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The American University in Cairo

School of Global Affairs and Public Policy

**THE SUSTAINABILITY OF COMMUNITY PARTICIPATION
ACTIVITIES IN PRE-UNIVERSITY EDUCATION**

CASE STUDY ON DEVELOPING THE BOARD OF TRUSTEES

A Thesis Submitted in

Public Policy and Administration department.

In Partial Fulfillment of the Requirements for the Degree of

Master of Public Administration

Submitted

by

Heba Abdel Megeed

Under the Supervision of Ghada Barsoum, PhD
January,2013

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The American University in Cairo

School of Global Affairs and Public Policy

Department of Public Policy and Administration

THE SUSTAINABILITY OF COMMUNITY PARTICIPATION ACTIVITIES IN PRE-UNIVERSITY EDUCATION

Hebatallah Yehia Abdel Megeed

Advisors:

Ghada Barsoum, PhD, Laila El Baradie, PhD and Hamid Ali, PhD

ABSTRACT

The purpose of this research is to examine the sustainability level of community participation models, which seek to enhance the role of the Board of Trustees (BOT) after the conclusion of donor support. I focus on one of the major community participation models in Egypt as a case study to identify strengths and barriers that exist in this kind of projects in Egypt and to understand its level of sustainability. Applying both qualitative and quantitative methods, this study looks at the continuation of activities after the end of donor support and compares schools that have been part of donor-support to others that did not get any support. The findings indicate that the schools that witnessed donor support continue to have a stronger role for their BOT members compared to other schools. However, the activities that continue after donor withdrawal are much fewer compared to the time of donor support.

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List of acronyms

BOT: Board Of Trustees

ERP: Education Reform Program

AIR: Association for Institutional Research

MOE: Ministry Of Education

USAID: United States Agency for International Development

UNICEF: United Nations Children's Fund

I. Introduction

A. Background

In order to have an effective democratic transition in Egypt, the education system should be more equitable and effective. One of the main factors that limit Egypt from economic growth and socioeconomic equality is the deficiencies in the education system.

According to the World Bank (2012), one of the factors of educational problems in Egypt, is that government focus on the quantity of graduates rather than the quality of education, especially among poor people who represent 40 percent of the population. Another major challenge in the Egyptian education system is the illiteracy rate. Nearly 17 million of Egyptians are illiterate, leaving Egypt to have the largest illiterate population in the Arab region. This problem is still unsolved and the literacy rate is increasing. Another major challenge in education is the dropout rate. Students drop of the school at any grade for several reasons; one reason is due to the failure of the system to mobilize the community to keep their children enrolled in education or because of the difficult economic conditions (World Education, 2011).

Other critical challenges in the Egyptian education system are over-centralization, strains on the infrastructure, low teaching quality, relying on private tutors, limited funding, limited research capacity, and social inequalities (Chatham House, 2012).

To deal with these kinds of challenges, the Egyptian government since the 1990s has started to work on education reform programs. They focused on the quantitative issue by building many schools, but recently they have understood the need to focus on the qualitative issue, as they

should focus on the quality of education. Therefore, the government focused on improving the quality of education by promoting community participation and the decentralization in education (El Baradei & Amin, 2010, p.108).

More recently in donors community in Egypt, they have moved towards a community participation approach to reform education (Azfar, Kähkönen, Meagher, 2001). For example, the Education Reform Program (ERP) was a partnership development project between USAID and the Ministry of Education. This project aimed to support the education reform in Egypt by encouraging the community to sustain the project efforts. Even the World Education projects in Egypt worked to strength the role of the Board of trustees (BOT) in schools to promote community participation in education. Also, the donor-supported education projects in Egypt worked to promote the decentralization in education and good governance in schools and aimed to improve girls' participation. However, these efforts results have little to show, which may be because there is no real strategy or no real stakeholder involvement, which were to be consulted (Chatham House, 2012). Therefore, this research aims to tackle the sustainability of development projects in improving the community participation in education and the Education Reform Program (ERP) is taken in this research as a case study or example to investigate the sustainability of these kinds of projects and to indentify its barriers in order to highlight it to any other related development projects in education.

B. Importance of research and problem statement:

The importance of the research that it tackles the sustainability of development projects in improving the community participation in education in Egypt; thus, the ERP was chosen as a case study to examine its sustainability on improving the community participation in education. ERP was chosen because it is one of the programs in Egypt that aimed to improve the community participation in education which is relevant to research subject and its award amount was $76.8 million which make it very important to know its sustainability. The research problem is that we need to know the sustainability of ERP on improving the community participation in education through developing the performance of BOT councils in public schools.

C. Purpose of the Research

This research aims to:

- To examine the sustainability of international development projects, case study of ERP in enhancing the community participation through developing the performance of BOT council in pre-university education in Egypt

- To use the ERP as a successful model in enhancing community participation through the developing the BOT performance in public schools and to replicate the ERP model in all Egypt.

- The research may provide some procedures or recommendations on granting the sustainability of ERP or any related development project.

- To provide recommendations to improve the community participation in education through BOT council.

- To highlight and maximize the benefits of ERP activities in improving the community participation through BOT and to ensure its sustainability and exchanging experience.

- To improve the BOT members performance because it is important to enhance the school performance and to use the community resources to fulfill the school needs.

D. Research question:

The research attempts to answer the following main question:

To what extent has the ERP improved the community participation in education through developing the performance of BOT council is sustainable?

Sub-questions:

The main question leads to the following sub-questions:

1. What is community participation in education and its importance?

2. What is the BOT role in representing and achieving the community participation?

3. What are the activities of ERP on improving community participation through developing BOT council in administrations/schools?

4. Are ERP activities still sustainable among BOT council in the educational administrations and schools ?

5. Is there is an exchanging experience from ERP among the BOT members at the educational administrations and schools that didn't apply the ERP?

6. Are the BOT councils at educational administrations and schools level that applied ERP performing better than BOT councils at educational administrations and schools that did not apply ERP?

7. What are the recommendations to improve community participation through the BOT council in educational administrations/schools that applied and did not apply ERP?

II. Methodology

To answer the research questions, the researcher decided to use the qualitative and quantitative methods because the qualitative helped the researcher highlight the ERP sustainability barriers and quantitative helps the researcher to measure the extend of ERP sustainability on BOT council performance. Twelve BOT members were interviewed to know how ERP enhanced the community participation through developing the BOT council performance in the educational administration and its governing schools and to identify the project sustainability barriers. Two-hundred-twenty-six surveys were distributed among BOT members at educational administrations and schools who applied and did not apply ERP, in order to measure the performance of the sample that applied ERP after the program ended and to measure the performance of the sample that didn't apply ERP, in order to know if there is changing experience from ERP is given to them or not.

A. Population and sample

The research sample and population is limited to the governorates of Giza, Menia, Alexandria and Port Said as follows:

- Interviews ERP associate program coordinators (3 interviews)

- BOT members who applied ERP from Giza, Menia, and Alexandria governorates (12 interviews with BOT members)

- BOT members who never applied ERP from Giza, Mania and Port Said governorates (included in the survey but not the interviewing process)

Important note:

- Since ERP covered all Alexandria governorate , Portsaid governorate was selected along with Alexandria governorate because they are both coastal cities. The governorates were selected because they represent different social standards and geographical areas.

- BOT councils at educational administrations/ schools in governorates that applied/never applied were chosen under the same conditions in order to easily compare their performance (to identify the program sustainability and changing experience)

- The research is limited to pre-university education (primary and preparatory stage) because this stage of schools needs more community participation to help public schools to fulfill the students' needs, offer activities, provide a good learning outcome, and develop students skills.

Instruments of the Study

B. Pilot study

The pilot study was undertaken through distributing surveys to nine professors in the education field. The pilot group surveys did not include analysis. Many respondents recommended changing a few statements. Some respondents excluded some questions, such as gender and number of training because it was considered as beyond the scope of the study. They modified few statements and rearranged the statements based on BOT duties, as by logical consequences. The pilot groups' comments were very useful to enhance the comprehensibility of the survey and the validity of the questionnaire.

C. Survey

The survey divided into two parts and available in (Appendix A):

The first part of the survey consists of questions to know the respondent characteristics such as to indentify job location.

The second part is 17 statements about BOT activities based on its Egyptian law or ministerial decision .For example, to investigate if BOT members do planning, coordinate fundraising events and regular meetings, and participate in solving the problems. The design of the questionnaire was to be answered by multiple choices that varied in range; a 4-degree Likert Scale. The nature of the research does not require more or less than 4 points. A Likert Scale allows responses to be codified; therefore, the collected data can be easily compared and controlled.

The questionnaires statements cover two main points:

- To know to what extent has the ERP improved the performance of BOT council is sustainable.
- To know if there is a exchanging experience from ERP among the BOT councils at the educational administrations and schools that did not receive ERP.

BOTs activities represent community participation but the researcher estimated the BOTs activities into two dimensions to form a clear analysis :

1. The BOT role in improving the school performance. The following are statements in the survey that was distributed among respondent, regarding this issue (3,5,7,9,14,15,16,17)

2. The BOT role in achieving the quality accreditation and assurance; the following statements regard this point (1,2,4,6,8,10,11,12,13,).

D. Interviews

The researcher conducted (15) semi-structured interviews with BOT members, social workers and ERP association program coordinators.

1. Does ERP developed BOT councils to enhance community participation ?

2. Do you think the Education Reform Program (ERP) activities on BOT member's performance are sustainable, if yes or no, why?

3. What are your recommendations to sustain ERP activities in developing the Board of Trustees to enhance community participation in education?

The interview aimed to know how the ERP model improved the community participation in education through developing the performance of BOT members. The interview also intended to identify the effectiveness, barriers and sustainability of the project in order to remove all the

barriers ,make it a replicable model applicable in all Egypt and to come up with recommendations to sustain ERP efforts or any related projects.

Before analyzing the data, there are two questions that should be answered:

- How was the data collected?

- What is the reliability of the research instrument (i.e. survey)?

E. Data Collection

Table (1)

Distributed Questionnaires	Collected questionnaires	Final questionnaires
250	230	226

Table (1) illustrates that the researcher distributed 250 questionnaires; collected 230 from respondents and 20 questionnaires were lost.

