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Second-chance programs addressing early school leavers: A SWOC analysis of an intervention in a marginalized urban area in Cairo

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School of Global Affairs and Public Policy

SECOND-CHANCE PROGRAMS ADDRESSING EARLY SCHOOL LEAVERS:
A SWOC ANALYSIS OF AN INTERVENTION IN A
MARGINALIZED URBAN AREA IN CAIRO

A Thesis Submitted to the

Public Policy and Administration Department

in partial fulfillment of the requirements for the degree of
Master of Public Administration

By

Nada Nabil George

Supervised By: Dr. Ghada Barsoum

SPRING 2016

Acknowledgment

Over the years I've learned how to lock myself up in a circle of hope, knowing that God has His best plan for me, and promised me things concerning my life.

I would like to express my sincere gratitude to my thesis supervisor Dr. Ghada Barsoum for her continuous support, patience and immense knowledge, which I greatly value and appreciate.

She has been a great mentor, who brought the best out of me with patience and care.

I would like to extend my great appreciation for my readers Dr. Shahjahan Bhuiyan and Dr. Khaled Abdelhalim for their outstanding guidance and support.

Also, I would like to send special thanks to all the staff and volunteers from the local NGO, who were very cooperative in helping me to collect my data. To young children of Egypt living in poor areas, I am hoping always for a better and brighter future for all of you.

Special thanks for my Husband, My mother and my Sister for their non-stop support and encouragement.

A sincere and heartfelt appreciation for my beloved dad Nabil George Attalla, whom I wished that he could join me this moment; I am dedicating this thesis for his memorial.

For me his life was a blessing, and his memory is a treasure.

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ABSTRACT

The thesis explores the topic of second chance programs that are being provided to early school leavers living in poor urban areas. The purpose of these programs is to enable school learvers to compensate for the skills that were not attained for not going to school. The case study focuses on a program in the garbage village (Zabbaleen area) located in Mokattam area in Cairo, Egypt. This area was chosen because of the high rate of early school leavers, attributed to the requirement of their job (garbage collection) to support their families. The study focuses on a local NGO located in the Zabbaleen area that is providing a second chance program for children living in the same area. The thesis is based on qualitative research method, in the form of in depth interviews with the NGO program staff, field observations of the children attending the classes, and interviews with some of the residents of the area. The study is showing major factors causing dropping out of school, and illustrating several aspects of the second chance program in a form of SWOC analysis (Strength, weaknesses, opportunities and challenges). Strengths identified relate to being formed located in the same Zabbaleen Community, and to getting in close and direct contact with parents and children. As for the weaknesses identified, these relate to the lack of proper communication among other NGOs serving the zabbaleen area, to the finding that some children are dealing with the program as an alternative to schools (not willing to enroll back to school), besides, the inflexible internal regulations and policies. As for the opportunities, the NGO is showing a strong positive engagement with the residents despite their challenging environment in which they live and even positively influencing norms such as gender culture. The last part of the analysis was the challenges of the program which highlight the competition from other NGOs serving the area, the weak collaboration with governmental entities, and the challenges in securing funding to support their major activities.

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Table of Acronyms

APE   Association for Protection of Environment

EHDR   Egypt Human Development Report

EU   European Union

ICESCR   International Covenant on Economic, Social and Cultural Rights

MDGs   Millennium Development Goals

NGOs   Non-governmental Organizations

PISA   Programme for International Student Assessment

SDGs   Sustainable Development Goals

SWOC   Strengths, Weaknesses, Opportunities, Challenges

UNDP   United Nations Development Program

UNESCO   United Nations Educational, Scientific, and Cultural Organization

UNICEF   United Nations children's Funds

Chapter 1: Introduction:

Education is essential to develop societies, and an important drive to progress. Moreover, through education, large number of developing countries reduces their rate of illiteracy. However, other developing countries are still not on track to meet the Millennium Development Goals (MDGs) for education. In developing countries, there are significant number of children who drop out of their schools, without learning the basic skills and knowledge (World Bank, 2013). Usually, children who did not complete their official education (early school leavers) are belonging to marginalized areas. According to UNESCO's concept paper on marginalization, children who are marginalized, belong to five categories; gender (Girls), culture (ethnic groups), location (urban, rural, slums), poverty (working children), special needs (orphans and disabled) (UNESCO, 2009).

Egypt is amongst the developing countries which are not meeting the MDGs for education, despite that the government is trying to develop education through several programs (EHDR, 2010). The Egyptian government is still facing challenges in education, such as curriculum quality, lack of qualified teachers, and insufficient training for teachers to deal effectively and creatively with children. In marginalized areas in Egypt, some families consider their children as economic assets. Accordingly families urge their children to work for helping them in providing sources of income. Consequently, children's labor market force rose due to economic needs, which means that families cannot afford costs of living so they need the help of their children through working and earning money to participate in living costs. In 2004, a survey was conducted by the National Council for Childhood and motherhood on child labor in Egypt, showed that around 65 percent of poor families there is at least one child not enrolled in official education and working to help his family (2004).

Most NGOs, targeting education have adopted numerous initiatives to improve education, and due to the increasing number of drop outs in Egypt, local NGOs along with their donating partners have created a kind of non-formal educational programs to support marginalized children and help them attain skills and knowledge that will help them in life. A program tailored for children who dropped out of their schools is called *Second chance program*. Principally, NGOs are the lead for offering such programs to children in marginalized areas. Considering what motivates these children to change their lives, will improve the ability of educators to provide the support needed to ultimately reach their goals and benefit them. *"All education and training agencies and NGOs acknowledge the importance of second chance education"* (Bakalevu, 2011 p.32). Second chance programs are now recovering "failures of the education system and social and economic disadvantage of school leavers (which) results in the inefficient use of the nation's human resources" (Bakalevu, 2011 p.32). According to 2006 World Bank report, preparing youth well and giving them the chance to access good quality of second chance programs, have been shown to have high returns both to the young people themselves and to society as a whole.

Second chance programs are also being initiated by NGOs in developed and developing countries, since early school leaving is also an issue in some countries. In the European Union, Spain and Portugal are having the highest rate of national average early school leavers (European Union, 2013). The EU have addressed this issue, declaring the risks of early school leaving which will lead to marginalization through economic and social exclusion. Consequently, NGOs have provided non formal education and second chance programs to provide opportunities to resolve the early school leaving issue. Also, in Australia, Netherlands and New Zealand, there are several second chance programs; educational and vocational in order to improve the numeracy and literacy to help early school leavers engage back to official

education (Poliadno, 2012).

The purpose of this thesis is to examine the impact of second chance program on early school leavers in a marginalized area in Egypt. A case study for a second chance program in Egypt is being implemented in a poor urban area called the Zabbaleen (Garbage), located in Mokattam in Cairo, Egypt. The NGO executing this program is located in the same area for serving residents there. The purpose of this program is supporting children and enabling them to acquire proficiencies needed to find good jobs, and be independent future pioneers. Moreover, the program is providing activities to enhance their capabilities, mind progression, and encouraging to enroll back to schools.

In this area, all children are working in the garbage to help their parents, and this is a major factor causing them not to complete their official education. Therefore, their social and economic matters drove them to work more than to be educated.

The main contribution to the literature is highlighting on a case study of group of dropping out of school children joining a second chance program, while examining their psychological and mental development. The study will also add to the literature through focusing on Egyptian poor urban areas, in addition to, exploring the role of NGOs in funding such programs to contribute to the independency of children in urban areas.

Throughout the thesis, the analysis will be showing the SWOC (Strengths, weaknesses, opportunities and challenges) of the second chance program. In order to implement a successful second chance program, all working on the program shall enforce the strength, consider the weaknesses, make use of all opportunities and make adequate strategies to face the challenges.

A. Statement of the Problem

Early school leaving is caused from a combination of economic status and social conditions, and it's a challenge for young children who are involved in such circumstances that are out of their hands. In the Zabbaleen area, parents are used to withdraw their children from schools at early age, in order to contribute to the living e expenses, through working in garbage collection with them. The work divided in the garbage collection is gender based; collecting and sorting. Boys are accompanying their fathers to collect the garbage from door to door from each household. This garbage is originally unsorted but after picking it up, they take them back to the Zabbaleen area, for sorting out. Women along with their daughters are the majority in sorting the garbage, while specific families concentrate in sorting certain materials from the garbage such as paper, plastic, aluminum, glass, etc.

