأخ (3)
											الأخت (1)

										(2) الأخت
										(3) الأخت

خامساً : بيانات خاصة بالمستوى الاقتصادي / ونوعية عمل الأسرة

س 4- هل الأب يعمل؟ (نعم) (لا) في حالة الإجابة نسأل سؤال رقم 7

س5 – طاب بيشتغل أيه؟

- مزارع أو فلاح لديه أرض ملك (1)
- مزارع أو فلاح لديه أرض مؤجرة (2)
- فلاح بالأجر لدى الغير (3)
- موظف حكومي (4)
- موظف قطاع خاص (5)
- صنايعى / حرفي (6)
- عامل في مهنة المعمار (7)
- الأب متوفى (8)
- أخرى تذكر (9)

س6- هل الأم تعمل؟ (نعم) (لا) في حالة الإجابة بلا انتقل إلى سؤال رقم 9

س7– طاب بتشتغل إيه؟

- عاملة زراعية في أرضها (1)
- عاملة زراعية لدى الغير (2)
- موظفة حكومية (3)
- موظفة قطاع خاص (4)
- الأم متوفية (5)
- أخرى تذكر (6)

س8 ـ ملكية الأصول:

- الأرض الزراعية نعم ( ) لا ( )
- ملكية الوحدة السكنية نعم ( ) لا ( )
- ملكية الماشية نعم ( ) لا ( )
- محل تجاري نعم ( ) لا ( )
- أخرى تذكر نعم ( ) لا ( )

س9ـ ملكية الخدمات و السلع المعمرة :هل لديكم أية من الأجهزة التالية؟

• كهرباء	نعم ( ) لا ( ) ( )
• مياه	نعم ( ) لا ( ) ( )
• راديو	نعم ( ) لا ( ) ( )
• تليفزيون	نعم ( ) لا ( ) ( )
• مروحة كهربائية	نعم ( ) لا ( ) ( )
• بوتاجاز	نعم ( ) لا ( ) ( )
• غسالة كهربائية	نعم ( ) لا ( ) ( )
• ثلاجة كهربائية	نعم ( ) لا ( ) ( )
• سيارة خاصة	نعم ( ) لا ( ) ( )
• سيارة أجرة	نعم ( ) لا ( ) ( )
• أخرى (دش ، كمبيوتر ، ....الخ)	نعم ( ) لا ( ) ( )

س 10 ـ تقدري تعرفي كام دخل الأسرة شهرياً؟

- أقل من 150 جنيه   (1)
- أقل من 250 جنيه   (2)
- أقل من 350 جنيه   (3)
- أقل من 450 جنيه   (4)
- أكثر من 450 جنيه   (5)
- لا تعلم   (6)

سادساً : أثر المدرسة على حياة الخريجات

س11 – بعد التخرج من المدرسة، أنت بتعملى إيـه دلوقتى؟ (إذا كانت تزوجت نسأل تزوجت أمتى ـ جوزها بيعمل إيه – بيشتغل إيه – هى بتشتغل معاه ولا لأ – هى ليها دور فى مساعدته) (نكمل الحوار بحيث نستطيع قياس الفرق فى المستوى الاقتصادي بين بيت والدها وبيت زوجها)

(لو هى لم تتزوج نسألها عن لو كانت بتشتغل – هل تساعد فى المنزل – مدى مساهمتها فى الدخل)

س12 – مين شجعك / ساعدك تروحى المدرسة؟

س13 – أنت ليه دخلتي المدرسة دى ومدخلتيش مدرسة عادية؟

س14ـ أنت خلصتى المدرسة (تخرجتى من متعددة المستويات)من كام سنة ؟

س15 – مين ساعدك علشان تكملي تعليم؟

س16 – ليه أنت بتكملى تعليم دلوقتى؟

س17 – إيه الفرق بين المدرسة اللي أنت بتكملى فيها دلوقتى والمدرسة متعددة المستويات؟

س18ـ إيه الحاجات اللي أنت اتعلميتها في المدرسة؟

س19 ـ طاب نفعتك في إيه الحاجات دى؟

س20 ـ إيه الحاجات اللي أنت تعرفي تعمليها والبنات اللي متعلموش ميقدروش أو ميعرفوش يعملوها؟

س21 – احكي لي أنت بتقضى يومك ازاى؟

س 22 ـ أنت ناوية تعملي إيه بعد ما تخلصي المرحلة دى (الاعدادى أو الثانوى)؟

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دليل مقابلة البنات الخريجات
(لم يكملن تعليمهن بعد الفصل متعدد المستويات)

أولاً : بيانات أساسية

المحافظة: ....