After reviewing questionnaires the researchers did not include 4 questionnaires due to the incomplete answer. Therefore, the final questionnaires are 226

Never Applied ERP

35%   33%
- Menia
- Portsaid
- Giza

32%

Applied ERP

25%   23%
- Menia
- Alex.
- Giza

52%
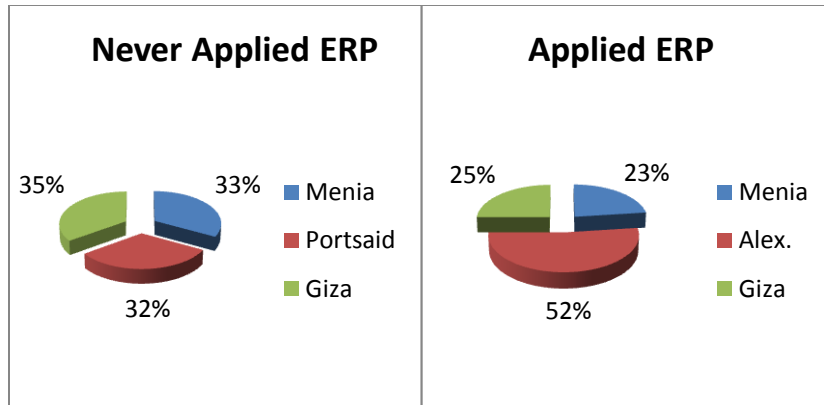
Figure 1

F. Validity and Reliability Test

The researcher ensured the validity of questioner by experts from education field and used Cronbach's alpha to measure the reliability of the questionnaire (total statements in the questionnaire through SSPS). The result is 0 .749, which indicates that the questionnaire is reliable. The following table shows such result:

Table (2)

Statements	Alpha
Total	.794

The table (2) illustrates that there is high alpha score, which means that the questionnaire is reliable

G. Research limitations:

First, it was very difficult to reach the target sample (BOT members) that applied /never applied ERP and employees that worked with ERP, but the researcher overcame this challenge by using own communication networks and the snowball technique.

Second, the researchers designed the survey in Arabic (because of the targeted sample), and then translated the finding to English. It was a challenge for the researcher to translate some Arabic words to English, so this must be kept in mind.

Third, some of respondents refused to answer due their tight schedule and others answered with negligence, but the researcher overcame these challenges by adding more surveys and excluding the missing ones.

Finally, many of the respondents during the interview were out of topic but the researcher overcame it by managing the interview to reach its purpose.

H. Ethical Considerations:

Based on the American University of Cairo requirements the application was sent to the International Review Board (IRB) at AUC to obtain their approval and ensure all procedures are in line with the ethical guidelines. They reviewed the methodology, questionnaire, and consent form. Available in appendix C

III. Literature review

This section aims to review different studies, reports, and case studies about community participation in education and sustainable development.

    A. First part: Defining the community participation in education

    B. Second part: Effectiveness of community participation in education

    C. Third part: Challenges of community participation approach in education

    D. Fourth part: Case studies of community participation in education in other countries and Egypt

    E. Fifth part: Sustainable development

A. Definitions of community participation

1. Defining Community:

The word community is generally defined by the characteristics that its members share, such as language, law, class, race, culture, tradition, and race. According to Bray (1996) citied in Uemura (1999), the types of communities are three geographical categories. The geographical community first categorizes the community according to residence such as the district they live in. The second one is racial, religious, and ethnic community, in which the membership is based on religious, racial or ethnic identification. The third one is communities based on educational concerns or shared family.

2. Defining Participation:

The literature reflects 'participation' as a relatively new concept in the development activities. To define participation, Shaffer (1994) argues that it is the process where consumers as citizens voluntarily influence the quality and flow of the available services. This act stems out of common needs among the different groups, which is usually organized in community organizations such as NGOs and the private and public sector (Moser, Caroline O.N.1987) quoted in (Afify, 2011).

Forms of Defined Participatory Strategies:

Shaffer (1994) clarifies, as presented below, the different levels of participation and forms of participatory strategies.

The levels of participation is two-folded starting from the various forms of active involvement up to pro-active participation. The active involvement is through use of service, for instance enrolling children in schools or attending meetings. The pro-active participation reflects an actual delivery of services involved in the activity implementation.

To add to the levels of participation, the four forms of participatory strategies are of equal importance as stated by Shaffer quoted in Afify study.

First: Community-based strategy

This strategy aims to help the urban development by improving the capacity of community groups to manage services development. The strengths of this approach is the creative learning process.

Second: Area-based strategy

This strategy aims to deal with a social group in certain a residential area, involving the beneficiaries at different stages of the process. The mere objective is to improve cost efficiency and effectiveness of government activities. The drawback of this strategy is the low cost recovery and failure of community ownership.

Third: Functionally based strategy

This strategy aims to assign areas of responsibility for each stakeholder. The strength of this strategy is that it depends on a high-empowerment level of community participation and creates effective collaboration between various actors. The project financing and implementation remains controlled by community to reduce or eliminate problems, such as low-cost recovery and fail of project ownership. On the other hand, the drawback of this strategy is the difficulty to link and coordinate between the government external facilities and its internal facilities.

Fourth: Process-based strategy

This strategy aims to improve the demand responsiveness, efficiency, and accountability of service through the decentralization of delivery phrases. The strength of this strategy is to mobilize the capacities of society and to have more productivity in using the available capacities (Afify, 2011, p.25).

To sum up, the advantage of participation approaches is that it focuses on local community role as essential actor that should be able to share and influence the responsibility of development process as it affects their lives. Thus, "participatory approaches to development" are justified in terms of empowerment, sustainability, and relevance. (Kothari U. et al, 2001) quoted in (Afify, 2011,p.32)

3. Defining community participation:

Community participation needs to be well understood because it can lead to abuse or misuse. The literature focuses on discussing the concept of community participation in two ways. First, who participates and second at what level. The first criterion used to examine projects of international development using community participation is to describe the type of participation, such as meeting and setting project priorities. The second criterion is a bottom-up approach, which reflects non-profit organizations' understanding of the community, and how NGO'S encourage a model of community participation. The third criterion is a top-down approach; it examines the

community voice by analyzing who is speaking on behalf of the community and if community members actively participate in the development projects goals (NJUNWA, 2010, p.24).

According to Shaffer (1994), community participation is the act of restoring the local power in making the decisions and implementing the programs that shape their own future. As the participating communities are implementers and partners in the development process, they feel ownership over the development agenda.

Another study views community participation as a strategy because it includes social cohesiveness, efficiency, and equity. It is a group of activities by groups who want to improve their social conditions. Also, it is a voluntary act to achieve common goals or a process (Boyce, Lysack, 1997).

Another view identifies different ways of community participation in education. Colletta and Perkins (1995) indicate different forms of community participation, such as school management, curriculum design, dialogue with policymakers, school construction, learning materials development, research, and data collection.

To summarize the various types of community participation in education, Uemura (1999) explains how communities, families, and schools effectively work together as follows:

- Parenting: Parenting is reflected in the support needed to all parents to be able to create a home environment that helps children in learning at schools.

- Communicating: The design of useful communication forms of 'school to home' and 'home to school' allows parents to learn more about the school programs and their child's progress in school. In turn, this form of communication also allows teachers to learn more about children at home.

- Volunteering: To organize and recruit parent support and volunteerism usually requires the time and devotion of willing parents or educators.

- Learning at home: Families need both the information and ideas necessary to guide them in order to support students at home.

- Collaborating with the community: Family practices and school programs are obtained through the community in collaboration with the community involved and needed resources and services to strength the student learning,

B. Effectiveness of community participation approach in education

Community participation fosters educational reform:

 1. *supports decentralization*

One study views community participation as it linked to good governance as it operates with decentralization system. However, other study argues that Although the community participation and decentralization are often linked but they should be treated separately because various centralized system may involve high or low community participation levels and forms of decentralization can provoke various extents of community participation.

 2. *Resource supplier*

Community participation in education, including NGOs representatives and business community, is important to support schools financially. As Israel and Schubert (2000) illustrates, community members and parents should be engaged at many various levels in the education process; as promoters of democratic principles in their communities and homes, and as resource suppliers to local schools; the community should act as contributors in school management and as knowledgeable supporter for education reform quoted in (Megahed, Elmeski and Tanaka, 2010, p.5).

 3. *Poverty eradication and accelerate economic growth*

A recent UN report points to the importance of community participation in education as a way to eliminate poverty and experience economic growth, as it improves people's personal growth, income and other values. International organizations and communities advocate for community participation in the development process because it empowers people. International and local communities recommend governments to involve people in making decisions that affect their lives. Others view the effectiveness of community participation as bottom-up approach, coming from people not forced by external pressure (NJUNWA, 2010, p.22).

4. *People empowerment*

Community participation empowers people to create decisions that affect their lives; it helps to create citizen satisfaction. Therefore, active community participation is the solution to build a responsible and powerful community. The community participation approach makes people believe that they own the development process, as it creates the sense of ownership. On the other hand, the top-down approach does not create nor does it ensure the development sustainability in the process. Involving people in all stages of development creates partnership with donors that may result in a continuity of the development process. Briefly, community participation is linked to empowerment and the use of local knowledge (NJUNWA, 2010, p.22).

5. *Promotion of education*

Another view sees the community participation approach as an effective tool to promote education in qualitative and quantitative term. It has been argued that the community

participation approach helps to select teachers based on their responsibilities towards students in the community, even if their salaries are affected by their performance that is shared by community. It is argued that successful models for schools are to build connections between parents and communities to support students by better understanding and establishing relationships. The teaching and learning process can be tailored to them, as to involve parents, school and teachers in the decision-making.

6. *Indentify problems and solutions*

According to the Australian government, in order for the government to address local problems people should be involved in clarifying the issues and generate solutions. There are some criteria to evaluate people participation in the development projects. A first criterion is amount of representation, which determines if the community or sample is well represented. The second criterion is the level of independence, which means the people will participate without depending on outsiders. The involvement level is the third criterion, measuring if people are recommended to be involved from early stages in the development projects, such as the planning process. The fourth criterion is the level of influence, identifying the amount of influence leaders during the implementation and planning phrases. Lastly, assessing the level of transparency is a key factor to keeping the community well informed. Thus the criteria aims to identify the amount of information people obtain during the implementation and planning phases (NJUNWA, 2010, p.23).

Community participation is an effective tool that can tackle problems in the education system, but it needs a strategy because the community is complicated in its nature and unique. Thus,

understanding the nature of the community is central to any solution. According to the World Bank projects, it aims to engage communities in preparation, implementation, and evaluation of the project and provide them with skills to make sure that there is effective communication among all stakeholders. However, communities should be developed and capable to sustain and carry on the work of these kinds of projects (Uemura, 1999, p.6).

Other studies indicate the value of community involvement to address the education challenges. Governments have realized the value of communities working and sharing responsibility and the sense of ownership in the educational systems. Government efforts are not sufficient to remove education barriers, yet communities can easily define drop out factors then articulate solutions, for instance community participation is shifting to the forefront, as a way of building larger communities that involve various entities as mentioned previously (Kintz, 2011).

Another study illustrates the same point by saying that community participation is essential in raising awareness, problem solving and monitoring. Community participation provides financial resources with cost efficiency and effectiveness in service delivery. Yet, there are limited incentives and salaries for community members who want to be involved in high quality service delivery because of the lack of public and private funds, causing donors to worry about the sustainability. As a result, many investments in capacity-building and training are lost if community members stopped participating due to the necessity to earn money (Afify, 2011, p.25). This point is related to the research findings on the sustainability of ERP activities.