Children in the Zabbaleen area are impacted by the working environment they are brought in. Without their contribution at work, their parents will suffer alone, thus they are considered major assets. Accordingly, education is not a main right for them, and even they are not aware of this right, due to their immense input in garbage business. Even those who are at schools, they usually drop out from the age of 8 or 9 to work with their parents. The stage of dropping out (Primary level) is considered an essential stage, where the child learns the basic skills of life. Being an early school leaver will hinder them from acquiring more skills and develop themselves, even at their actual work that they are doing on daily basis.

Why Early School Leaving is a Problem?

➢ *Education is a human right*

As per the United Nationals 2030 Agenda in 2015 for Sustainable development goals, attaining a good quality education is the basis of progressing people's lives. Also, the right to educate is endorsed by the international human rights law in several agreements (UN, 2015). The broad coverage of the right of education if found in the International Covenant on Economic, Social and Cultural Rights (ICESCR) under articles 13. Article 13 states "the State Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality" (ICESCR, Article 13).

➢ *Primary Education Level is essential:*

The primary level of education is an essential stage in the development of every child, without the right to education children are unable to realize other rights. The primary level of education because it is widely perceived as an integral phase, where child's proper foundations is being established. The ICESCR article 13 2 (A) emphasis that primary education shall be compulsory and free for all. The problem is that children in poor urban areas drop out of schools in this stage.

According to the 2006 Population and Establishment Census conducted by the Central Agency for Public Mobilization and Statistics (CAPMAS), the number of children not enrolled in basic education, in both urban and rural areas through the measurement of the percentages of dropouts and those not enrolled;

	Urban	Rural
Dropouts %	4.5%	4.0%
Not Enrolled %	9.5%	11.1%
Total %	14.0%	15.1%

Figure 1: Children Not Enrolled in Basic Education, Dropout Rates and Not Enrolled
(Source: CAPMAS, 2006)

➢ *Quality of Education in Egypt:*

The prevalent problems of the Egyptian education system are based on the centralization of the government and deterioration in the quality of education. Although the government provides free education at all levels, there are various contradictions between the types of education attained at the public schools versus private ones. According to the 2012 World Bank, there are great differences in educational attainment of the rich and the poor.

➢ *Child Labor:*

Dropout rates at the primary school level are typically related to socio-economic factors. Many Social and economic pressures are driving many families to withdraw their children from schools and involve them at work. The main reason is to give financial support along with their parents' jobs. Usually, the type of work they are engaged in is unsafe and endangers their health as well as their future lives.

B. Research Question:

The thesis addresses the question on the strengths, weaknesses, opportunities and challenges (SWOC) of a second chance program addressing early school leavers in a poor underprivileged neighborhood of garbage collectors. The thesis also taps onto issues related to the factors causing dropping out of school

C. Background:

The education sector in Egypt is facing several challenges despite the exerted efforts, which have been increasing during the last years. One of the problems that were identified by the league is the poor quality of the whole educational process (El Baradie, 2004). An education system which has a high rate of drop outs and repetition of school low grades, gives the indication that students are not being adequately given the proper education. Other problems include insufficient school buildings, overcrowded classrooms and inadequate teacher training and salaries. Despite the ongoing attempts in reforming education and resolving the challenges, there are still many hurdles that have yet to be resolved. In 2008, Egypt spent about 12% of its public expenditure on education, which is considered a large percentage allocated in a developing country than those allocate in developed ones (UNESCO, 2011). Nevertheless, early school leaving is still found in urban areas (around 28% correct, which is more than quarter of the students) and needs to be addressed through a comprehensive approach on examining the factors of dropping out of schools.

1. Education System in Egypt:

The official education system in Egypt is divided into four main stages (Clark, 2013). The first stage is the primary stage consisting of 6 years, in which students enter at the age of 6 and complete at the age of 12. This is the stage where most children drop out from schools, and as mentioned before, primary is a fundamental stage. At the last year of the primary stage, students take standardized national exams, regulated by the Ministry of Education, in order to be capable to move to the next stage. The second stage is preparatory, which lasts for three years, and also at the end of the 3rd year, students take national comprehensive exams to move to the following stage of official education. The third stage is the secondary stage, which is also divided into 3 years, but the students are specialized in one of three specializations (Math, Science or Literature) at the second and third year. The latter is the ordinary secondary stage, and there is also technical secondary stage. Basic technical and vocational education is provided through technical and commercial schools and post-secondary institutions. The technical secondary stage is also 3 years and the institution is 2 years and 4 years of study (Abrahart, 2003). The fourth and last stage is the University, where students graduated from schools choose the certificate they want to continue in their career. Universities differ from 4 or 5 or 7 years in case of medicine.

2. Main Weaknesses of the Egyptian Education System:

According to reports made by the World Bank (2007), EHDR (2010) and Education for Employment (2011), all stressed on the low rate of return of the Egyptian education for university graduates, which is followed by high unemployment rate. The ineffective provision of the budget allocated for education, the high drop-out rate and repetition rates in primary education levels, along with the noticeable skills mismatch between labor demand and supply are all factors that explicitly point at Egypt's poor quality of education.

The background paper by Louisa Loveluck (2012) summarizes the main defects in the Egyptian education system causing the dropping out of schools as follows;

a. *Causes related to the teachers:*

o   Small number of teachers compared with the number of students

o   Teacher to student ratio is relatively high 1:27

o   Lack of training for teachers on modern teaching methods that is focusing on promoting children's skills and developing their critical thinking and creative abilities.

b. *C a u s e s related to the school environment:*

o   Crowded classes; Overcrowded classrooms in urban areas;

    average class size is 42

o   Absence of appropriate environment for concentration

o   Insufficient and poor educational equipment and tools

c. *Causes related to core curriculum and activities:*

o   Quality of curricula concerning size, techniques and adequacy

o   Little care given to activities

d. *Causes related to poor areas:*

o   Children are unaware of their rights and they hardly participate in the educational process

o   Children are not concerned about education and its impact on their personal abilities

o   Families do not participate in decision making concerning the educational process of their children

3. Role of Non- governmental organizations (NGOs):

In any society, there are three sectors; government, private sector, and nonprofit sector. NGOs are under the nonprofit sector (Willetts, 2002). NGOs are recently playing a fundamental role in social development of every country, and are adding more value especially in the education sector. Through their non-formal educational programs, NGOs are targeting several poor urban areas in Egypt and addressing the issues related to education.

4. The Necessity of Second Chance Programs?

The following section addresses some issues related to factors that urged for the need of second change programs. These factors are somehow economic and social;

a. Early School leaving in Egypt;

The factor that urged for second chance programs is relating to the increased number of early school leavers in Egypt. There are many reasons why some children give up education too early; personal or family problems, learning difficulties, or weak socio- economic situation. Additionally, the way the education system is set up and the environment, which was mentioned above, in schools are important factors to consider. Second chance programs are preparing young people well and giving them the chance to access good education quality.

b. Small penalty fees imposed for families who withdraw their children out of school;

The second factor is the penalty fees. The penalty fee that is imposed on families who withdraw their children from schools is only 10 Egyptian pounds per year, which are very minimal and can be afforded by all families. And consequently, the action of withdrawing children is easy without any prior thinking of the

results. Therefore, if a larger penalty is imposed, this decision would be taken more seriously by parents before taking such action (Minister of Education, 2008).

D- Background on Mokattam Garbage Area (Zabbaleen Area):

Situated in the suburbs of Cairo, the Zabbaleen area i s t h e h u b of all garbage collectors, where they use to collect the garbage and come back for garbage sorting, which is considered the source of their income. They are able to make a living through household garbage, salvaging and selling valued stuffs. People living there are working in sorting out, re-using and recycling the materials collected from trash like plastic, glass and steel. Amounts recycled are around 80% to 90% of the wastes collected, and the earnings are about EGP 15-20 daily wage. However, there are several health problems and infections, because the garbage is being collected by hand and therefore, a great chance of disease transmittance (A.P.E, 1993).

