

ABSTRACT

مستخلص الرسالة باللغة الإنجليزية

ABSTRACT

Title: To have Effective Frame Work for Partnership between the Government and ngo, s to Educate Citizenship in the Pre-university Educations

Name: Saneya Badawi Soliman Mohammed

Supervised By: Prof. Dr. Zenat Mohamed Taballa Year: 2021

Degree: Master of Planning and Development - Institute of National Planning

There are several problems that impede the existence of an effective partnership between the state and civil societies in relation to citizenship education in public education institutions, including: What belongs to the state represented by the Ministry of Education, and some of which belongs to civil .societies

The study aimed to come up with a framework that includes best practices related to the partnership between the state and NGOs. To achieve a greater .spread of citizenship education in pre-university public education institutions

The researcher used the descriptive approach to describe the community of the phenomenon, and to analyze the responses of those targeted by the parties of the partnership through a questionnaire applied with both government and civil society representatives, in addition to surveying the opinions of experts and .those interested in the issue under study using a wave interview guide

Key words:

Citizenship education - NGOs - partnership - partnership framework

Study Summary

ملخص الرسالة باللغة الإنجليزية

Study Summary

Introduction:

By researching the work of civil societies in the field of education, we find many problems that limit the work of NGOs efficiently within educational institutions in general and in the field of supporting and raising citizenship in particular. Previous studies have confirmed that despite the Ministry of Education in Egypt keenness to activate community participation in reforming and developing the system Education However, reality indicates the isolation of educational institutions in their relationship with community institutions, including civil societies.

In addition to the above, there are several problems that impede the existence of an effective partnership between the state and civil societies, especially with regard to the issue of citizenship education within government education institutions. Of course, these problems include what belongs to the state represented by the Ministry of Education, and some of them belong to the NGOs, which this research study is interested in proposing. And studying it with the aim of reaching an effective and efficient partnership framework between the state and NGOs to support citizenship education within pre-university public education institutions.

The importance of studying:

The importance of the study is represented in its research of the content of programs offered by NGOs in the field of citizenship and civic education, in addition to its coming out with a framework that includes best practices related to the partnership between the state and NGOs to achieve a greater spread of citizenship education in pre-university public education institutions.

Objectives of the study :

- General objective:

Reaching out to a vision for an effective partnership framework between the state and NGOs that allows the application of citizenship education programs within government pre-university education institutions.

Procedural goals:

- Learn about the relationship between civil societies and the Ministry of Education to achieve joint cooperation between them.
- Knowing the challenges / obstacles that civil societies face during the implementation of civic education programs.
- Reviewing the experiences of leading NGOs working in the field of citizenship education in schools.
- Proposing a joint framework for the Ministry of Education and NGOs to allow associations to implement successful and effective civic education programs within pre-university public education institutions.

Study Approach:

Descriptive and analytical approach in describing the theoretical side of the study by reviewing a set of previous studies, and many literature that dealt with citizenship and the role of civil societies in the field of citizenship education and the most successful experiences in this field implemented by pre-university government education institutions.

In addition to field work and the resulting results that refer to the opinions of workers in this field from the government and private sectors, **using standardized tools to collect data, which are:**

- 1- A questionnaire directed at those in charge of the departments of community participation in the Ministry of Education.
- 2- A questionnaire directed at those in charge of education programs in NGOs.
- 3- Interview guide for experts / executives.

The message came in four main chapters as follows:

The first chapter: The general framework of the study, which reviewed the basic concepts and previous studies in the field of study and the steps of work carried out to complete the research study.

The second chapter: which reviewed the historical framework for the work of NGOs in the education sector, as well as the current framework of partnership

between the state and NGOs, and the most important challenges facing NGOs working in this sector. The chapter also presented a number of experiences of leading NGOs in the field of citizenship education in pre-university government education institutions.

The third chapter: which reviewed the field study tools prepared for interviewing the target of the government and private sector, as well as explaining the procedures for implementing the study and finally reviewing the statistical results resulting from the application of the field study tools and dealing with them with explanation and analysis indicating the general results of the study

Chapter Four: Who worked to come up with an effective and efficient procedural vision to activate the partnership between the state, represented by the Ministry of Education and the private associations working in the field of citizenship education in pre-university government education institutions, reviewing the framework determinants and those in charge of it and the procedural steps necessary to activate it.