7. *Democratic rights promotion through community participation*

Another study concludes that in the recent years national and international policies focused on the concept of community participation because it is important to promote democratic rights. It is also a way to achieve poverty alleviation and sustainable development (Stiglitz, 1997)

8. Gender equality

Another study illustrates the importance of community participation in education as a way to achieve gender equality, increase resources, and ensure efficiency school. It also serves as a response to local needs to enhance accountability in education, which can improve the performance and quality of school (Rose, 2003, P.9).

When a community works together the opportunities for learning can increase, as teachers need support from the community to work effectively. Equally, parents need guidance from teachers on how to support their kids learning. In Egypt, rural parents are perceived as not excited to educate their daughter, but it was later learned that the community does not object against educating girls, but they mainly worry about the safety of their female children (DeStefano, 2006) quoted in (Kintz, 2011, p.6).

9. Cost effective due to volunteers

In the best cases, participation within society leads to lower cost for development, such as volunteers make cost effective development programs and ensure benefits from the development programs within the communities (Shaffer, 1994) quoted in (UNCIEF, 1986).

Another view demonstrates the importance of the concept from perspective that this approach contributes to the development of education, as it helps government who is struggling from scarce resources. It has been argued that community participation usually exists in partnership with different stakeholders, such as donor organizations. Community participation has become a popular tool in international development to help facilitate educational reforms in poor countries, especially when the government fails to offer basic education (books, teachers, and learning spaces) quoted in (Azfar, Kähkönen, Meagher, 2001, p.8).

10. Psychological impact

Another study argues that the community involvement in many activities for development makes people gain more knowledge, learn and practice better, and raises the participants' awareness of the existing development problems and the causes of these problems. Another impact is the psychological factor. People may result having more self-confidence and depending on themselves, leading to less dependence on external sources and less feelings of powerless and marginalization. Instead, the outcome may lead to a greater sense of responsibility and accountability.

Another study argues that external agencies look to establish partnerships with the government, causing the agencies to insufficiently address the disadvantaged groups needs and acknowledge their voices democratically. However in some circumstance, government and communities seek to have partnership to use the resources of each other as well as to have better monitoring and accountability (Bray, 2001, p.15).

11. Monitoring the school accountability via the community

Another view sees that the importance of community participation is to promote accountability, which increases the quality of education, as trained communities can monitor the school. The school can be held accountable by monitoring the use of school resources, teacher's attendance and evaluate the students outcome (Gillies & Quijada, 2008).

Linking communities and schools is vital to promote democratic mechanisms and principles in schools. One mechanism is policy makers and researchers use community participation to reframe the connection between communities and school to "hold the school more accountable to their clients" (community and parents). Miretzky (2004) argues that promoting communication among parents and teachers is vital to create a democratic community and support sustainable school enhancement efforts. Other views indicate that community participation hold schools accountable for its performance (Mediratta, Fruchter, & Lewis, 2002; Mediratta, Shah, Seema, & McAlister, 2008) quoted in (Gordon, 2010, p.27)

Shaffer (1994) concludes that community participation ensures clarity and transparency. This requires clear guidelines and information and communication channels for participation. Mainly there should be clear defined guidelines, policies, responsibilities, rights, limitations, resources, procedures for accounting and reporting quoted in (Kintz, 2011, p.6).

12. Serve public needs

Another study argues that community participation is effective because it understands the problems in-depth; thus it can develop useful solutions. Community involvement ensures the suitability of the development project as it promotes local ownership sense. Community members realize the importance of education for their kids regardless of any motivation from the external resources. Even poor communities can support education physically (Kintz, 2011).

Kintz indicates that educators, policy makers and others who are engaged in education community participation approach can help them to find ways to use the limited resources effectively and efficiently and it will provoke them to define and solve problems in education and enable them to provide good quality of education (Kintz, 2011, p.7).

13. Marginalized and poverty empowerment

One study argues that well designed community projects empower people, including marginalized and poverty groups, strengthening the link between government and civil society. However, in the literature the benefits of cost of community participation are debatable (Cooke & Kothari, 2001).

Community participation can improve effectiveness, efficiency and sustainability of projects. There are some facts that community projects are cost effective because of a lower bureaucracy level and more in-depth knowledge about local costs (efficiency). It is argued that mobilizing the community to participate in highlighting their needs and planning and managing the projects

helps in capacity building at the local level. Also, community participation strengthens the local governance. It empowers the community to rule over services and helps in re-establishing trust and a social contract between the government and community as well as accountability (Slaymaker and Christiansen, 2005, p.12).

14. Community participation increases students' academic achievements

According to Loucks (1992), parents' participation in schools improved students' academic achievement level. Parents helped to improve students' academic outcome by volunteering to assist students in their assignments or participate in PTA meetings. However, the challenge is parent participation in school councils to discuss sensitive issues about their children's needs (Cotton and Wikelund, 2001) quoted in (Beverly, 2009, p.22).

Lareau (1987) suggests that parents with low-socioeconomic backgrounds may have difficulty in communicating with teachers and may feel low self-esteem, which may prevent them from participating in school activities. According to (Loucks, 1992), schools should provide parent workshops regarding their child's education to enable parents to gain the necessary skills and knowledge (Loucks, 1992) quoted in (Hickman, 2007, p.25).

According to Uemura, education is not only in schools, but also within communities, societies, and families. None of them can solely be responsible for 100 percent the child's educational development. The community must support families in educating their children. Schools prepare children by providing skills to better serve the community; thus schools cannot operate without

the society. It is vital to link them together to maximize their efforts because every group has a different role in education (Uemura, 1999, p.5).

Another view sees community participation as a way to improve student learning and attendance. Community members and parental involvement supports the schools, not only in providing materials and infrastructure, but also in preparing students for school. It fosters their motivation to learn since many students and parents asserted that parental monitoring encourage students to take the school more seriously and study hard. Also, community participation has a great impact on girl's attendance. If community, parents, and teachers collaborate it can positively affect girls school enrollment and attendance; for instance, these collaborations can ensures the safety of commuting to schools.

Community and parent involvement help the school staff create strategies to enhance the school experience, such as they can contribute in financing the school and create dialogues among them to reach what needs to be done to improve the school quality (Morgan, 2006, p.360).

Henderson & Mapp (2002) indicate that parents and community involvement are more likely to contribute to students ability to achieve high test scores, grades, regular attendance, and improve social skills and behaviors. According to Grolnick & Slowiaczek (1994), the community and parent involvement not only affects students' achievements, but also has an affect on the student's motivation and development in school (Goldon, 2010).

Another study argues that that essential form of community-school relations is the degree in which community is involved in the school governance. When parents have a role in the school

operations, the quality and standard of education will improve, as they understand the needs and problem. Community participation builds up democratic practices and sustainable and integral links that led to education accessibility, supporting government and economic growth (Abbass, 2011, p.3).

Shaffer illustrates briefly the effectiveness of community participation in education and has listed many goals that the community participation in education can achieve:

- Ideological goals: Empowering people to ensure their control of the development and their bigger impact of decisions have an effect on them.

- Economic goals: To have more resources from many actors and share the development cost by shifting some cost from suppliers to consumers

- Political goals: To empower the legitimacy of the present government and make people more responsible in solving social problems from a government perspective.

- Programmatic: To increase project or program demands, relevance, efficiency, effectiveness, sustainability, coverage, and success and to build its capacity.

- Capacity building: To develop new skills, knowledge, attitudes, and offer a useful share in monitoring and management tasks (Bernard Van Leer Foundation, 1990; Korten, 1987; Hamadache, 1990; Myers, 1991; UNICEF, 1978; UNCIEF, 1986; Zainal Ghana, et al.) quoted in (Shaffer, 1994).

Other studies illustrate briefly the factors that lead to community participation in education reform:

- To maximize the limited resources: Communities and parents are powerful resources that can be used not only to improve the educational delivery, but also to be the major agent of educational distribution.

- To develop learning materials and curriculum: Communities and parents involved in the development of learning materials and curriculum that reflect their children's life in society to associate what they learn with what they know.

- To address problems: Communities can address the factors that lead to educational problems such as low academic performance.

- To promote girl's education: Community participation can promote girls' education (UNICEF, 1992) through communities and parents participation in school activities, which helps them to define the factors that prevent girls from schools, such as security and economic issues, and find solutions together.

- To promote democracy: Parents have the right to be involved in education and it is seen as a basic democratic value.

- To increase accountability: Parents involved in school governance can hold the school more accountable to the society, as it funds them. Parent participate in school activities, such as attending meetings, leads to better monitoring of teachers' performance.

- To ensure sustainability: Availability of funds whether from private institutions, governments or donors organizations is vital to ensure the sustainability of programs. Accordingly, community involvement is a solution to ensure the benefits of development programs are maintained. Therefore, sustainability depends on self-reliance that should be developed by communities and a political and social commitment in the society that supports the continuation of development programs (Lovell, 1992). Community

members should be actively involved in the intervention process such as planning, implementation, and evaluation; they should acquire knowledge and skills from development programs to be capable to take over the program.

- To improve home environment: Community participation can contribute in enhancing home environment by encouraging parents to realize benefits of schools for their children. Parents can encourage their children to read and allocate time for studying at home. Encouraging them to achieve high grades ensures that their children are well balanced, nurtured, and ready for school (Uemura, 1999, p.5).

C. Challenges in the community participation approach in education

The first challenge relates to the knowledge of people who are involved in the education process. According to Shaffer (1994), people are involved who are less knowledgeable and skilled than people who are responsible for decision-making. At the same time, they are less blamed for outcome; in this situation the participation does not affect the quality of decisions. A second challenge relates to resistance since the majority of people believe that the government is forcing them to participate and thus resist. The third challenge relates to the lack of encouragement. If the community participation fails to encourage people to be involved, then there will be no participation. Also, sometimes people view their participation as a waste of time quoted in (NJUNWA, 2010).

The fourth challenge relates to the misunderstanding of many NGO's and donors who follow models of community participation. Their understanding of the concept of community participation in school might be different from other community members' understanding of what is meant by their participation. Furthermore, Cooki and Kothar (2001) and Hailey (2001) criticize community participation because of the fake participation and lack of authority in the existing community social structure (Arcand and Bassole, 2007 Cleaver, 2001; Kapoor, 2002; Mosse, 2001) quoted in (NJUNWA, 2010, p.24).

The community participation approach is criticized because they believe that the parents' voices are not heard and local elites abuse their authority in the decision-making (Gertler, Patrinos, Rubio, and Codina, 2008). Another criticism of this approach is that it is a form of control, as many NGO'S put their goals before being involved with the community to define their actual needs.

The fifth challenge relates to less responsiveness as participation aims to promote decentralization. Thus, empowering people by decentralizing the local institutions may not increase the responsiveness of service delivery and may not result in equitable resources allocations. Participation boosts citizens' voices, but the challenge is achieving sustainable tangible results, as well as establishing enough staffing and financing at front-line, to increase the expectations (Kaiser, year not specified).