Figure 2: Mokattam Map
Source (A.P.E, 2010, http://www.ape.org.eg,)

The work divided in the garbage collection is gender based; collecting and sorting. Boys are accompanying their fathers to collect the garbage from door to door from each household. This trash is originally unsorted but after picking it up, they take them back to the Zabbaleen area, for sorting out. Women along with their daughters are the majority in sorting the garbage, while specific families concentrate in sorting certain materials from the garbage such as paper, plastic, aluminum, glass, etc. They sort the garbage into 16 different types of trash, which can be applicable for recycling; it takes around 10 to 12 hours every day to sort out and separating the garbage.
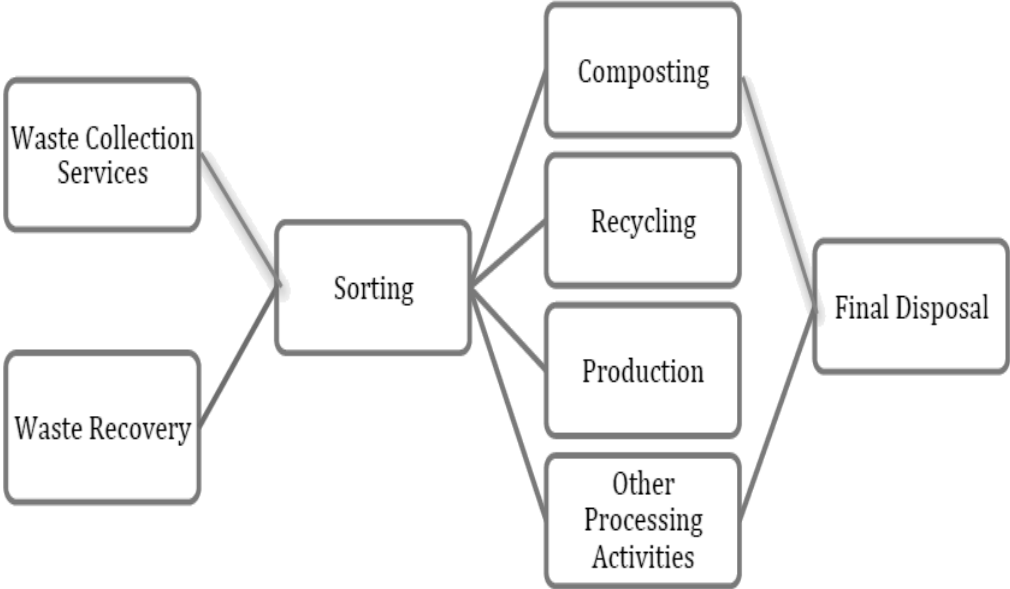
Figure 3: Waste Collection Value Chain
Source: (Complex City Waste Strategies 2011, www.complexcitywaste.wordpress.com)

The garbage collectors' day starts very early every morning. Men and boys with their donkey pulled carts, or mini trucks head their way to the houses and apartment buildings to collect the garbage. Usually, boys go with their fathers. At the end of the route the garbage collectors go back home with the overloaded cart full of garbage. Afterwards, women and girls sort out the garbage, separating food and other waste from the stuff which

could be recycled. Wooden boards were used to rub off the garbage to avoid cutting the hands on glass or sharp tin, but accidents often happens. Paper, plastic, cloth, tin cans and other items separated from the garbage are being sold to recycling centers outside the area. Then, what could not be used is burned, resulting that thick clouds of acrid smoke from flaming garbage hung over the areas.
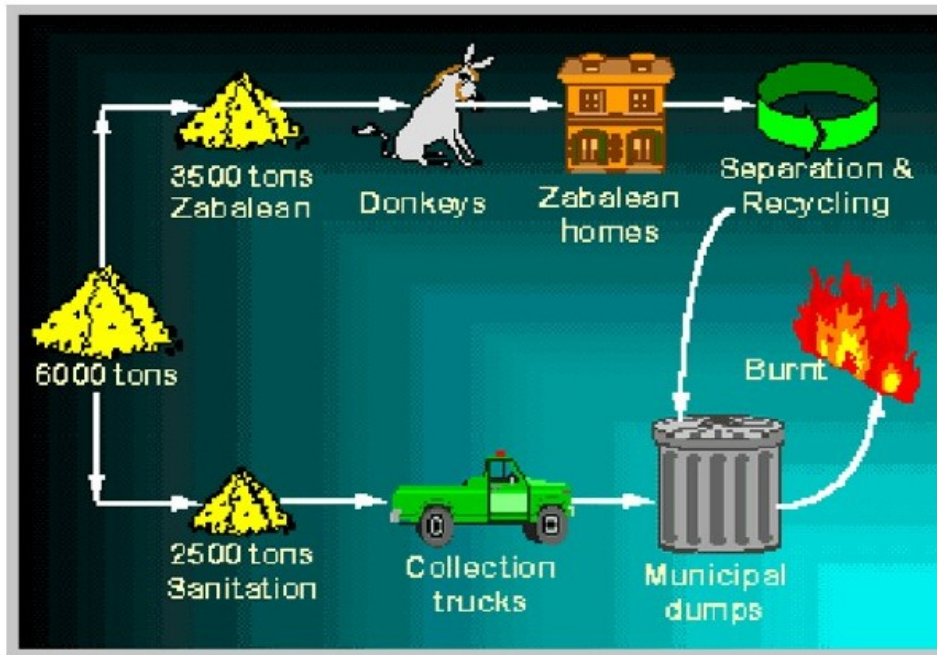
Figure 4: Garbage Collection Cycle
Source (A.P.E, 2002, http://www.ape-egypt.com)

Chapter 2: Literature Review:

This section will demonstrate the literature that highlighted on early school leaving along with researches on second chance programs. The selection of articles, books and other dissertations used to review the topic began with computerized searches of specified search topics. Searchers were conducted through Journals and previous dissertations using the American University in Cairo library website. Additionally, through other specific websites, such as the UNESCO and UNICEF, which are focused on education and early school leavers. Additionally, the PISA (Program for International Scholastic Achievement) website was also examined in order to provide valid information on early school leavers. Numerous researchers approached the importance of education for children. Additionally, others emphasized on early school leavers and introduced second chance programs.

The importance of education was associated with several explanations across different studies. Education has a key role in attaining social investment and access to better career opportunities, and therefore, the consequences of early school leaving are related to failing to access these life chances and social elimination (Cullen, 2000). The US Census Bureau admitted that in the US early school leavers are triple likely to live in low social and economic conditions than high school graduates (US Census Bureau, 1996). Moreover, the World Bank emphasized that investing in education can help in reducing poverty and social inequality, through contributing in the labor market and evading unemployment (World Bank, 2013). Additionally, Ainley & Sheret report on Progress through high school emphasized on the fact that Family conditions are revealed to have a reflective effect on children's educational achievement; "The likelihood of non-completion is found to be

greater among children from lower socio-economic status backgrounds where the parents are often in unskilled work, have a limited amount of formal schooling and a low level of income" (1992, p.28).

In another study by Jimerson et al (2000), confirmed the importance of family's education for the likelihood of later drop out of their children. Also, they pointed out on the risk of dropouts and its effect on their future, especially in the labor market. The clear general view is that early school leavers are strongly restraining labor market opportunities. Evidences were based on a study (Caspi et al 1998) of youngster predictor of adult unemployment; found that such predictors started to effect labor market outcomes well before they entered the workforce.

The literature review on early school leaving varied a lot; they contained several, yet similar, explanations, theoretical understandings, and policies that were oriented towards it. Most of the frameworks suggested that early school leaving is linked to the socioeconomic level as well as parental education level, which may consequently decrease the chances for sustaining education. Additionally, "family characteristics are divided into social, financial, and human capital factors. Social factors related to dropping out include quality of parent relations with the school, the family structure, and the quality of mother-child relationships" (Dorough, 2003, p.28). Globally, early school leaving is high among students from families of low social economic status (Jimerson et Al, 2000). Despite that public education is for free, yet the costs associated with miscellaneous stuff related to education in terms of uniform, books and school trips are considerable and parents cannot afford such expenses (Boldt 1998). Additionally, students are being forced by teachers to take private lessons in order to pass the final exams. As noted in World Bank report (2004), the costs of schooling are unaffordable for some families, and the income

predetermined from attending secondary school, was approximately half of the poverty line for a family with two adults and three children besides, the school availability in rural areas is limited. Moreover, the Egypt Human Development Report 2010 estimated that 27% of young people with age range from 18 to 29 do not complete basic education (17% drop out of school and 10% never enrolled) and the quality of public education is below average and failing in providing the adequate capacities required for the job market.

The overall illiteracy rate in Egypt is around 30%, with a higher rate among women, especially in rural areas (Egypt Human Development Report, 2010). Therefore, second chance programs are considered one of the tracks that pave the route for better opportunities for early school leavers. According to the World Bank report (2006); second chance programs are preparing young people well and giving them the chance to access good quality of education to fit in the labor market. These programs have been showing high returns on both young people and society as a whole.