General results of the study:

1 - The weakness of the associations' ability to secure fixed and self-financing for the work of the societies that enables them to implement the programs continuously within the governmental schools. Most of the sources of funding for the association programs in the education sector are either external grants or other sources of funding, which means the lack of continuity of these programs, especially those related to citizenship education.

2- The lack of government funding available to NGOs in the education sector, noting that the researcher's question was not directed only to the support provided by the Ministry of Education, which is definitely suffering from a lack of resources, but the question was directed to government funding in general, and it is worth noting that many ministries such as the Ministry of Environment and the Ministry of Solidarity And the Ministry of Youth provides support to NGOs in several fields and different activities, and in 2017, for example, the Ministry of State for Informal Settlements (which was resolved in a subsequent ministerial

reshuffle) provided funding to 12 NGOs in the governorates of Cairo and Giza to activate summer activities in government schools and develop works and constructions for the simple, dilapidated infrastructure in government schools. Targeted in the two governorates.

3- Although the strategy and vision of the Ministry of Education emanating from the vision of Egypt (2030) carries explicit provisions towards supporting the participation of NGOs in the field of education, as well as supporting education leading to the realization of citizenship (according to the response of the government sector and reviewing the strategy of the Ministry of Education), but the actual practices of those in charge of Implementation of the strategy does not necessarily reflect this positive trend (according to the response of the representatives of NGOs to the questionnaire).

4- Reflected the viewpoint of respondents from the government sector that the priority interventions from the private sector are direct material interventions such as providing financial assistance to students and people with special needs, while the participation of associations in the elected structures and boards of trustees was in a low rank, as well as the programs of civic education and citizenship support did not gain an advanced position But it came last.

5- Confirming the above, the most priority areas of work from the government sector's point of view were to support the infrastructure in the first place by asking them about their point of view, as well as the viewpoint of NGOs, indicating that in response to government practices, associations are obliged to put the infrastructure support field as their first priority This was evident when asking representatives of associations the same question, as capacity support and qualification of teachers and specialists came as a first priority from their viewpoint, while infrastructure support came as a first priority when asking representatives of associations about the government's viewpoint.

6- In an indication that the field of citizenship was not among the most priority areas, the programs of civic education and supporting the values of citizenship among students came in a middle rank (ranked third out of five) and with the same percentage from both the government and private sectors, indicating that

the government sector did not consider this The field is not considered important to make it take the first or second order, and that the private sector does not receive a welcome from the government to implement such programs. It is noticeable here that the priorities have always come to activities / services that have a direct impact (supporting infrastructure - providing aid to students).

7-As for the roles of the Community Participation Department, according to the organizing ministerial decisions, the priority came with a permanent response, with a rate of 95%, to the role of monitoring the performance of the society within the educational institution, followed by the role of granting / preventing approvals (according to the interview guide applied with the head of the Community Participation Department at the Ministry of Education, it is actually the one who gives / The approval is forbidden by the Security Department at the Ministry of Education, which in turn refers the activity papers to various external security agencies and waits for their response with approval or not, and then informs the Community Participation Department about the extent of granting approval or rejection of the activity required to be implemented by the association).

8- The results reflected the government sector's interest in the supervisory role at the expense of other roles (for example technical support - information support - capacity building), as by asking the government sector about the most important obstacles to the partnership between the government and NGOs, the government's responses came to the lack of clarity of funding sources 33% despite Basically, the Ministry of Education is not considered a supervisory body, and it is not entitled to monitor or verify the sources of funding for NGOs. In addition, among the papers submitted by NGOs to the Ministry of Education, the Ministry of Social Solidarity approves funding. Despite this, there are some projects for associations that are rejected despite the association obtain the approval of social solidarity on the value and destination of funding, which also reflects the conflicting government decisions towards civil work.

9 - The response of the societies came that the field of civic education is one of the areas that the Ministry of Education imposes restrictions on working in, with 84% of the individuals of the sample of representatives of NGOs.