The sixth challenge relates to teamwork, as the purpose of community participation in education is to bring all members together from diverse backgrounds to work together and achieve common goals that sustain what they achieved. Also, the same study illustrates vital challenges,

which international organizations that support local organizations with ideas and resources may not see eye-to-eye with bureaucracies (Abbass, 2011, p.3).

Community participation will not be efficient and effective unless there is mass mobilization with outlined clear objectives and scope that is easily understood by the community to participate. However, there must be security, safety, and stability to assure and protect the mobilized communities. It is argued that poor communities do not have the ability to contribute in substantial expertise or finance, but have good labor that can mobilized (Abbass, 2011, p.4).

The seventh challenge relates to the weak capacity as the community-based approach looks to mobilize all resources, including in-kind materials and labors, mainly from volunteer contributions. According to (Ariyabandu, 2004), allowing in-kind or cash contribution is difficult to work with if the capacity is weak. Also, the unit cost of providing service may vary between different implementing agencies and different locations. Thus Rawlings et al. (2004) argues that there should be policy guidelines to grantee the least amount service standards among the non-state providers (Slaymaker and Christiansen, 2005, p.22).

The eighth challenge relates to the community readiness, as the community-based approach ensures a response to the real needs of the community and gives priorities to the beneficiary community. Yet, the problem is that the community is not always able to provide solutions (Slaymaker and Christiansen, 2005, p.24).

The ninth challenge relates to the community-level priorities because they may not consistent with societal goals, such as efficiency, equity, or sustainability. In addition, public goods require large and complex systems that are mostly better provided by central or local government.

Therefore, community projects should fit within a policy framework that demands driven sub-components and are guided by a larger system of standards and norms that help in ensuring quality, promote consistency, and facilitate monitoring across the country (Tovo and McLeod, 2001) quoted in (Slaymaker and Christiansen, 2005, p.27)

The tenth challenge relates to corruption because in some cases, community involvement in education can cause many problems, such as a lack of transparency and unfair benefits. At the same time, in many cases community involvement can support education, such as fundraising resources and seeking accountability. The problem is in many cases that schools become helpless and have to wait for someone to come resolve their dilemmas because they continued to receive aid from external or internal agencies. Another major problem is in rural families parents do not value the education and prefer their children to produce money through other means rather than going to school (Kintz, 2011, p.5).

The eleventh challenge relates to efficiency, as community participation can cause an efficiency problem in delivering the service because of many reasons, such as the conflict of interests (if schools are supported by NGOs), lack of defined roles for school sponsors and committees, and inadequate financial resources and facilities. Also, the management teams in many community schools are very weak, which creates problems in delivering proper services (UNESCO, 2004, p.9).

To end part B:

Drake (1996) indicates to improve community participation the barriers must be removed, such as promote awareness of the importance of community education, and provide suitable program content. To determine the effectiveness of a community education program, there should be forms of evaluation that are conducted by community education leaders, regarding the existing services or programs and should be based on these evaluations (Worthen, Sanders, & Fitzpatrick, 1997) quoted in (Tharp, 2007, p.27).

D. Case studies of community participation in education:

Case studies that clearly reflects the effectiveness of community participation in education

In Uganda, the government failed to enroll all the population into primary school so they used the community participation by establishing Parents-Teachers Association (PTAs).The community participation has helped the government to enroll more students in primary education. In both Urban and rural areas, people provide cash and labors to build schools. Therefore, community participation in primary school became a critical aspect in Uganda.

In Zambia, the government realized the importance of community participation in delivering social services. As they depend on community participation in building classrooms as they collected money from community members and parents because

government budget was low to cover all the expenses. Thus, community played a great role in building the school.

In Tanzania, the community participation in the development process has become an important issue for the country economy. First step the government nationalized all schools and industries owned by private people. Community participates in offering building facilities such as wood, sand and other participates in offering money and technical assistance in establishing classrooms. While the government offers funds to buy textbooks and exercise in construction. Therefore, community played a great role in education Tanzania (NJUNWA, 2010, p.22-25).

Case studies in Egypt

Case studies in Egypt show that community participation is effective in education:

ElBaradie and Amin (2010) acknowledge one type of community participation approach in the Fayoum governorate; a Board of Trustees was established for public schools in 2005. This successful development was also created and promoted by the Egyptian government to enhance the quality of education in pre-university education with the participation of community members, including teachers and parents.

Another example in Egypt, according to Zaalouk (2004), is a case study by UNICEF that promotes community participation. The report states that the improvement of education accessibility in underserved areas is a big challenge Egypt has been facing since the 1990s. Even in Upper Egypt, there were no schooling services. The education quality was a major national

concern, as the education system was facing a crisis. Therefore, an agreement between the Ministry of Education (MOE) and UNICEF launched the project of supporting a community school in 1992 in Upper Egypt as a "joint venture for quality innovative education through genuine community participation," according to Zaalouk (2004), the MOE agreed to provide materials, support teacher training and curriculum, teacher salaries.

Meanwhile, UNICEF established the community-based education quality model to respond to the needs of underserved areas in Upper Egypt. This project is a success in many aspects. Many children in the community schools became active learners. Even girls began to portray themselves as empowered, capable, and educated. Families realized the importance of educating their children and the school governance began to apply a new decision-making process. This project aimed to include community participation, as the school activities and curriculum are done by community work. Also, the school served the community by offering extra courses for parents in many issues, such as, health, nutrition, and environmental education. This was done because of the partnership between MOE and UNICEF. They aimed to ensure that there is no school fees and even no school uniforms or other hidden fees for the community. Also, the community played an important role in the project, as NGOs also in the community supported the project by monitoring and evaluating the outcome (DeStefano, 2006, p.4).

Another successful case of community projects is the Alexandria Reform Pilot Project from 2001–2004 that was created to support the community members to be more involved in the school management and to transfer more authority and responsibility to school administrators (USAID Egypt, 2002, p.2). Reported achievement included developing the BOT mechanism and developing the principle that the community has a vital role in monitoring the school management and raising funds for their schools (USAID Egypt, 2002, p.3) Because of the

project's success in 2001, the MOE authorized the Alexandria governorate to take necessary actions to implement the pilot project and to take independent actions to improve student learning, schooling and raising funds; every school was able to create a school, mission, vision and school enhancement plan" (Tietjens, McLaughlin, El Said and Amin, 2005, p.5) quoted in (Megahed, Elmeski and Tanaka, 2010, p.5) In addition, the project aimed to allow school administrators to master new responsibilities, improve quality of education by using the decentralization model. (El Baradei and El Baradei, 2004, p. 62)

E. Sustainable development:

Sustainability is the benefits continuance after donors assistance is completed. It is argued that managing the sustainability is ongoing process that needs to be always reviewed and updated. There is no one way to achieve donors projects sustainability because the different circumstances for every projects; therefore, every project should has its own strategy to sustain the sustainability. Also, achieving the benefits sustainability may differ between countries because of many aspects such as the economic development level, human resources, natural of political decision making and government financial ability.

It is argued that "partner government fit with donor policies" has huge impact to achieve the sustainability of project benefits. It is argued that the stakeholders role is to promote the sustainability because it can't be achieved without participation and support and even donors top-down projects fails to sustain because it doesn't create ownership. Management structure and local capacity can promote the sustainability of benefits because donors supported projects must be managed to allow flexibility during the implementation and local capacity is needed to absorb the systems or structures. Also, it is argued that awareness and training for target groups whether NGOs, communities, and government is essential to achieve the benefit projects sustainability quoted in (AusAID,2000)

One study illustrates that sustainable development is controlled by humanity as it is important to achieve the present needs without compromising the future generations ability. Another view the sustainable development as a social movement where group of people have same ideology and try together to attain their objectives. Its challenge is the complexity such as the natural of

ecosystem and diversity of societies (Kates ,Parris and Leiserowitz, 2005) Knowledge, skills and conscious are the human capacities that is essential in the sustainable development process and education is one of the keys to build these capabilities (Jansen, 2001).

Another study indicates that there are challenges to achieve the sustainability of donors supported projects such as the imposition of donors thoughts, political pressure, tribal, rigid donor conditions and poor coordination. There is a view that donors supported projects won't sustain without donors support even though there many of donors projects that aims to create dependency among the community members but it is hard because many of the projects are designed with the western standards and they aren't locally funded so there is less to say on what works in the local framework (Christopher, 2010).

One study argues that one of the major ways to solve the environmental problems to achieve sustainability is to change people's attitude and behavior by public participation in all the stages of educational process (Smith and Coad ed. 1996). Enlightened and well-informed population will participate with meaningful in the environmental management, protection and planning. It is better to achieve Sustainable development with the cooperation and support of informed public and sometimes wrong actions took place because of the ignorance. Sustainable development is people centered and not production centered, it should be appropriate to the environmental resources as well as to the history, culture and social system of the occurrence place It is argued that to achieve sustainability , we need world population stability , a set of transitions and protected utilize of renewable resources. (Camozzi, et al, 1994) quoted in (Otieno, 2002,p.3).

Berg (1993) quarrels that the priority in donors funded projects is the capacity building which is to strength the institutions and enhance the skills. He indicates that most of these kinds of projects have lack of stakeholders involvement in the design and identification of the projects which leads to low degree of ownership and low commitments towards the development project. Lancaster (2004) indicates that the purpose of donors projects is to achieve geopolitical and diplomatic objectives in Africa. Donors development support is an incentive to convince governments to apply the "political free market economic reform" as source to finance certain issues. However, governance and politics are always the obstacles for all donors (Lancaster, 2004, p.44). According to Kingsbury (2004) many of donors provide support to improve their own political and economic interests through political persuasion or shaping the economic policies of benefit countries or through promoting their own exports. Aid is distributed based on the place where good governance is hold and where is the poverty is significant (Monaheng, 2008,p.38).

Summarizing the literature review

The researcher has reviewed some pervious researches and studies on the community participation in education and sustainable development. After reviewing the literature, it is clear that the previous research tackles community participation in education from both an effective and barriers standpoint, which helps the researcher to illustrate the importance of community participation in education and highlight its barriers. While the studies on sustainable development where tackled from what is meant by it, how to achieved it and what are its challenges. Therefore, this research is different because its empirical study which concerned about the sustainable development. The research focused on the sustainability of community

participation activities in pre-university education, using ERP as case study to examine the

program sustainability on developing the BOT council performance.

IV. Board of trustees and Education Reform Programs

A. Board of Trustees (BOT)

Before discussing ERP activities on developing BOT performance, it is important to introduce the concept of BOT. It is a kind of community participation in education where the community is highly involved especially that parents are involved.