For Raymond (2008), those who had dropped out as a short term move for personal and life-course reasons, such as relationships, caring and parental responsibilities, are more likely to return and succeed in second chance options. The program's objectives are developing life skills, training and retaining employment in the labor market, and acquiring higher certification. Re-engagement of early school leavers in education is heading to a nationally accredited qualification or an upper-secondary school certificate. Several studies showed the flaws of the quality of Egyptian education system. Egyptian youth's inability to translate their official education into economic returns, either in the form of adequate employment or higher economic growth for Egypt is a major indication of the defects in the Egyptian education system quality (Hanushek & Woessmann, 2007). A survey was made by Al Harithi (2011) on Egyptian students, in order to examine the effect of their education in

the labor market. The majority of students highlighted weak links between their education and labor market demands as well as lack of confidence in the their education to future employment

A. Linkage to Theory:

The case study in this thesis is relevant to some theories as follows;

Forms of Capital Theory;

While focusing on children living in poor urban areas, and taking the Zabbaleen as a sample, throughout the interviews and field observation, all children there are hard workers, nevertheless many of their social, economic and health issues are all job related. This dissonance could be related to Pierre Bourdieu's "*Forms of Capital*" theory. Children in the Zabbaleen area are forms of social capital that are transforming to economic capital. Through second chance programs, the children will get the chance to enroll in preparatory school and get official certificate, which will transform them into an institutionalized cultural capital.

Human Capital Theory;

The study also builds on human capital theory, which considers individuals as sources of production, where each one provides productivity based on his set of skills and capabilities (Allen, 2007). The theory is assuming that enhancing education will result in excelling in skills and capabilities which will lead to more valued productivity (Hanushek & Woessmann, 2007). Therefore, the theory underlies that investing in education is essential for human capital and progress, and that's why education is viewed under this theory as an asset.

Opportunity Structure Theory;

Another related theory to this study is *"opportunity structure theory "*, which is defined as

the chance to gain rewards from life opportunities. Opportunities are the set of goals, which people are being encouraged to follow in order to achieve success within their communities. More or less, individuals are constrained in their choices of occupations by the social variables that are outside their control e.g. gender, ethnicity and social class. "Momentum and direction of school leavers' careers are derived from the way in which their job opportunities become cumulatively structured and young people are placed in varying degrees of social proximity, with different ease of access to different types of employment" (Qtd in Lynch et al, 2013, p.4).

Developing ambitions of children in the Zabbaleen area and seeking to bring up capable entrepreneurs, who can be independent citizens in the future can be achieved through joining the second chance programs with a healthy atmosphere where they can obtain proper nutrition and enjoy recreational and useful activities beside educational support. Working in the garbage collection business needs technical understanding to be capable to develop more and enrich these kinds of business, such a sorting and recycling. Through continuing education, the child can enter the technical secondary school to prosper more the business.

B. Conceptual Issues:

The Conceptual issues related to this study are the following:

> *Poverty as a cause of dropping out of schools;*

The deficiency of sufficient capital and resources hinder the progress of education in developing countries, due to the fact of underprivileged matters, such as nutrition, health, home environment and family education level. Poverty is considered to be discouraging the enrolment and sustaining higher school grades. "Accordingly, poverty, in its wider view, should be seen as a range of constraints on the freedom to fully participate in society" (Van der Berg, 2008, p.30).

Among the causes of school dropout is poverty; according to 2005 national survey done by the National Council for Childhood and motherhood. Since the initiation of economic reforms in early 1990's, the employment picture has lagged behind the growing economy. Presently, the average wage for a normal full-time position is often insufficient to sustain a household. In such families, the income of a working child may be necessary for bare subsistence. On average, a working child's wage provides around 25% of the total household income. Many of the families of working children are extremely poor with annual incomes in EGP 1000-4000 range. The national survey done by the National Council for Childhood and motherhood; around 65 percent of poor families in Egypt one child is not enrolling in official education and working to help his family (2005).

> *Second Chance education;*

There are large amount of opportunities for children and adults who feel they didn't make full use of their first chance in education. The opportunity is to gain rewards from life chances. Relatively, individuals are controlled in their development by their social circumstances that are out of their power, such as economic and social standard. A wide range of programs had developed over the past years, in order to facilitate re-admission of education. The aim of second chance education and is to give early school leavers a second chance to be educated in a well-structured and fruitful environment. "All education and training agencies and NGOs acknowledge the importance of second chance education and that neglect of this sector compounds the earlier and past failures of the education system and social and economic disadvantage of school leavers and results in the inefficient use of the nation's human resources " (Bakalevu,2011, p.32). The type of programs offered incorporates literacy, personal and environmental hygiene and empowerment to deal with culture-specific matters such as early marriage. "The

rehabilitation philosophy believes in second chancses for everyone and provides the necessary support for inmates who have served their term the opportunity to start afresh and contribute as useful citizens" (Bakalevu, 2011, p.44)

> ### *The Current Education System in Egypt:*

Education is seen as a crucial factor in indicating development of any country (UNESCO, 2005). In addition to being viewed as a powerful tool to promote economic growth and improve social income (World Bank, 2003). While Egypt consents that education is a right, there are a number of flaws and defects affecting the provision of the right to quality education for all Egyptian children. In order to meet all the standards of the right, a comprehensive review and reform should be undertaken to ensure the better quality of education for all.

> ### *The SWOC Analysis Approach*

The concept related in the thesis is the SWOC (strengths, weaknesses, opportunities and threats, on which the analysis is based to examine the success and failures of second chance programs. The following chart represents the linkage between education and socio economic status, which are cause of school drop outs. Through second chance programs, children can have another opportunity to learn more and develop their mental capabilities. The SWOC analysis represents the extent to which the second chance program is effective. By focusing on the strengths, resolving the weaknesses, making good use of opportunities and finally coping smartly with the challenges, children will be acquiring an effective program that will aid them to access good knowledge that they missed when dropping out of schools.
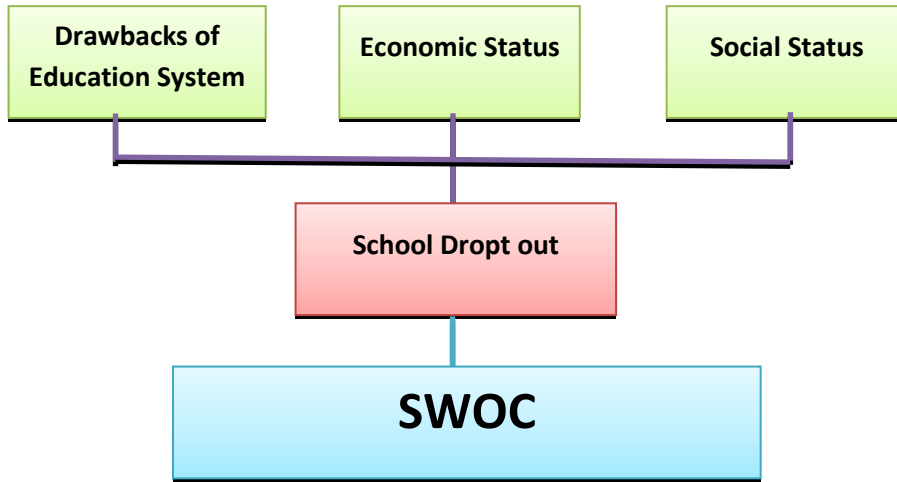
Figure 4: Conceptual Linkage

Chapter 3 Research Methodology:

After highlighting some theories and concepts that clarified the understanding of dropping out of schools, the thesis in this section will illustrate the methodology. The method taken in collecting the data was qualitative data collection. The reason behind picking the qualitative approach for the research is to get more complex information about the issue and to investigate the factors leading to understand more insightful implications.

The interviewed persons are in charge of handling a second change program in an NGO located in the Zabbaleen area. These people are having working experience in education and dealing with children. In addition, some field observations have been made, through attending the classes several times and recognizing the behavior of the children from time to time.

A- Why Mokattam Garbage Area (*Zabbaleen Area*)?

The Zabbaleen community is around 70,000 inhabitants, and around quarter of them is illiterate The area is a business center where everybody, including children, is engaged in the working process of garbage collection, sorting and recycling. The area is a platform of workforce, production and also residence. Therefore, it's a prototype of community for a good case study and analysis especially that the numbers of children dropping out of their schools in this area are in high rates, especially during the primary stage. Additionally, a second chance program is implemented for the children. The NGO located in the same area, and so, the focus on the impact of this program along with the change in the children after joining, will be evident.

B- Research Framework:

Qualitative research method was conducted for this study. The reason for choosing was mainly to understand participants' responses a deep effective way, which cannot be illustrated in a quantifiable manner. More specifically, qualitative research aids in better analysis w h e n investigating a s o c i a l o r h u m a n matters.

According to Marshall and Rossman (2011, p. 117), in qualitative research, "the researcher should think carefully about how he can deploy the self, as it were, to maximize the opportunities for gathering data. This consideration should be balanced against the resources available for the study-most notably time and energy". The method adopted in the data collection for this thesis followed this approach.