المركز:..

القرية: ....

العزبة / النجع: ....

اسم المدرسة (التي كانت تذهب إليها): ....

اسم التلميذة: ....

الصف الدراسي / المستوى الذي وصلت إليه : ....

ثانياً : الفئة العمرية

س1 ـ سنك كام؟   (   )

ثالثاً : التكوين الأسرى

س2 – كم عدد الأسرة اللي عايشين في البيت غير المبحوثة؟   (   )

رابعاً : التعليم في الأسرة

س 3 – هل أحد الوالدين أو الأخوة والأخوات متعلم أو يذهب إلى المدرسة حالياً؟

	يدرس حاليا					حاصل على شهادة					درجة القرابة
جامعة	ثانوي	إعدادي	ابتدائي	محو أمية	جامعة	ثانوي	إعدادي	ابتدائي	محو أمية		درجة القرابة
											الوالد
											الوالدة
											الأخ (1)
											الأخ (2)
											الأخ (3)
											الأخت (1)

</div>

الأخت (2)											
الأخت (3)											

خامساً : بيانات خاصة بالمستوى الاقتصادي / ونوعية عمل الأسرة

س 4- هل الأب يعمل؟   (نعم)   (لا)   في حالة الإجابة نسأل سؤال رقم 7

س5 – طاب بيشتغل أيه
- مزارع أو فلاح لديه أرض ملك   (1)
- مزارع أو فلاح لديه أرض مؤجرة   (2)
- فلاح بالأجر لدى الغير   (3)
- موظف حكومي   (4)
- موظف قطاع خاص   (5)
- صنايعى / حرفي   (6)
- عامل في مهنة المعمار   (7)
- الأب متوفى   (8)
- أخرى تذكر   (9)

س6- هل الأم تعمل؟   (نعم)   (لا)   في حالة الإجابة بلا انتقل إلى سؤال رقم 9

س7– طاب بتشتغل إيه؟

- عاملة زراعية في أرضها   (1)
- عاملة زراعية لدى الغير   (2)
- موظفة حكومية   (3)
- موظفة قطاع خاص   (4)
- الأم متوفية   (5)
- أخرى تذكر   (6)

س8 - ملكية الأصول:

- الأرض الزراعية   نعم ( ) لا ( )
- ملكية الوحدة السكنية   نعم ( ) لا ( )
- ملكية الماشية   نعم ( ) لا ( )
- محل تجاري   نعم ( ) لا ( )
- أحرى تذكر

س9- ملكية الخدمات و السلع المعمرة :هل لديكم أية من الأجهزة التالية؟
- كهرباء   نعم ( ) لا ( )

			مياه
( ) لا	( ) نعم		•
( ) لا	( ) نعم		• راديو
( ) لا	( ) نعم		• تليفزيون
( ) لا	( ) نعم		• مروحة كهربائية
( ) لا	( ) نعم		• بوتاجاز
( ) لا	( ) نعم		• غسالة كهربائية
( ) لا	( ) نعم		• ثلاجة كهربائية
( ) لا	( ) نعم		• سيارة خاصة
( ) لا	( ) نعم		• سيارة أجرة
( ) لا	( ) نعم		• أخرى (دش ، كمبيوتر ، ....الخ)

س 10 - تقدري تعرفي كام دخل الأسرة شهرياً؟

- أقل من 150 جنيه   (1)
- أقل من 250 جنيه   (2)
- أقل من 350 جنيه   (3)
- أقل من 450 جنيه   (4)
- أكثر من 450   (5)
- لا تعلم   (6)

سادساً : أسباب عدم استكمال التعليم والبدائل

س11- أنت خلصتى (اتخرجتى)المدرسة من كام سنة؟

س12 – بعد التخرج من المدرسة، أنت بتعملى إيه دلوقتى؟ (إذا كانت تزوجت نسأل عن تزوجت أمتى - جوزها بيعمل إيه – بيشتغل إيه – هي بتشتغل معاه ولا لأ – هي ليها دور في مساعدته) (نكمل الحوار بحيث نستطيع قياس الفرق في المستوى الاقتصادي بين بيت والدها وبيت زوجها)

(لو هي لم تتزوج نسألها عن لو كانت بتشتغل – هل تساعد في المنزل – مدى مساهمتها في الدخل)