Background:

School-base reform requires a wide-scale of community participation that is based on volunteerism; at the same time, the community should have a belief that their participation in school affairs is important. Thus, a legislative framework has been developed. A ministerial decision was taken to regulate the BOT in schools, as a tool for community participation, as it involves teachers, elected parents and figures from outside the school. BOT is expected to have an effective impact on transparency, service delivery, and administration and school leadership. In addition, effective voluntary and community participation work is the keystone to decentralization. In the education field, community participation preparation should be strongly promoted and decisions related to community participation should be reviewed. Regulations that govern the BOT for every school should also be examined further to ease the community participation, improve civil society skills, and increase experience in the school management to attain governance that is capable of rational planning, policy-making and implementing reform policies and plans (Handoussa, 2010, p.68).

BOT roles and responsibilities based on the existing Egyptian law (ministerial decision):

BOT council consists of 15 members: five elected parents from general assembly, five public figures elected by the governor or by others officials, three teachers elected by a teacher, and a council manager, elected by council members and a school social worker.

BOTs major responsibilities:

- To be involved with the school management in developing a plan to develop school and meet the BOT objectives
- To be involved with the school management in monitoring the implementation process and solving problems
- To support the education process by innovative fundraising in the community
- To build close relationships with all community group members, such as NGOs, businessmen, labor and public figures, to participate together with the school activities
- To work with the school management in designing the implementation plan and ensuring that the school is fully equipped, including infrastructure
- To provide advices and consultancy to the school management in the school and education issues
- To discuss and approve the school budget
- To provide an annual report about school activities and budget
- To apply decentralization in decisions
- To form a general assembly and meet regularly

BOT plays the role of coordinating community participation and quality assurance through establishing partnership between school, family, and the local community. In addition, the BOT provides a variety of services to the local community based on the available facilities (National authority for quality assurance and accreditation of education documents on the standards on quality accreditation of pre-university education, 2011, p.22).

B. Education Reform Program (ERP)

Background:

The MOEs' plan (2007-2008/2011-2012) is to focus on schools as the way to reform pre-university education. The plan focuses on building ownership and promoting the community participation approach, as a way to achieve high quality of education and decentralization. Therefore, the BOT is a way to promote awareness of the importance of education to the community to support developing education activities, build relationship between the school and its local community and school managers and government, and build ownership among different stakeholders. Therefore, in the late of 2004, the ERP came with a vision to work directly on developing the BOT performance at the school level by putting strategies and providing workshops for the BOT members to develop their roles and responsibilities. In addition the plan aims to provide a good atmosphere to the school administration to support the BOT. ERP worked to achieve its vision by training social workers in all education administrations among seven

governorates in Egypt and provide them with all the skills and tools to develop the capacity building of BOT council at the educational administration and school level (ERP report,2010).

Briefly, the ERP trained the social workers to develop community participation and to carry out planning, fundraising and build the capacity of BOT members through trainings, workshops and meetings. ERP promotes awareness among the community members, so they can feel the importance of their participations as well as the ownership sense. In addition, ERP develops the general assemble to carry out BOT elections.

ERPs' purpose is to build the social workers capabilities to apply decentralization efforts, good governance and to build BOT members' capabilities by training them on the following issues:

- To know their roles and responsibilities and how to distribute them
- To know how to design a plan to make community participation more effective
- To know how to design a plan to carry out fundraising initiatives
- To be able support and monitor the school reform plan
- To know how to build their capabilities after evaluating their performance.

Education reform program results:

The program succeeded in introducing a good model of effective BOT that supports the school performance, promotes good governance and creates a sense of ownership among different

stakeholders of education (ibid.). The ERP report indicates that the success of the program has an effective impact on reforming public schools. Therefore, this research is important because it examines the sustainability of an effective project such as ERP.

C. ERP Developed the performance of BOT councils in educational administrations/schools to improve community participation and school performance:

1. ERP trained BOT members to use good governance and accountability to improve school performance.

2. ERP trained BOT members to distribute their roles and responsibilities among them.

3. ERP trained BOT members how to use the community surrounding the school to fulfill its needs.

4. ERP trained BOT members to promote awareness about accreditation standards and to involve all stakeholders to reach these accreditation standards.

5. ERP trained BOT members to put a plan to enhance school performance and apply decentralization efforts. They learned how to design a plan to solve school problems and fulfill its needs and evaluate their performance by using rubric tools. BOT agreed with the school managers to involve parents to solve the school problems and take decision approval by BOT rather than waiting for the long approval procedures from the education administration.

6. ERP trained BOT members to promote accountability: An opened dialogue is created among the school management and board of trustees in school because everyone knows his assigned role and responsibility. The BOT members comment on the school management and performance; it is not a kind of criticism, but a tool to solve the school problems. Since parents are involved from the beginning, they have a role in monitoring what the school promises to do, which is a part of the accountability system between BOT, school managers, and parents.

7. The ERP trained BOT members to create ownership and apply the community participation approach to support education. BOT members learned to build connections with the community and respect their opinion to create full transparency.

8. ERP trained the BOT members to create democracy in school: BOT is a tool to encourage the school community to participate in improving the school performance. Parents think having a general assembly is a way to gather money for the school. However, after the launching of awareness campaigns on community participation, parents saw for the first time real elections in the BOT, which helps create democratic processes in school.

9. ERP trained BOT members to represent a good model in practicing citizen's rights and holding democracy values: The ability of BOT in organizing itself to negotiate the core issues and allowing for the community to be a part of these efforts reflects how the BOT is a model in engaging the community to practice greater citizen's rights and civic participation.

10. ERP trained BOT members to create ownership among the students: The BOT and school management vision aims to create a sense of ownership among the students at an early stage to enable them to later be responsible and collaborative towards their school.

11. ERP trained BOT members to create a sense of ownership among parents: The main indicator to measure parent's sense of ownership is their participation in school activities.

12. ERP trained BOT members to create a sense of ownership among effective community members: The BOT used their network and the community surrounding to gather resources to support the school, using the surrounding private schools and companies to support education.

13. ERP trained BOT members to be the channel that connects community opinions: In larger issues, such as the shortage of teachers, the BOT should have a direct effect on solving these issues. Equally, students have the right to receive quality education; thus the BOT should coordinate with education models and administration to have effective decision-making.

14. ERP trained BOT members to support the principle that all people have the right to receive high quality of education: BOT introduced the principle that quality education is the people's right. BOT assures one of their main tasks is to provide innovative ideas to support school management in solving the school problems, such as the dropping out dilemma.

15. The BOT and social workers defined the factors that prevent students from going to school, which were economic and social factors. For instance, there were 298 girls that dropped out, the BOT solved this problem by collaboration with the NGO sector to cover all the school fees and uniforms for the girls. In addition, the BOT opened class at the school to help them to recover. As result of this effort and the collaboration with local NGOs, in 2009, the 298 girls who dropped out due to financial reasons were able to return to school; even orphans were able to go back to school. This point is fit with the literature as (Kintz, 2011) stated that communities can easily define drop out factors then articulate solutions.

16. ERP trained BOT members to implement knowledge learning methods and services to students at school.

To conclude this chapter, external and internal factors that supported the ERP to develop the performance of BOT council are:

Internal factors:

- Strong support for the school manger
- Assigned roles from BOT members and other roles with school management
- BOT member's elections based on a democratic process
- Effective training workshops for BOT members
- An effective social worker in the BOT council

External factors:

- The training and workshop offered to school social workers and BOT members by the ERP
- The support from the Ministry of Education (ERP and MOE, 2010)

V.   Study Findings

This chapter aims to examine the ERP sustainability on BOT council performance and to highlight the sustainability barriers.

A. Qualitative Data analysis

This section seeks to provide answers to the following three questions:

1. Does the Education Reform Programs developed Board of Trustees enhance community participation based on your own experience?
2. Are the Education Reform Program activities or efforts are sustainable, if yes or no, why?
3. What are recommendations that can develop the Board of Trustees' goal to enhance community participation in education?

1.Does the Education Reform Programs developed Board of Trustees enhance community participation based on your own experience?

The majority of the BOT members agreed that the ERP model developed the BOT council and enhanced community participation**.**

According to BOT member who is also social worker:

> *"The ERP model provided workshops for us, as social workers, to teach BOT members of schools and administrations their roles and responsibilities and how to apply them." – Social worker at education administration (Interview on 9.16.2012)*

This means that ERP model can be useful to develop BOT councils in all Egypt.

According to another BOT member:

"We learned how to create a proposal to ask the surrounding community to fund our school by donating materials or money. We learned how to build a good relation with the local community." – BOT member of school (9.11.2012)

This point fits with the literature as Shaffer (1994) stated that communities and parents are powerful way that can be used to maximize the limited resources.

Moreover, trained BOT members stressed the value of learning how to work together. According to BOT member:

"We learned to work as a team, to plan and solve problems together. We are different stakeholders from one community who work at one council towards same goals. We learned how to do the fundraising in the community." – BOT of school (9.16.2012)

This point fits with the literature as Abbass (2011) stated that the challenge of community participation in education, is the teamwork because it aims to bring all members together from diverse backgrounds to work together to achieve common goals and sustain what they achieved.

2. Are the Education Reform Program activities or efforts are sustainable, if yes or no, why?

The majority of the BOT members and ERP association program coordinators agreed that most of the ERP activities for developing community participation through BOT council isn't effective happening (disappeared or are not practiced frequently) as during the ERP. They agreed that ERP activities are not taking place and stopped by the end of the ERP because there is a weak-monitoring system of ERP activities once the program finished. In addition, there is

less motivation from BOT members, than during the program. Also, there is no funding as during

ERP:

The majority of the sample responses stating there is not enough funding as during the ERP.

> According to BOT member *"The major problem is funding." – BOT member (9.10.2012)*

> According to social worker *"There is no funding offered from the government to train other social workers, as we have to pay to train them on what we learned from ERP training." – Social worker at public school (9.20.2012)*

These points fit with literature as Affiy (2011) stated that there are limited incentives and salaries for community members who want to be involved in high quality service delivery because of the lack of public and private funds, causing donors to worry about the sustainability.

Other challenges relate to low motivation level from BOT members during the ERP or once it

ended. According to ERP program coordinator:

> *"People by nature don't want to change and sometimes their motivation lowered when the project ended." – Association program coordinator (ERP) (9.16.2012)*

A BOT member relates motivation to management of BOT and the ability of BOT head to

motivate participants: *"It all depends on the head of the BOT members, if he   is weak and not*

motivated." – BOT member (9.22.2012). The motivation point that they mentioned is related to

the literature as Abbass (2011) stated that community participation will not be efficient and

effective unless there is mass mobilization with outlined clear objectives and scope that is easily

understood by the community to participate.

Another problem stated by BOT members relates to the fact that the BOT school budget is

managed by the BOT of Education Administrative Unit, which slows the procedures for school

BOT. This relates to high budget centralization, which is confirmed by a Social worker who notes:

> *"We suffered from the centralization of education since now the BOT budget, not donations, is controlled by the education administration, which slows down everything."* – *Social worker at public school (9.26.2012)*

This point is very important because one of the major purpose of establishing the BOT council is to promote decentralization so the BOT's budget should be controlled by them but under supervision from high positions in ministry of education.