C- Data Collection Procedures:

Data was collected through in depth interviews; with people working in the program of the local NGO offering the second chance program;

- *Program manager;* supervising the coordination and administration of all aspects of the second chance program provided to early school leavers. His tasks include planning, organizing, staffing, leading, and controlling the overall program activities. Additionally, he is responsible to submit reports to the donors, who are funding this program, and ensuring that the program is operating within the approved budget. Also, responsible to monitor the whole program activities on a regular basis and conduct an annual evaluation to record the program progress and achievements with the children.

- *Education and Awareness Program Officer;* responsible for planning, organizing and managing the educational approaches and strategies, as well as developing

the curriculum that is being taught to the children. He is in charge of implementing educational programs, equipping the education center with tools necessary to elaborate, maintaining health and safety practices, and supporting the whole program staff.

- *Program psychologist;* handling all issues related to children's behaviors along with monitoring their performance, and manner along the program implementation. Moreover, the psychologist is reporting on any problem or conflict which is evident among the children, while encouraging their effective participation in the program activities.

- *Field coordinator;* in charge of supervising all logistical stuff in the program in order to be properly implemented through adequate procurement planning and purchasing. Besides, the field coordinator is responsible for ensuring smooth implementation of program and operational activities. Moreover, the person in charge is supervising filed observers who monitor and evaluate the behaviors of the children in and out of the classes; within the class and in outside activities.

- ***Volunteering Instructor;*** One volunteer in the program and also living in the Zabbaleen area, serving the children and supporting the program's main targets. The volunteer was being trained by the NGO to allow them to make a significant contribution in the program.

- ***Purposeful Pick of Parents;*** parents of children who were observed during the classes of the program were picked for interviews, in order to sense the effect of the classes on their children's behavior and educational level.

The reason behind choosing the above is to get a full and comprehensive outlook

on the program on the educational and behavioral backgrounds. Also, to come out with major cases of children that were changed positively after joining the program, in addition to examining those who didn't actually fully benefited after joining.

D- Interviews:

The interviews were recorded and then transcribed. Written notes were taken for observing verbal and non-verbal behaviors as they occur. At the first stage of the interviews, a brief description on the purpose of the interviews was made. Respondents permission was taken to record the interviews. Afterwards, recordings were transcribed, and all side notes were taken into consideration. Furthermore, analysis of the interviews occurred, which included re-reading the interview transcripts to classify themes rising from the respondents' answers, in addition to verifying and checking the reliability of the information gathered. Interviewees were cooperative in replying and giving abundant information about the program. In each interview, the following introduction was made;

> *I would like to clarify for you my topic of my qualitative research, which is the second chance education for children in poor urban areas, and the effect of a new opportunity on the level of education and the behavior of these children. I knew that your NGO is undergoing "Second chance programs" for children of this area (early school leavers). And I would like to observe the effect of these classes on their level of education and behavior.*

Interviews done were in Semi-structured Format; pre-arranged questions before the interview. However, during the interview, several topics were provoked and opened new doors for discussion. Each interview took around 45-60 minutes. Written notes were

taken f or observations of both verbal and non-verbal behaviors as they occur, and immediate personal reflections about the interview. At the first stage of the interviews, a brief description on the purpose of the interviews was made. Then, by the usage of the interview guide, the conversations went smoothly and to the point. Respondents permission was taken to record the interviews. Afterwards, recordings were transcribed, and all side notes were taken into consideration. Furthermore, analysis of the interviews were made, which included re-reading the interview transcripts to identify themes emerging from the respondents' answers, in addition to verifying and checking the credibility of the information gathered.

E-Interview Process:

The interview protocol;

Interview with participants mentioned above was focusing on their experience with the implementation of the program on early school leavers. The questions were covering the impacts on children, cases studies samples, questions about the quality of the materials given, and success stories.

Ethical Considerations:

For the ethical matters, all interviews was recorded, by the consensus of the participants, and then transcribed. Verbal informed consent was mad e w here t he participants were informed the type of questions that would be addressed and in which areas. After finishing the interviews, the recorder was stopped in front of the interviewees to make sure that nothing was recorded without their notice.

Validity and Reliability:

When addressing behavioral and social backgrounds, in-depth interviews were the most convenient in this study. Additionally, to better evaluate changes in educational and

behavioral level, qualitative research proved more suitable, and this supported the validity of the research method.

F-Limitations:

Focus group was indented to be made, but one of the difficulties encountered in this study is the problem of selection; the field worker might select unique families in the program (parents of clever, the neat….etc), so there might not be diversifications among the children participating in the focus group.

Another limitation is that the case study illustrated in the thesis is not representing the same circumstances of all poor areas. Therefore, this case study is unique only for the Zabbaleen villages and not homogenous with other poor urban areas, so it is difficult to generalize the results of the second chance program.

Chapter 4 Case Study:

In general, case studies give support to the research analyses, as they allow achieving conceptual validity and measurable theoretical concepts, which are formulated into real and concrete samples. Additionally, within the case, various aspects and observations can be determined. The research was conducted in an NGO, implementing the program on which the study is being held. It began with a meeting with the program manager, followed by field workers and other staff, then with program psychologist, who examines the cases of the children along the program, and see if there are any kind of deviated cases. All interviews were including descriptive explanations, which guided in the final analysis.

A- Introduction:

A sample of second chance programs is being implemented for early school leavers in the Mokattam Garbage Area. The program being executed by The Association for the Protection of the Environment (A.P.E); a local NGO located in the same area for serving residents there. The program is under *"child protection and development"* programs, which aims at helping children by providing activities to encourage re-admission in official education, enhance their capabilities and mind progression, and to decrease the average of early school leavers.

B- The Organization's History and Foundation:

APE is a non-governmental organization founded in 1984, working in the field of environmental protection from pollution, which is caused by domestic solid wastes in Cairo, specifically in areas occupied by garbage collection. APE is aiming to develop the garbage population with essential services, such as health development, social

awareness, and learning improvement. In 1986, APE started its activities in the garbage area by an organic fertilizers unit to recycle organic wastes. Then this fertilizer would be used for agricultural purposes in the desert lands. In 1987, APE established a development unit; "Carpets and Embroidery", for the poor and needy people living in the area. This unit was to catch the attention of illiterate young girls and women of the area; they were taught and trained on the manufacturing of carpets and handicrafts, from which they can further make personal earnings. Afterwards, in 1988 APE's activity has been improved to in order to transform the nontraditional educational and social policies. Therefore, they were promoting different notions for the garbage area residents and impacting their daily life styles, such as reproductive and general health, social skills (communication through dialogue, decision-making), educational skills (literacy, computer & foreign languages learning), economical skills (training on various professions) and cultural skills (excursions, outings). Whereas in 1992, the educational unit was launched and developed to be, including a nursery that accepts kids from 6 months up to 6 years old, and second chance programs for children who missed their school education, in addition to mother and child care programs. Afterwards, the following years, APE's mission in the garbage area was to open recycling units for the wastes being collected, and forming a committee aiming at improving the living standard of the area population, in particular the garbage collectors.

C- The Organization Mission Statement:

APE's mission statement is motivated to change lives of the residents in the garbage area to be better. It defines the goals and norms they seek to accomplish;

"To promote the process of secured recycling of the solid wastes,

enabling the garbage collectors to work under technological standards in the

domain of recycling the "local" wastes in Egypt. In this respect, they may

*become an element of change for a better society through health, social, educational, economic, cultural and environmental development."(Organization's website at **www.ape.org.eg**)*

D- Introduction and Summary of the Program:

Children of the Zabbaleen area suffer a lot in hard and painful experiences, since they are not living a normal childhood; playing, educating, dreaming of their future….etc. Their major complaints are the lack of proper sleeping and getting to wake up very early in the morning to work. The long working hours are very tough for their physical bodies to bear. However, children need motivations and ambitions, because once they get on the right track, they will work very hard to achieve their goals. Many children who left their schools feel somehow inferior towards the outside community, due to the reason that they are being viewed only as "Zabbaleen" or garbage collectors. Paradoxically, these children are also being viewed as hard workers, courageous and striving a lot in for life.

The *child protection and development* program is a kind of rehabilitation one. It is a second chance program aiming to help poor children living in Mokattam garbage area (early school leavers) in improving health, recreational and educational growth, through providing various activities. The program started in 2004 and ever since, this program aided large number of children. Since most of children's homes are not considerably healthy places for studying and concentrating, the NGO is providing positive, safe, and fun place for children to grow. Children participate in classes, learn about health awareness, receive a healthy meal, and experience cultural activities. Also, granting educational support by professional teachers and a whole team of volunteers. In addition to providing practical and recreational activities for character building, and caring for children's personal hygiene and providing primary health care for them.