س13 – عندك أولاد؟ سنهم كام؟ (للمتزوجات)

س14 - مين شجعك / ساعدك تروحى المدرسة؟

س15 – أنت ليه دخلتي المدرسة دى ومدخلتيش مدرسة عادية؟

س16 - ليه انتى مكملتيش تعليم؟

س17 – إيه الحاجات اللي ممكن تحصل علشان تخليك تكملي تعليم؟

س18- إيه الحاجات اللي أنت اتعلميتها في المدرسة؟

س19 ـ طاب نفعتك في إيه الحاجات دى؟

س20 ـ إيه الحاجات اللي أنت تعرفي تعمليها والبنات اللي متعلموش ميقدروش أو ميعرفوش يعملوها؟

س21 – احكي لي أنت بتقضى يومك ازاى؟

س 22 ـ أنت ناوية تعملي إيه بعد ما خلصتى المرحلة دى؟

دليل مقابلة الميسرات

المحافظة: ....

المركز : ....

القرية / النجع: ....

المدرسة: ....

اسم الميسرة: ....

المؤهل الدراسي: ....

عدد سنوات الخبرة في التعليم: ....

عدد سنوات الخبرة في الفصول متعددة المستويات:...

س1- عندك كام تلميذه في الفصل؟ هل تختلف الأعداد من وقت للتاني؟ ازاي؟

س2- إيه هي الأدوار أو الأنشطة اللي بتقومى بيها في الفصل، والأدوار أو الأنشطة اللي بتقوم بها الميسرة زميلتك في الفصل؟

س3- إيه هي الأدوار/ المهام/ التكليفات اللي بتقوم بها التلميذات داخل الفصل خلال يوم دراسي عادي؟

س4- مين اللي علمك أو دربك على إدارة الفصل بهذه الطريقة ؟ وازاى اتعلمتى / تدربتى؟

س5- في حاجات تانية نفسك تتدربي عليها غير اللي انتى اتدربتى عليها؟

س6- إيه هي الصعوبات أو التحديات اللي بتقابلك في عملك؟

س7- هل لقيتى مساعدة لما كان فى صعوبة بتواجهك؟ لو نعم، مين اللى ساعدك؟ وإزاى ساعدك؟

س8- إيه هي التكليفات والمهام اللي بتسنديها للتلميذات بعد المدرسة؟

س9- طاب التكليفات والأنشطة دى ازاى بتفيد البنات في تعليمهم وفى حياتهم؟

س10– تقدري تحكى لي أمثلة أو مواقف ايجابية في حياة البنات نتيجة التحاقها بالمدرسة؟

س11 – إيه هي المشكلات التي بتقابل البنات في التعليم؟ وعملتي حاجة عشان تساعدي البنت؟

س12 – إيه هي المشكلات التي بتقابل البنات في حياتهم؟ وعملتي حاجة عشان تساعدي البنت؟

س13 – مين كمان بيساعدك في التغلب على هذه المشكلات ؟ وازاى بيساعدك ؟

س14 – لما بعض البنات بتغيب أو ممكن تقترب من عملية التسرب بيكون إيه السبب ؟

س15 – كام بنت اتسربت من الفصل خلال العام الماضي؟ البنات اللي تسربوا من فصلك تسربوا ليه؟

س16 – عملتى حاجة علشان ترجعيهم؟ هل نجحتي؟ لو لا، ليه؟

س17 – إيه الحاجات اللي بتعمليها علشان البنات تنتظم في الفصل ؟

س18- مين بيساعدك في جذب البنات وانتظامهم في المدرسة ؟

س19- لما بتحتاجى مشورة أو تتعلمي / تعرفي حاجة أو حل مشكلة مين من الجهات اللي هاقولها بيكون لـه دور مع ضرب أمثله ؟

- الميسرة الأخرى

- الموجهة/ الموجه

- مجلس الآباء

- المتابع من هيئة كير

- جهات أخرى

س20 – هل مستمرة في علاقتك مع الخريجات؟ إزاى؟

س 21 – إيه الفرق بين المدرسة العادية والفصل متعدد المستويات؟

دليل مقابلة مجالس الآباء

المحافظة: ....

الإدارة: ....

القرية: ....

أسماء المدارس التابعة للمجلس: ....

عدد الأعضاء: ....

تاريخ تشكيل المجلس: ....