Problems related to the relationship with the school management were also mentioned. According to a BOT member:

> *"The school manager wants the day to pass without any problems regardless of anything, while we, as BOT members, want to ensure the students' rights and learning outcome even if we are going to have some problems that need to be solved."* – *BOT member of school (9.26.2012)*

This point indicates that there should be coherent strategy between BOT's members and school managers on their work to achieve their goals. According to BOT member:

> *"Sometimes there is a conflict of interest between BOT member and teachers because a child is a student at the school, so the teacher might treat him differently."* – *BOT member of school (9.26.2012)*

This point highlights the conflict of interest issue; thus, it should be highlighted to all BOT members to avoid any misuse of their positions. According to BOT member:

> *"The problem with ERP is that they invested a lot of money in luxury hotels and food, which makes some of the social workers not to focus on the workshops. Instead, the workers spend time walking around the hotel or do not even want to participate with ERP because of the facilities rather than learning."* BOT member of education administration (9.27.2012)

This point should be highlighted to any development project as any project fund should spend in efficient and effective manner.

3.What are recommendations that can develop the Board of Trustees' goal to enhance community participation in education?

The majority of BOT members agreed on the following recommendations:

- There should be ongoing funding for the functions of the BOT to continue

- Promote the importance of voluntary work

- Work on offering same funding as offered by ERP

- The BOT of school should have its own budget

- Effective monitoring of BOT performance from education directorate.

- Efficient spending of program funds and avoidance of unnecessary expenses on meals and meeting costs.

- Any conflict of interest between school manager and BOT members should be solved and controlled by a law or rule.

B. Quantitative Data analysis

This part aimed to examine the BOTs members performance after ERP ended and to know if there is changing is given from ERP BOT councils at educational administrations and schools that did not apply ERP.

The researcher used Statistical Package for Social Sciences (SPSS) to input and analyze the data and benefits from two analysis methods and the syntax is available in appendix B:

- *Descriptive Analysis*
- *Inferential Analysis.*

Descriptive Analysis is used to understand the respondents' profile. Inferential Analysis is mainly used to answer the research questions.

Descriptive analysis:

In this part, the research highlights the sample profile and characteristics. The descriptive analysis is used in the first part of the survey questionnaire, in this part respondents were asked to identify their occupation, location, and name of education administration. The descriptive analysis helped the researcher to differentiate between the BOT in the educational administrations/schools between the governorates that applied and did not apply ERP.

Table (3)

ERP	Governorates	Number	Percentage
Applied ERP	**Alexandria**	66	52.4%
	Giza	31	24.6%
	Menia	29	23%
Total	**3**	126	**100%**
Never applied ERP	**Giza**	35	35%
	Menia	33	33%
	Port Said	32	32%
Total	**3**	100	**100%**
ALL		226	

The table (3) indicates that the total of the whole sample size is 226 and they can be categorized by the BOT councils in educational administrations and schools that applied/never applied the ERP:

The sample that applied ERP:

The total sample that applied ERP is 126 (The number of BOT members is 83 at the school level and 43 at the educational administration level) distributed among these governorates: Alexandria, Giza and Menia.

- The total sample in Alexandria governorate is 66; two BOT councils from one of the west and east educational administrations and four BOT councils members from the schools that are covered by them (Two BOT councils in schools that covered by each educational administration).

- The total sample size in Giza governorate is 31, one BOT council members from Agouza educational administration and two BOT councils from two schools governed by the Agouza educational administration.

- The total sample size in Menia governorate is 29, one BOT council members from Banimazer educational administration and two BOT councils from two schools governed by Banimazer educational administration.

 The sample that did not apply ERP:

The total sample size that did not apply the ERP is 100; the number of BOT members is 42 at the school level and 58 at the administration level and distributed among the following governorates: Giza, Menia and Portsaid (Since ERP covered all Alexandria governorate , Portsaid governorate was selected along with Alexandria governorate because they are both coastal cities.)

- Total sample size in Giza governorate is 35, one BOT council members from Dokki educational administration and two BOT councils from two schools that are covered by Dokki educational administration.

- Total sample size in Menia governorate is 33, one BOT council members from Maghagha educational administration and two BOT councils from two schools that are governed by Maghagha educational administration.

- Total sample size in Portsaid governorate is 32, one BOT council from East educational administration and two BOT's council from two schools that are governed by East educational administration.

Final note: The total of BOT members are from 9 to 11 at educational administration/school level.

Inferential Analysis:

In this part of the research, inferential analysis is used to answer the research questions to accept or reject the research hypothesis.

- Group 1 (applied ERP project)
- Group 2 (never applied ERP project)

Sub-research question: Does the sample that applied ERP perform better than the sample that did not apply the ERP?

Hypothesis 1: There is a statistically significant difference between the performance of BOT members in administrations and schools that applied and did not apply ERP (on the whole sample).

To verify the truth of the hypothesis, the applied T-test is used. The following table illustrates this point.

Table (4)

T-Test results on whole sample

Group 1 (received ERP model)		Group 2		T-Test	Sig. level
Mean	Std. Deviation	Mean	Std. Deviation	3.163	0.01
51.3040	6.23	48.5700	6.69		

The table (4) indicates that there is difference in the significance level between administrations and schools that applied and did not apply ERP because the T-test value is 3.163 and the statistics level is 0.01, which means statistically that there is a difference.

The mean in Group 1 is 51.3040, which is bigger than the mean in Group 2; it is 48.5700. It indicates that administrations and schools who applied ERP project are performing better than those who did not apply the ERP; thus Hypothesis 1 is accepted.

Hypothesis 2: There is a statistically significant difference between the performance of BOT in administrations that applied and did not apply the ERP.

Table (5)

T-Test results in administrations

Administration 1 (applied ERP)		Administration 2 (never applied ERP)		T-Test	Sig. level
Mean	Std. Deviation	Mean	Std. Deviation	1.617	.109 N0 sig. level
51.**6429**	6.**56**	**49.7759**	4.98		

The table (5) indicates that there is no difference between administrations that applied and did not apply ERP because the T-test value is 1.617 and the significant level is .109. Statistically, there is no significance level between them. Thus, Hypothesis 2 is rejected, which may be because the education model and education leaders ensure the community participation through developing the BOT role.

Hypothesis 3: There is a statistically significant difference between the performance of BOT at the school level that applied and did not apply the ERP.

Table (6) T-Test results in schools

Schools 1		Schools 2		T-Test	Significance level
Mean	Std. Deviation	Mean	Std. Deviation	3.232	0.001
51.1325	6.09	46.9048	8.30		

The table (6) indicates that there is a difference between schools that applied and did not apply the ERP because the T-test value is 3.232 and the statistics level is 0.001 Thus, there is a significance level. The mean in Group 1 that applied ERP is 51.1325, which is bigger than the mean in Group 2 who did not apply the ERP, as it is 46.9048. It can be determined that the sample that applied the ERP is performing better.

Finally, it shows schools that applied ERP project are better off than those who did not apply the ERP; thus Hypothesis 3 is accepted.

Survey Data analysis:

The table below illustrates the BOT role in improving the community participation in education.

Table (7)

The BOT role in enhancing the school performance.

Statement code	Activities	ERP	Activities percentage								Mean	Relative weight
			Always		sometimes		Rare		Never			
			N	%	N	%	N	%	N	%		
3	BOT encourage parents to volunteer	Applied	1	.8	12	9.5	24	19	89	70.5	3.67	90%
		Never applied	4	4.0	57	57	7	7	32	32	2.67	66.75
5	BOT invite expertise to participate in meetings (if the situation required that).	Applied	32	25.4	26	20.6	48	38.1	20	15.9	2.44	61
		Never applied	1	1.0	55	55.0	34	34	10	10	2.53	63.25
7	BOT encourage the local community to support students.	Applied	17	13.5	24	19.0	44	34.9	41	32.5	2.87	54.5
		Never applied	26	26	30	30	31	31	13	13	2.58	64.5
9	BOT participate in improving schools to serve the community	Applied	-	-	60	47.6	39	31.0	27	21.4	2.74	68.5
		Never applied	1	1	48	48	29	29	22	22	2.72	71.75
15	BOT encourage the collaboration between school and university.	Applied	22	17.5	23	18.3	37	29.4	44	43.9	2.82	70.5
		Never applied	9	9	40	40	24	24	27	27	2.69	76.25
16	BOT encourage the collaboration between school and NGOs	Applied	22	17.5	14	11.1	41	32.5	49	38.9	2.93	73.25
		Never applied	8	8	35	35	25	25	32	32	2.81	70.25
17	BOT encourage the collaboration between school and youth center.	Applied	28	22.2	8	6.3	28	22.2	62	49.2	2.98	74.5
		Never applied	8	8	35	35	25	25	32	32	2.81	70.25

From the table (7), the following points are inferred:

In general the percent on the medium grades of the sample that applied ERP is higher than the sample that did not apply ERP in some activities.

Concerning Statement 3, "BOT members encourage parents to volunteer," indicated the highest percent on the sample that applied ERP is (70.5 % never). While the sample that did not apply ERP the highest percent is (57 % sometimes) implemented and (32% never) implemented. The pervious results indicates that the sample that applied and that never applied ERP agreed that this activity does not always happen, which may because of the BOT members distrust in parents to provide volunteer services to administrations/schools. This leads BOT members to not care about this activity. In addition, this may be because some weak concern from administrations/schools managers in improving BOT performance. Also, it may be because parents are too busy to provide support to administrations/schools.

Concerning Statement 5, "BOT council invites expertise to participate in meetings (if the situation required that)," suggests the highest percent on the sample that applied ERP is (38.1 % rare) implemented and (25.4 % always) implemented. While the sample that did not apply ERP the highest percent is (55 % sometimes) implemented and (34 % rare) implemented. The results indicate that there is a weak or less BOT care to invite experts (in cases where they are needed). This means that BOT members are convinced that experts will refuse to participate in volunteer work, leading to low communication between administrations/ schools and local community.

Concerning Statement 7, "BOT council encourages the local community to support students," proves the highest percent on the sample that applied ERP is (34.9 % always) implemented and (17.0 % sometimes) implemented. While the sample that did not apply ERP the highest percent is (30 % sometimes) implemented and (26% always) implemented. The results indicate the percent of sample that never applied ERP is significantly higher than the sample that applied ERP, which may because some of the current leaders in administrations/schools do not have the motivation to activate this activity. Also, it may be because BOT members are not convinced with the BOT role in supporting students, or because the local community members are busy with the political issues that the community is facing based on the consequences of 25 January 2011.