The program is teaching English, Arabic, Math and Science and it is scheduled to start in the afternoon after they finish their work with their parents. Therefore, the program will not act as a hinder for them to stop helping their parents, yet empowering them with knowledge they need to know to improve themselves and decide their choice of career. The program is not pursuing children to quit garbage collection or sorting out garbage jobs, but encouraging them to learn more and know new techniques, such as recycling and improved sorting techniques.

> *Program administrative structure:*
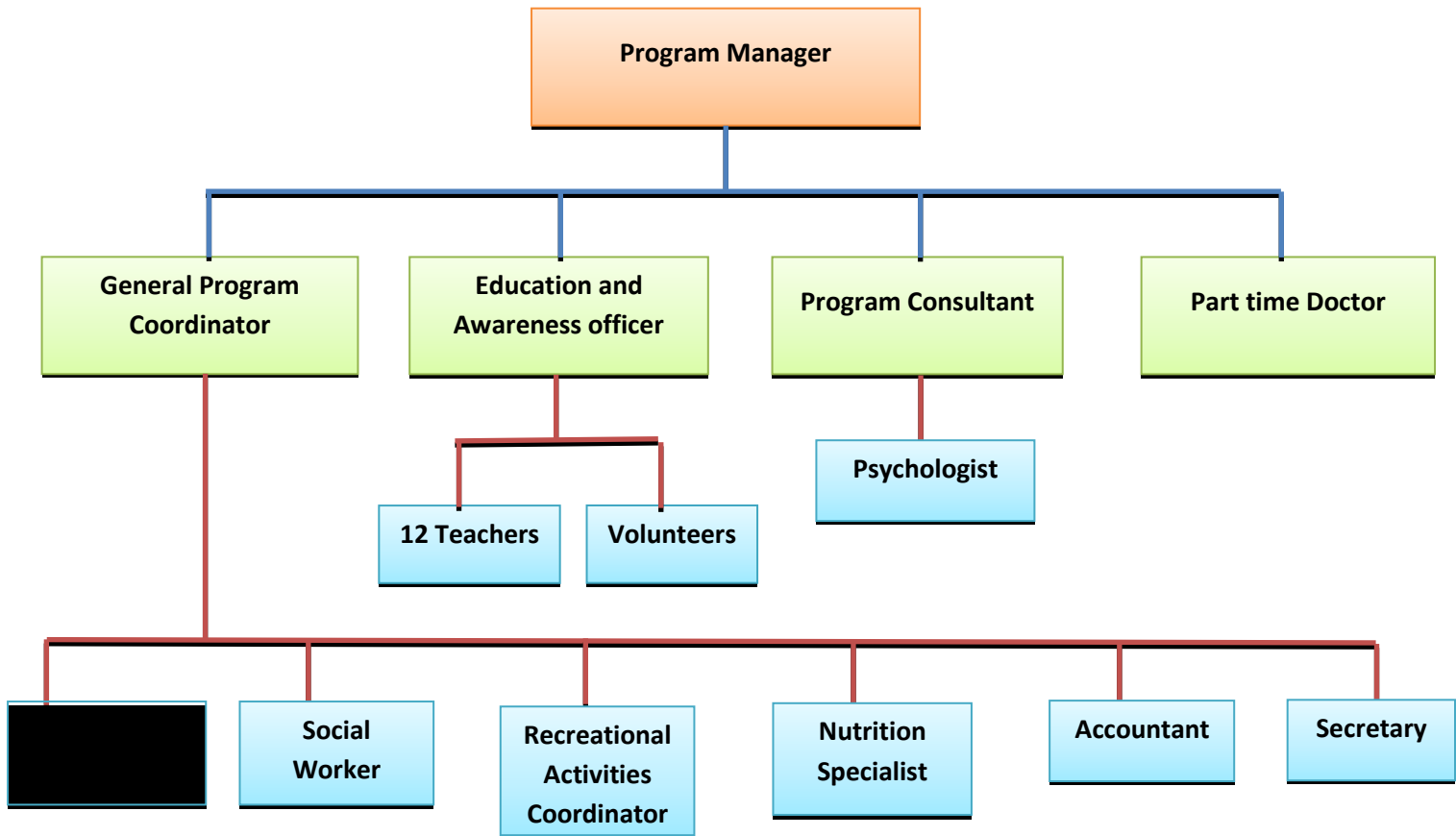
Figure 5: Program Administrative Structure
Source: A.P.E Program Manager, 2013

> *Monitoring and Evaluation System:*

The program is depending on cooperation between volunteers and paid workers to increase its effectiveness. A weekly meeting for teachers and supervisors is held to follow up ongoing activities. Also, monthly meeting for the Consultative Committee is held to ensure compliance of the objectives, followed by monthly report on program activities written and

submitted to the supervision committee and to the association board member. Additionally, a semi- annual and annual technical and financial report is sent to the donors. Finally, an external evaluation is conducted at the end of the program to ensure the achievement of the objectives. Additionally, monthly trainings for the teachers is being held in order to improve their performance in several aspects, such as the following;

- Psychological awareness of children
- Training and administrative skills, such as planning - evaluation, reports writing and leadership skills
- Technical skills, such as teaching skills, class management, student motivation and punishment handling.
- General skills and values; communication, team working, tolerance... Etc

E- Program Parameters:

The program scope is expressed in three parameters as follows;

1. Education; working to ensure that every child receives a good quality education and gains the skills and knowledge they need in order to continue their education.

2. Recreation; providing physical activities in a form of fun, fitness, and valuable lessons in teamwork and leadership. Within the recreation, Children are able to deal with each other, express themselves, and develop skills through play.

3. Nutrition; healthy eating habits are taught in addition to healthy snack provided on daily basis. Therefore, the program is ensuring children's diet is as nutritious and wholesome as possible, even while allowing for some of their favorite treats.

F- Criteria of choosing program beneficiaries:

The number of children living in Mokattam garbage area is large and therefore, it was challenging to select the beneficiaries who benefit from the program. The following criteria selected are the tools that the program administrators select the beneficiaries. Information about each applicant are collected by field workers, working in the area on getting family profiles. The criterions are as follows;

1. Parents of early School leavers

2. Monthly income of family does not exceed 800 L.E.

3. Large number of family members, and low economic status.

G- Program Stakeholders:

Key stakeholders of this program are divided in internal stakeholders; within the NGO and contribute to the organization's success, and external stakeholders; people who are impacted by the organization's work, including donors.

1. Internal Stakeholders;

   o <u>A.P.E Staff:</u>

     All of the internal staff, including managers, instructors, education awareness

     department, consultants…etc

   o <u>Volunteers:</u>

     Those who participate in achieving the goals of program; they assist in

     conveying the curriculum to the children through either instructing or

     coordinating.

o <u>Early School Leavers:</u>

These are the program's target group, whom are children of the Zabbaleen area that had dropped out of their schools due to the urgency of the garbage collection job that their parents are getting earns for living from.

2. External Stakeholders;

o <u>Parents:</u>

Parents of the children enrolled in the second chance program are the external benefiters from the progress of their children in their educational level.

o <u>Comite Catholique de la Faim et Pour le Development (CCFD):</u>

The Committee against Hunger and for Development is a Catholic humanitarian aid non- governmental organization. It is one of the donors to the second chance program offered by A.P.E.

o <u>Embassy of Finland :</u>

The embassy of Finland is another donor to the second chance program executed by A.P.E. The Embassy of Finland in Cairo supports Egyptian civil society initiatives for Community development, Women rights and gender equality.

Chapter 5 Data Analysis and Findings:

Before the data was analyzed, all interviews were transcribed, in addition to observations, and field notes. The transcribing phase allowed more acquaintance of the data collected. The data from interviews were kind of source for context analysis. Such meanings were then formulated and organized into themes, and these themes were developed into group of themes, and eventually into theme categories.

Marshall and Rossman (2011) argue that qualitative data analyses involve classifying things, persons, and describe them. Additionally, steps in analyzing qualitative data include identifying the experience to study, collecting data from study participants, analyzing the data by reducing them to significant statements. Data analysis steps of coding included dropping the data into meaningful sections (ibid.).

The focus of this part is to analyze and evaluate the feedback from data collection gathered from interviews and filed observation and to assess the influence of the program on the children who were enrolled, and estimate the effectiveness of this type of programs on early school leavers. Analyses were based on the respondents' feedback, but more important, on observing children with some noticeable changes that occurred on their behaviors, along with testimonials from their parents.