التشكيل:

- **أولياء الأمور** ( )
- **مهتمين** ( )
- **ميسرات** ( )
- **عدد الإناث** ( )
- **عدد الذكور** ( )

<u>**أسماء المشاركين في المجموعات البؤرية وأدوارهم في المجلس**</u>

س1- ما هي الأنشطة / المهام التي يقوم به المجلس؟

س2- ما هي المهارات والمعارف التي تعلمها أو تدرب عليها أعضاء المجلس لكي يقوم بهذه الأنشطة أو المهام؟

وعن طريق أي جهة تلقيت هذه التدريبات او المهارات؟

س3- ما هي المساهمات (مالية – عينية) التي نجح مجلس الآباء في تعبئتها؟

س4- ما هي الأنشطة التي تمت لكي يستطيع المجلس أن يعبئها؟

س5- ما هي المشكلات أو الصعوبات التي قابلت المجلس؟.

س6- ما هي المشكلات التي قابلت الفصل وكان للمجلس دور في حلها؟

س 7 ـ ما هي الأنشطة التي قام بها المجلس لحل هذه المشكلات؟

س8- ما هي أهم القرارات اللي اتخذها المجلس خلال العام الماضي ؟

س9ـ ما الذي تم تنفيذه من هذه القرارات؟ وكيف ساعدت هذه القرارات في دعم العملية التعليمية؟

س10- هل فيه وديعة باسم المدرسة؟ وما هو مبلغ الوديعة؟

س11- ما هي اللوائح الخاصة بالوديعة وبنودها وطرق الصرف منها ؟

س12- هل مبلغ الوديعة بيزيد من فترة إلى أخرى؟ إذا نعم فماهى الأنشطة التي قام بها المجلس لكي يزيد من قيمة الوديعة؟ أما إذا كانت الإجابة بلا فلماذا لم تزيد قيمة الوديعة؟

س13- ازاى بيتم اتخاذ القرار في الصرف من الوديعة؟

س14- هل الوديعة كفكرة أو كآلية مفيدة للمدرسة / العملية التعليمية ؟ إذا نعم فلماذا؟ وإذا لا فلماذا؟ وكيف يمكن أن تكون هذه الآلية فعالة؟

س15- إيه هي السجلات أو الدفاتر اللي بيستخدمها المجلس؟

س16- مين الجهات الثانية اللي بتساعد أو بتتعاون مع المجلس؟ وإيه هي مجالات أو أنشطة التعاون؟ (التركيز على علاقة المجلس بالإدارة التعليمية/ المديرية)

دليل مقابلة المديرية – الإدارة – المنطقة

أولاً : بيانات أساسية

المحافظة: ....

المديرية: ....

الإدارة التعليمية: ....

المنطقة: ....

الوظيفة: ....

س1 ـ ما هي المدارس اللي سيادتك بتابعها / أو تم زيارتها من المدارس متعددة المستويات؟

س2- في رأيك ما هي ايجابيات المدارس متعددة المستويات؟

س3- في رأيك ما هي سلبيات المدارس متعددة المستويات؟

س4 – ما هي المشكلات التي تواجه هذه المدارس من وجهة نظرك، وكيفية التغلب على هذه المشكلات؟

س5 – ماهى المشكلات التي تواجه الميسرات، وكيفية التغلب علي هذه المشكلات؟

س6 ـ في رأيك إيه الفرق بين هذا النموذج من المدارس والنماذج الأخرى مثل (مدارس المجتمع / المدارس الصديقة للفتيات)؟

س7- ما هو الدعم الفني والادارى الذي قدمته كير أو مازالت تقدمه؟ بالنسبة إلى :

الميسرات

الإدارة المدرسية

موجه المنطقة (من الإدارة)

إدارة الفصل الواحد

س8 – ازاى ممكن يستمر هذا الدعم الفني بدون كير؟ وما هو دورك في استمرارية هذا الدعم الفني؟ بالنسبة إلى:

الميسرات

الإدارة المدرسية

موجه المنطقة (من الإدارة)

إدارة الفصل الواحد

س9ـ ما هي الموارد أو المصادر سواء كانت عينية أو مالية التي قدمتها كير للمدارس متعددة المستويات؟

س10 – ازاى ممكن تستمر هذه الموارد بدون كير؟ هل لك دور في ذلك؟ مع توضيح دوره

س11ـ هل طريقة متابعة هذه المدارس مختلفة عن المدارس العادية؟ وإذا الإجابة بنعم فما هو الاختلاف في المتابعة والتوجيه؟