Concerning Statement 9, "BOT council participates in improving schools to serve the community," indicates the highest percent on the sample that applied ERP is (47.6 % sometimes) implemented and (31 % rare) implemented. While the sample that never applied ERP the highest percent is (48 % sometimes) implemented and (29% rare) implemented and an important indicator that (22 % never) implemented. The results indicate that the whole sample (applied and never applied the ERP) agreed that this activity is sometimes implementing. There is a reasonable percent proven that the BOT has a role in making schools serve the community, which may be because there is an awareness on improving the relation between schools and local community through schools. The schools provide some services to the local community, such as opening classes at school to serve people from the community to teach reading and writing courses, etc. Also, the results indicates that is average percent understand that the BOT council does not care in making schools serve the community, which may be because schools do not

have the facilities to provide services to the community, or because some school managers fear to provide the school facilities to the community. In their fear, the school prevents losing anything from its building to avoid accountability from high positions.

Concerning Statement 15, "BOT council encourages the collaboration between school and university," suggests the highest percent on the sample that applied ERP is (43.9 % rare) implemented and (17.5 % sometimes) implemented and (29.4 % rare) implemented. While the sample that never applied ERP the highest percent is (40 % sometimes) implemented and (24 % rare) implemented, (27% never) implemented.

Concerning Statement 16, "BOT council encourages the collaboration between school and NGOs," indicates the highest percent on the sample that applied ERP is (38.9   % rare) implemented and (22.2 % sometimes) implemented. While the sample that never applied ERP the highest percent is (35% sometimes) implemented and (32% never) and (25% rare) implemented.

Concerning Statement 17, "BOT council encourages the collaboration between school and youth center," proves the highest percent on the sample that applied ERP is (49.2 % never) implemented and (22.2 % always and rare) implemented. While the sample that never applied ERP the highest percent is (35% sometimes) implemented and (32% never) and (25% rare) implemented. The results from statement 15, 16, and 17 is that the highest percent from the sample that applied and never applied the ERP indicates that the BOT role is weak in improving the community participation through universities, NGOs, and youth centers which may be

because some of universities, NGOs and youth centers refuse to collaborate with administrations/schools. These entities believe there is a lack of awareness since they believe they must provide money to collaborate with the schools; although they can provide many things other than money that can help support the administrations/schools. Otherwise, it might be because there is a weak communication between BOT and universities, NGOs and youth centers.

To conclude the results and discussions of this table:

- The previous table indicates that there are some activities by ERP that is still on average implemented (to improve community participation through developing the BOT), such as in Statement 3, 5, 7, 9, 15, and 16.

- There is only one activity by the ERP (to improve community participation through developing the BOT) that does not exist or is extremely low such as Statement 17.

- There some activities that the sample who never applied ERP that is still on average implementing, but lower than the sample that applied ERP, such as shown in Statement 3, 5, 9, and 15. In addition, some activities there are some rare or never implemented, such as in Statement 7, 16, and 17.

- Therefore, the results from the ERP activities to improve community participation through developing the BOT council indicate that these activities have a low sustainability and there is no significance experience change among the administrations/schools that did not apply the ERP.

BOT role in achieving the quality assurance

Table (8)

Statement code	Activities Developing BOT performance to achieve quality assurance.	ERP	Activities percentage.								Mean	Relative Weight %
			Always		Sometimes		Rare		Never			
			N	%	N	%	N	%	N	%		
1	Regular BOT meeting.	Applied	2	1.6	9	7.1	36	28.8	79	62.7	3.52	97.75
		Never applied	-	-	-	-	9	9.0	91	91	3.91	88
2	BOT negotiate suggestions concern employees.	Applied	4	3.2	6	4.8	32	25.4	84	66.7	3.56	91.25
		Never applied	17	17	23	23	35	35	25	25	2.68	67
4	BOT support the implementation of educational activities	Applied	29	23	7	5.6	32	25.4	58	46	2.49	73.5
		Never applied	8	8	35	35	25	25	32	32	2.81	70.25
6	BOT participate in solving administrations/ schools	Applied	40	31.7	39	31	31	24.6	16	12.7	2.81	54.5
		Never applied	5	5	54	54	19	19	22	22	2.58	64.5
8	BOT monitor the school budget provision.	Applied	4	3.2	36	28.6	58	46.0	28	22.2	3.12	71.75
		Never applied	2	2	25	25	32	32	41	41	2.87	78
10	BOT participate in self assessments of administration/ school	Applied	3	2.4	11	8.7	33	26.2	79	62.7	3.49	87.25
		Never applied	4	4	14	14	16	16	66	66	3.44	86
11	BOT participate in discussing the results of self assessments of administration/school	Applied	4	3.2	13	10.3	39	31	70	55.6	3.39	48.75
		Never applied	4	4	13	13	20	20	63	63	3.42	85.5
12	BOT participate in planning to achieve the school vision	Applied	-	-	49	38.9	36	28.6	41	32.5	2.94	73.5
		Never applied	-	-	50	50	35	35	15	15	2.65	66.25
13	BOT participate in creating a plan to improve the school building and infrastructure	Applied	5	4.0	22	17.5	38	30.2	61	48.4	3.23	80.75
		Never applied	-	-	52	52	35	35	13	13	2.61	65.25
14	BOT monitor the activities that develop the students skills	Applied	26	20.6	19	15.1	32	25.4	49	38.9	2.83	70.75
		Never applied	6	6	37	37	27	27	30	30	2.81	70.52

The percent on the medium grades in some activities of the sample that applied ERP is higher than the sample that never applied ERP in some activities.

Concerning Statements 1 "Regular BOT meeting." The highest percent on the sample that applied ERP is (62.7 % rare) implemented. While the sample that never applied ERP shows the highest percent is (91 % never) implemented and (9.0% rare) implemented. The results indicates that the sample percent that applied the ERP is higher than the sample that never applied ERP, which may be because the BOT members care to activate their meeting although it might not be regular. Also, it might be because there are some leaders who care to activate the BOT meetings, as it is required by the existing ministerial decision due to the fear of accountability. However, results indicate that there is a reasonable percent from BOT members who do not care to activate their meeting. One reason might be because of low monitoring and accountability from the responsible parties. Otherwise, it might be because some high positions from the education ministry are convinced that the BOT job is a volunteer position, holding it non-accountable.

Concerning Statement 2 "BOT members negotiate suggestions concern employees (if the situation required that)," indicates the highest percent on the sample that applied ERP is (66.7 % never) implemented and (25.4 % rare) implemented. While the sample that never applied ERP indicates that the highest percent is (35 % rare) implemented and (23 % sometimes) implemented. The results indicate that there is low practice from BOT members in doing recommendations discussions on employees issues, which may be because there is weak performance from administration/schools in presenting the recommendations discussions on employees issues to BOT members or because there is weak trust between BOT members and employees on their presenting their recommendations. Thus, the BOT members might

think that this will waste the council's time, or it might because there is low monitoring from high-position individuals.

Concerning Statement 4 "BOT council supports educational activities," suggests the highest percent on the sample that applied ERP is (23 % always) implemented and (25.4 % rare) and (46 % never) implemented. While the sample that never applied ERP shows the highest percent is and (35% sometimes) implemented and (32% never) implemented, the results indicate there is a reasonable percent in the whole sample that agreed on the BOT members support for the education activities, but the highest percent shows that the BOT performance is weak in supporting the education activities. It may be because of carelessness from some administrations/schools in activating some education activities; although it is important to improve the students learning and skills. Also, it might be because there are not any qualified individuals to design activities and activate them, or it might be because there is little awareness from the BOT role in activating the education activities.

Concerning Statement 6 "BOT council solves problems in administrations/schools," indicates the highest percent on the sample that applied ERP is (31.7 % always) implemented and (31 % sometimes) implemented. While the sample that never applied ERP shows the highest percent is (54 % always) implemented and (22% never) implemented. The results indicate the high percent from the sample that applied ERP, proving that the BOT has a role in solving the problems that face administrations/schools. There is an average percent in the sample that never applied ERP that agreed on the BOT sometimes activate this activity, which may be because some of school mangers care to define some problems that face them

and present them to BOT council to put suitable solutions and implement it. While there is average percent see that BOT council don't care in solving problems that face administrations/ schools, which might be because is there some leaders believe that the BOT council cannot solve the schools problems or because of authority issues, such as the school mangers who want to solve the school problems individually without involving any member from the BOT council.

Concerning Statement 8 "BOT council monitors the school budget provision," indicates the highest percent on the sample that applied ERP is (46 % rare) implemented and (28.6 % sometimes) implemented. While the sample that never applied ERP shows the highest percent is (41 % never) implemented and (32 % rare) implemented. The results indicate that there is average percent on the sample that applied ERP, proving that this activity is activated. The average percent on the sample that never applied ERP proves that this activity is not active, which may be because is there are complicated procedures in monitoring the budget spending. Also, it might be because there are many leaders on administrations/schools that believe the budget is a private issue. Therefore, no one, no matter the position, is allowed to monitor it, even though there is an existing law or ministerial decision that gives the BOT council the right to monitor the budget.

Concerning Statement 10 "BOT council participates in self-assessments of administration/school," indicates the highest percent on the sample that applied ERP is (62.7 % never) implemented and (26.2 % rare) implemented. While the sample that never applied

ERP shows the highest percent is (66% never) implemented and (14% sometimes) implemented.

Concerning Statement 11 "BOT council participates in discussing the results of self assessments of administration/school," suggests the highest percent on the sample that applied ERP is (55.6 % never) implemented and (31 % rare) implemented. While the sample that never applied ERP indicates the highest percent is (63 % never) implemented and (20% rare) and implemented. The results of Statement 10 and 11 indicate that there is high percent on the whole sample size given that these activities are rarely activated. These activities are required to achieve the quality and credit assurance, which may be because there are some BOT members that have a lack of awareness on the importance of activating the self-assessment activity to define their strengthens and weak points. It might also be because some of self-assessment teams do not involve the BOT council in the self-assessment study or perhaps the BOT members are involved on official papers only, but not in the reality.

Concerning Statement 12 "BOT council participates in planning to achieve the school vision," shows the highest percent on the sample that applied ERP is (38.9 % sometimes) implemented and (32.5% never) implemented. While the sample that never applied ERP indicates the highest percent is (50% sometimes) implemented and (35% rare) implemented. The results indicate that half of the whole sample agreed that this activity is sometimes activated, which might be because some of leaders need the BOT council to provide funds to achieve their vision.

Concerning Statement 13 "BOT council participates in establishing a plan to improve the school building and infrastructure," proves the highest percent on the sample that applied ERP is (48.4% never) implemented and (30.2 % rare) implemented. While the sample that never applied ERP shows that the highest percent is (52% sometimes) implemented and (35% rare) implemented. The results indicate that there is a high percent on the sample that applied ERP, agreed that this activity is rarely activated. While also there is a high percent on the sample that never applied ERP agreed that this activity is sometimes activated, which might be because the BOT members are not highly convinced with their role in improving the school's infrastructure and building. Perhaps they believe that the institutions are responsible for building. The difference between the sample that applied and never applied ERP is may be because of the nature of leaders and levels of school building and infrastructure.