Numerous issues had been faced by every child to accomplish a proper education level. However, analyzing and evaluating the full impact is difficult; the overall indirect influence by far surpasses the direct impact of the program's individual components. The very true fact is the intervening in the Zabbaleen community has activated a process of an overall change.

The following analysis is divided into two parts; Factors causing dropping out of school and SWOC analysis of the second chance program offered for these children through the NGO.

A. Factors causing dropping out of school in the garbage area;

Taking the Zabbaleen area as a case study, children living in the garbage area has the common reasons that are causing dropping out of school. The following factors cannot be generalized as they are specifically applicable to the Zabbaleen area;

a. Poor living conditions, and lack of suitable studying environments at homes;

It is essential for every child to stay in a well-organized environment and not to get distracted from things surrounding him/her that can cause concentration interruption. As per Kori Ellis report on how to create a positive learning environment at home, she mentioned that in order "to help your children excel in life, you need to create a positive learning environment in your home. Begin instilling a love of learning in your children at a young age. Encourage active play and follow these tips to build a nurturing, learning environment at home" (Ellis, 2011, p.1).

Children living in the garbage area there are no suitable places available for studying at their homes, where parents work at home in sorting the garbage. Families normally specialize in a particular type of garbage they sort and sell. Due to poor living conditions, there is usually one room, where children sort out plastic bottles, while the next room for women separate cans from the rest of the garbage. Anything that can be reused or recycled is saved, sold or recycled.

The NGO program staff supported the lack of suitable environment to study during the interview, by arguing that "Parents are not aware by the importance of education especially for girls; due to the urgent need for their contribution to work in the garbage, which that plays a great role in hindering girls and boys from education." (Program Staff).

Consequently, for a child who seeks to find satisfactory studying atmosphere will be a challenging task. Due to poverty, work is important factor in the family more than education.

b. Lack of follow up from the parents' side due to the spread of illiteracy;

Parents at the garbage area are in most cases illiterate. Consequently, those with minimal or no reading skills cannot provide the proper support for their children that they need, especially at first years of schools. This is leading to failure of the child at his/her classes and consequently, withdraws from schools. Therefore, there are tough challenges on the children whose parents are unable to write and read, since they cannot seek further assistant, and in most cases, they become illiterate adults. The same point was supported by Charles Desforges and Alberto Abouchaar on the impact of parental involvement in education;

> "Studies showed strong positive links between parental involvement in school and
>
> pupil progress. It was concluded that in-school involvement helped cause this
>
> progress. Yet such parental involvement is itself strongly related to socio-economic
>
> status which in turn is even more strongly linked with pupil progress" (Desforges,
>
> 2003,p.15).

c. Crowded classes and, and no suitable environment at schools;

Commonly, classes in schools of the garbage area and even surrounding premises are crowded with students, and the number of teachers is not sufficient with the large number of studnets. The issue was raised by the NGO's education and awareness program office;

> "The great number of students in the class is due to the disproportional number of
>
> schools with the number of students. Thus, this decreases the students'
>
> concentration. Some classes might contain 60 students despite the classes being
>
> narrow and the desks being few in comparison to the number of the students"

(Education and Awareness Program Officer).

As a result, there are negative impacts on the level of understanding and concentration of the children. This point was justified by Carol Catron and Jan Allen in their research on Early Childhood curriculum;

> "A well-arranged environment should enhance children's development through learning and play. It facilitates classroom management and supports the implementation of curricular goals and objectives" (Catron & Allen, 2007, p.97).

Moreover, instructors do not have the skills to clarify the lessons for the children and get well prepared for the classes amongst huge number of children, which mostly cannot be controlled. Therefore, large numbers of students drop out of schools, for not being able to understand their subjects at schools and no support at home. "Poorly designed classrooms can cause disruptions and negative social interactions among students and/or between students and the teacher" (Clayton & Forton, 2001, p.13).

d. Children's poor health Status in the garbage area;

The general living condition in the garbage area is poor in terms of health wise. Streets are stacked with loads of wastes, and the air is heavily polluted by the smoke generated from fires that are being lit to dispose all unwanted waste. Moreover, there are high rates of poor health conditions and growing rates of diseases, especially for children who are involved in garbage collection activities. Parents with no or low level of reading and writing skills, are frequently suffering from health problems of their kids, because of the inability to read medical instruction, in case of medications required, or prescription labels. Additionally, the school itself in the garbage area is not hygiene enough and so, children are vulnerable to catch several diseases.

The NGO's education and awareness officer elaborated more about the health conditions of children in the garbage area as follows;

> "The school environment is not appropriate. They are so careless in cleaning, and renovations of water circulations. Also, the absence of garbage baskets inside the schools led the children to throw paper, plastic bags and the food remains on the school ground which turns the school into garbage, leading to several diseases" (Education and Awareness Program Officer).

This can result to chronic health conditions and may worsen overtime, causing frequent illness. As a result, several numbers of children are not wholly attending their schools in a punctual manner, and therefore, they usually drop out of school.

B-Second Chance Program SWOC Analysis:

The following section is a SWOC analysis on the second chance program that was provided by the NGO (which was taken as a case study);

Strengths:

1. Being formed in the same Zabbaleen Community to tailor a good opportunity for them:

The NGO being in the same community is a notable strength to examine the impact of the program. Understanding well their background, their life challenges are worthy to comprehend in order to tailor the program as per their circumstances. Children in Zabbaleen Area are controlled with their occupations, because of their families' commitments, plus the inherited nature of the garbage collection job; from grandfather to son to grandson….etc. In addition to their unstable environment, they have no choice in making others perceive them the way they want or dream about. For instance, being a child in this area, make several prejudices on his/her background, culture and habits.

According to the European Commission report in 2013, Second chance programs "shall reinforce accessibility to second chance schemes for all young people. Make second chance schemes distinctive and ensure they provide a positive learning experience" (European commission report, 2013, p.5).The second chance program is a good opportunity to find a better place to study, have good health awareness with good daily habits, and learn good manners that can further shape their personalities and make them better individuals.

The following quotes are illustrating the feedback of the NGO's program officials;

> "The main problem in this area is that all the children are working in garbage
>
> collection, so there is no stable environment at their homes for better follow up in

their education, and when the child come back home after school, there is no opportunity for him/her to study, especially that most parents are illiterates" (Program Staff).

"I could see that they were different than the kids in the street in this area, it looked like the program gave them some kind of the human rights and it offered the parents another choice because they can't help them studying. The program offers the children all kind of help in studying well, and encouraging parents to re-admit their children at schools besides helping them in the behavioral and moral side" (Program Psychologist).

Having such kind of programs in Zabbaleen area, gave the children another opportunity in life, where they can enjoy their right of self-respect, and healthy childhood cultivation, although most of their parents are illiterate and cannot help in shaping their future, as it prepares them to be capable and talented persons;

"The Association provides a positive, safe, and fun place in which students can grow. This program works with the children to become independent. School enrolment retention increases as students become more independent, participate in the program, learn about health awareness, receive a healthy meal, and experience cultural activities" (Program Staff).

"This program is like an empowered opportunity being structured and tailored for children in the Zabbaleen Area, and for them is to grasp this chance that might change their life perception. It's like another chance for living a better life without waiting the long process of improving the quality of education...etc" (Program Psychologist)

2. Getting in depth and more intimate into the Zabbaleen community (Parents perceptions);

After several observations along with interviews with residents of Zabbaleen Area, the program executors succeeded to get intimate with the Zabbaleen community, including parents and their children, knowing their challenges, suffers, and ambitions. Residents trust them and they talk freely even with their guests if they were asked about their challenges in life. People of the area are very talkative and love to share their difficulties. They convey their feelings that they preview on the government; seeing them as an underprivileged group. Besides, the constant threat of their relocation under the government's urbanization plans;

> **"**We do not enjoy any kind of benefits; we do not even take the three pounds
>
> that are documented under the electricity bill. The doormen of every building
>
> we collect the garbage from started to share with us our profit, as they take the
>
> plastics and cloth that are found in the garbage, so we do not get even quarter of
>
> what we do throughout our day" (A garbage collector in the area and father of a
>
> child in the program)

The area residents lack trust towards the government and always see that they are being marginalized in all governmental decision. The garbage collectors were used to get rid of the organic wastes through pigs. However, due to swine flu, the government decided to slaughter all pics, although reports issued by the World Health Organization showed that pigs do not transfer the flu and it is transmitted through human beings. The pigs were main sources for the garbage collectors to get rid of the organic wastes.