Concerning Statement 14 "BOT council monitors the activities that develop the students skills," proves the highest percent on the sample that applied ERP is (38.9% never) implemented and (25.4% rare) implemented. While the sample that never applied ERP shows the highest percent is (37% sometimes) implemented and (27% rare) and (30% never) implemented. The results indicate that there is a reasonable percent on the sample that applied/never applied ERP agreed this activity is sometimes activated; while at the same time another reasonable percent agreed that this activity is never activated. This might be because there is no monitoring plan in the implementation of these activities that develop students or because there are low BOT members with skills in evaluating the activities. Thus, they will

not monitor it or may be this activity might be activated on official papers only, but not in reality.

To conclude the results and discussions of this table:

- The previous table indicates that there are some activities by ERP that is still on average implemented such as statement 4,6 ,8 and 12

- There are some activities that is still on average implementing by the sample who never applied ERP such as statement 2,4 6, 13 and 14.

- There are some activities that is extremely low practice by sample that applied ERP and didn't apply ERP such as statement 1,10 and 11.

Summary of the findings:

The empirical study answered the research question: To what extent has the ERP improved the community participation in education through developing BOT council performance is sustainable (to know sustainability of ERP activities on BOT council performance and to know if there is a changing experience from ERP among the BOT councils at educational administrations/schools that never applied ERP). From the empirical study (interviews and surveys), the researcher can present:

- Summary of the findings

- Some strengthens and weakness points on the whole sample after the program ended

- Indentify the barriers of the ERP sustainability on BOT council performance.

The empirical study summary is that the sample that applied ERP agreed that the ERP was useful to develop the BOT council performance, but it indicates that after the program ended, some of the ERP activities on the BOT council performance disappeared or is low practicing. Thus, the sustainability of the ERP activities is low. The sample that never applied ERP indicates that the BOT council performance at the educational administration and school level is low, which means that there no significance changing experience from ERP is given to them. However, the sample that applied ERP is doing quiet better than the sample that never applied ERP in some activities.

First: The Strengthens in BOT councils at educational administrations/schools that applied/never applied ERP:

- BOT care to meet even though it might not be regularly

- BOT involved in solving students problems

- BOT involved in designing the self-assessment study.

Second: The weakness in BOT council at educational administrations/schools that applied/never applied ERP:

There is weakness from BOT members on the following points:

- Doing recommendations discussions concerning the employees to develop the work

- Encouraging parents towards the volunteer work
  activating the educational administrations/schools to serve the community

- Supporting the education activities that develop students' skills to achieve the goals

- Monitoring the school budget spending

- Achieving the quality assurance, which leads to low participation in self-assessment and designing an improvement plan

- Building workable relationship with the community participation, such as the collaboration between universities, NGOs and youth centers

<u>Barriers that affect the ERP sustainability on improving community participation through BOT:</u>

1. There is no tools that guarantees the sustainability of the ERP after completed

2. There is ignorance to the experience of high-quality individuals that ERP developed

3. There is shortage in the local facilities (funding) to improve community participation through developing the performance of BOT council that cannot be compared with facilities that were provided during the ERP.

4. There is no proper monitoring from high positions in the MOE to ensure the sustainability of ERP activities on BOT council performance.

5. There is no clear organizational memory that includes the ERP data on its activities and a list of social workers names that were trained by ERP.

6. There is lack of understanding of what is meant by community participation and how to developed it.

7. There is lack of collaborations between the BOT members at educational administrations/schools.

8. Some BOT members only care to officially activate the BOT council ministerial decision, but in reality they do not activate it.

9. There is a low BOTs members commitment towards their work as it is voluntary work.

10. The BOT members don't solve problems in the appropriate time.

11. There is a Low monitoring from Education directorate towards BOT council.

VI. Recommendations, conclusion and future research recommendations

A. Research recommendations:

The researcher will introduce some recommendations to help the research to achieve its goals:

There are some opportunities in the pre-university education which provoke the researcher to suggest recommendations:

- Ministry of Education cares to improve the community participation and decentralization through establishing the BOT council

- National authority for quality assurance and accreditation of education are concerned about the community participation through the BOT in approving the school accreditation

Research recommendations are divided into two parts: Part one for the BOT councils at educational administrations/schools that applied the ERP and Part two for the BOT councils in educational administrations/ schools that never applied the ERP.

Part one: For the BOT councils in educational administrations/schools that applied the ERP (To grantee the sustainability of ERP activities and any related project)

1. There should be available documents on the ERP activities, such as the training programs

2. There should be available a list of social workers that were trained by the ERP

3. There should be an action plan to implement ERP activities or related activities

4. The ERP experience should be given to others who didn't apply ERP (exchange experience)

5. There is should be sufficient funding and human resources to improve community participation

6. The community participation standards should be applied based on the quality standards documents in the pre-university education in Egypt

7. BOT council performance at educational administrations/schools should be monitored from high positions in the MOE

8. There should be certain standards to evaluate BOT council activities

9. The BOT council should have the chance to do a self-assessment so they can define their strengths and weaknesses

10. There should be a feedback process for the BOT council performance at educational administrations/schools.

11. Motivation should be created among all BOT members towards their work.

12. Allow all BOT members at educational administration/school level to express their concern and ideas to improve their performance through meetings and workshops

13. Promote the importance of community participation and its role in improving academic performance and achieve quality accreditation through campaigns, workshops and meetings.

14. Effective BOT council model at the educational administrations/schools should be record to change their experience to other BOT councils and at the same time to motivate the effective BOT councils to continue.

Part two: For the BOT councils in educational administrations/ schools that never applied the ERP.

1. Evaluate BOT council performance at the educational administrations and schools level to know the strengths and weaknesses.

2. Record the BOT meetings through documents or any other available tools.

3. Promote awareness among BOT members of the importance of community participation in achieving the educational administrations and schools vision.

4. There should be effective communication between educational administrations/schools and community.

5. Promote teamwork in work environment.

6. Encourage the BOT members to express their weak points and ask for help or guidance.

7. High positions in the MOE should pay attention on the BOT council reports and discussions

8. The BOT council should have more authority, but with good monitoring of financial issues.

9. Ensure the elections of BOT council: the social workers of the schools are very important in this phrase to sure the general assembly and BOT council are done correctly as they are essential to have effective BOT council

10. Support the BOT council by providing sufficient funds

11. Exchange the experience of trained BOT members and social workers at the schools: There should be a tool to exchange the social workers experience to other social workers who did receive training and workshops from the ERP.

12. Increase awareness of roles and responsibilities of BOT members and school management.

B. Conclusion:

This research tackled the sustainable development after donor-support ended, focusing on the sustainability of community participation activities in pre-university education. Since BOT represents the community participation, the ERP was chosen as a case study to examine its sustainability on developing the BOT performance in public schools at educational administration and school level. However, the research findings indicate that the ERP sustainability on BOT performance is low and there is no significance exchanging experience is given from ERP to others who did not apply the program. Therefore, the research recommendations may be useful to enhance the sustainability of ERP or for any related program or it may be useful to enhance the performance of BOT in public schools.

C. Future research recommendations:

1. Promote the community participation in higher education in Egypt

2. Strategies to develop community participation in technical schools in Egypt

3. Reforming the BOT in primary education in Egypt through the quality standards

4. Civil society organizations and improving community participation in Egypt

5. The relation between the improving community participation and achieving quality performance in Egypt.

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VIII. APPENDIX

A. Questionnaire for Participants

Dear Sir,

This questionnaire is for Master thesis of public administration at AUC, based on the American

University of Cairo requirements the application was sent to the International Review Board

(IRB) at AUC to obtain their approval and ensure all procedures are in line with the ethical

guidelines. The thesis title is the sustainability of improving community participation in

education through developing BOT projects; the thesis aims to reach recommendations to

improve community participation through developing BOT.

Kindly answer the three parts on the questionnaire

Part 1:

Respondents' profile:

1. Occupation:
2. Governorate:
3. Education administration:

Part 2:

Kindly check on the grade that represents the reality of your work at council whether the
activities are high, medium, low or not practicing.

#	Activities	Grading levels			
		Always	sometimes	Rare	Never
1	Regular BOT meeting				
2	BOT negotiate suggestions for employees				

3   BOT encourage parents towards volunteer work

4   BOT support the implementation of educational activities

5   BOT invite expertise to attend meetings (in case where they are needed)

6   BOT participate in solving the school problems

7   BOT participate in solving the administration problems

8   BOT participate in monitoring the school budget spending

9   BOT participate in improving schools to serve the community

10   BOT encourage school to serve the community

11   BOT participate in self-assessments

12   BOT participate in planning to achieve the school vision

13   BOT participate in creating plan to develop the school infrastructure and maintenance

14   BOT support the activities that develop

students skills

15   BOT encourage the collaboration between school and universities

16   BOT encourage the collaboration between school and NGOs

17   BOT encourage the collaboration between school and youth centers

B. (Syntax)

COMPUTE total=(stat_1 + stat_2 + stat_3 + stat_4 + stat_5 + stat_6 + stat_7 + stat_8 + stat_9 + stat_10 +

stat_11 + stat_12 + stat_1

 3 + stat_14 + stat_15 + stat_16 + stat_17).

EXECUTE.

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T-TEST GROUPS=erp(2 4)

 /MISSING=ANALYSIS

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 /CRITERIA=CI(.9500).

T-TEST GROUPS=management(2 4)

  /MISSING=ANALYSIS

  /VARIABLES=total

  /CRITERIA=CI(.9500).

RELIABILITY

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stat_13 stat_14 stat_15 stat_16

   stat_17

  /SCALE('ALL VARIABLES') ALL

  /MODEL=ALPHA.

SORT CASES BY erp.

 SPLIT FILE LAYERED BY erp.

 DESCRIPTIVES VARIABLES=stat_1 stat_2 stat_3 stat_4 stat_5 stat_6 stat_7 stat_8 stat_9 stat_10 stat_11

stat_12 stat_13 stat_14 stat_1

  5 stat_16 stat_17

/STATISTICS=MEAN STDDEV MIN MAX.

FREQUENCIES VARIABLES=stat_1 stat_2 stat_3 stat_4 stat_5 stat_6 stat_7 stat_8 stat_9 stat_10 stat_11

stat_12 stat_13 stat_14 stat_15

stat_16 stat_17

/ORDER=ANALYSIS.

C. IRB approval

This is to inform you that I reviewed your research proposal entitled "community participation in

education.," and determined that it used appropriate

procedures to minimize risks to human subjects and that adequate provision was made for

confidentiality and data anonymity of participants in any published record. I believe you will

also make adequate provision for obtaining informed consent of the subjects. Thus, the

proposal qualifies for exempt review, meaning that I have approved it.

Atta Gebril

IRB