Weaknesses:

1. Lack of proper communication among other NGO's serving Zaballeen area:

One of the issues being noticed in the Zabbaleen area, is the large number of NGOs serving the residents; each NGO with its distinct mission and vision. However, there is no appropriate linkage or communication among the NGOs and therefore, some services are duplicated, other services are making conflicts with another NGOs mission and so on;

> "Schools in our area are not giving the best education for our children; we really believe that A.P.E in the Zabbaleen area offers better education and treating our children in a very good way" (Mother of a student in the program).

Parents rely on in the programs offered by A.P.E, and they feel that their children are in better places and getting adequate education more than official schools.

> "At the program, we promote a favorable environment for the children; helping the children to learn how to learn, improve their skills in reading and writing, helping children to cope with learning difficulties. In addition to individual assistance and monitoring during the class period, giving guidance to students for a comprehensive treatment from impaired level of education" (Field Coordinator).

However, parents started to feel that other NGOs started to overlap with the mission of A.P.E, offering similar programs, in different time slots. Some parents considered A.P.E's second chance program no more unique as it started in 2004, and that's a major weakness from A.P.E for lacking proper communication with other NGOs so as not to lose the core mission in the area;

> "However, each NGO is acting alone without any communication and link with the vision of each one, so the NGOs are not fully serving our needs" (Mother of a student in the program).

This relates to the argument by Gani Aldashev and Thierry Verdier that;

> "NGOs are differentiated. NGOs are mission-driven organizations and their missions differ substantially among themselves. There is also evidence of differentiation of NGOs operating in the same (area), in terms of their missions and activities" (Aldashev and Verdier, 2009, p.51).

The following quotes from a mother of a student in the program_proves that other alternatives emerged is radically affecting A.P.E's program, and will continue on the long run to lead to lessen the number of enrolled children.

> "My Daughter sometimes attends the program with A.P.E, and other times love to attend English classes in the "Monastery of our Lady" in our area. They treat ladies very well; teach them good English, they love all the children, they don't shout at them, don't beat them like in schools. The Monastery is managed by Indian Sisters, and they provide the children of the area with English lessons every week" (Mother of a student in the program).

2. Some Children are dealing with the program as alternative to schools, with no intention to readmit to official schools:

The main mission of the program is to encourage early school leavers to enroll back to official schools and continue their education till higher levels. However, the mission is hard since many hate schools and deal with the program as an alternative to schools. Even their parents see that their children are being treated well and learning good manners, so they feel it's enough to attend the program and work in garbage collection. This is weakness in the main framework of the program, since the outcome is not fully accomplished. The NGO shall involve with public schools in the area and create a sort of collaboration to encourage children enroll back to school.

"School students are having hard day at school; constant tiredness and irritability.
Also their educational experiences are not energizing, but actually debilitating. We
face hard times convincing a number of children to enroll back to school; they want a
healthy environment like what we are giving, but our main mission is to let them go
back to school. We have other children who encourage enrolling in official schools,
but another part are still not fond of official education" (Volunteering instructor).

Government schools in the area; Manshiet Nasser in specific, are having an average of sixty
students per each class, resulting to deprive children to focus with the teachers. Also,
teachers are being tough by some means with the kids, and therefore, children rely more on
the program, without fulfilling its full mission.

2. Inflexible internal regulations and Policies within the implementing NGO:

"The internal regulations and policies of the organization are sometimes an
obstacle to improve the service offered to beneficiaries. There are always fears
of change in the system" (Program Staff).

Any system in any organization has its unique management scheme and due to usual
pressures from donors and the government, NGOs usually are complying with formal
management in order to sustain their capital and show accountability and managerial
competencies of their internal system. This was also demonstrated by Robert Chenhall
research on the role of management control systems in NGOs as per below quote;

"NGOs are being confronted with the competitive nature of acquiring funds and
need to demonstrate that they have particular competencies to funders, while at the
same time continuing to adhere to their traditional welfare or development
values" (Chenhall, 2010, p.10).

Many times NGOs do not have flexible governance tools such as policies and guidelines and this tended to suspend potential development. According to the interview held by the program manager, he mentioned that it was hard to find qualified and trained teachers from the Zabbaleen area, since the internal regulation is to hire teachers from the area, due to several logistical, cultural, and financial reasons. From his point of view, it is good to have teachers from the local community as they have better understanding and awareness of the culture and background of the children, and how to deal with them. However, he sees that it's difficult to find well educated teachers or at least those who are willing to learn and adopt new mentality, attitude and modern methods of teaching. Therefore, the internal regulation is hindering from finding qualified pioneers to serve this community.

Opportunities:

1. Impacting positively on residents of the area, despite of the Challenging environment:

Families of children living in the Zabbaleen area are showing too much interest in their children's education. However, the main barrier is the children's support in the working environment that they are living in.

> Iam now an old man and cannot take the big garbage bag (*gonia*) to apartments
> in high floors, since we are not allowed to use the elevator, so I need my young
> son to help in the job. Otherwise, we cannot live. I want my son to learn, but
> without his help in the morning, we cannot earn our living" (Father of a student
> in the program)

The environment which is surrounding the children is unhealthy physically and mentally; garbage, illiteracy, discrimination, lack of self-esteem and self-respect. But children are responding positively with what they are being taught.

> "They were facing many problems one of the most common behaviors their
> random act they weren't organized at all, their disrespect to their teachers
> specially the women, and many problems because of the lake of sexual
> awareness and some psychosomatic diseases physical and verbal abuse. During
> the program, we could sense tangible changes" (Program Psychologist).

2. Influencing on gender culture in the community;

One major dispute in the Zabbaleen Community is parents' prohibition of their girls to continue education, since they need them at homes, so as to sort the garbage and earn daily wage, around EGP 15-20. Although this is a challenge, the NGO was able to convince some

parents to let their daughters join the program, while guaranteeing the safe and healthy environment for them.

> "A.P.E was seeking to convince parents on the importance of education for the
>
> lives of their children, whether boy or girls. Despite this non-promising
>
> environment, the results were encouraging" (Volunteering Instructor).

Parents with higher levels of education themselves have a better understanding of the benefits of education and are, therefore, more likely to encourage their children to pursue further education. Given the high rate of illiteracy in the Zabbaleen community and that most of the mothers are uneducated; the NGO stimulated an illiteracy program for mothers to eliminate the idea of gender discrimination in the community;

> "Mothers showed some interest to learn to read, to help their children in studying
>
> in the future. Families and children of the neighborhood who have got a positive
>
> image about this program started to apply for it" (Volunteering Instructor).

Challenges:

1. Competition from other NGOs serving the Zabbaleen area:

Although there are perceived success stories in this program, yet there are challenges facing those who are working in the NGO. The kind of challenge is from other NGOs serving the same area, but with different mission, which may conflict with the main mission of A.P.E's second chance program. One of the NGOs is *Spirit of Youth (SOY)*, which is mainly focusing to teach boys the recycling techniques for monetary compensation. Although their vision is to teach something beneficial for boys living in the garbage area, yet boys who were enrolled in A.P.E's program are somehow not interested in learning and prefer to learn something to earn money from.

> "Our second chance program is doing well with the girls, like me I can be an
> example of someone who was early school leaver and through this program I was
> able to enroll again in official education and now I am a university student.
> However, for boys things differ, they seek more to work and earn money rather
> than completing their education. Girls are more ambitious. SOY program is
> really good and teaching good skills, but it's a challenge for us to make the boys
> of the area attend on constant manner" (Volunteering Instructor).

SOY runs a program for boys, focused on maintaining businesses and increasing income, through a program funded by UNESCO, and is now supported by Proctor and Gamble. The program is teaching young boys to recycle the waste trade e.g. shampoo bottle collection, and recycling. The idea of the project started when P&G Middle East Manager found that there are counterfeit shampoo bottles under the brand of P&G; the bottles are of P&G, but the shampoo filled is an imitation, and created a huge problem for the company. When they traced the roots of the problem, they found that counterfeiters are buying those bottles from the Zabbaleen area. As a result, the company decided to start the recycling

project in the area and to serve the Zabbaleen community by teaching them good skills. They provide technical training through allowing the boys to practice sorting bottles according to brand name, color, size, and material and then selling the processed plastic back to an income from this. The common use of the program is the "Shampoo Program", and there are huge numbers of bottles collected monthly and annually by the children; around 1,000-1,500 bottles per month. SOY also provides literacy programs, but mainly focusing on the recycling school. They encourage children to continue their education and enroll back in formal schools.

2. Challenging collaboration with governmental entities:

Commonly, NGOs are facing challenges with governmental entities. As per Emilie Jelinek study on relation between NGOs and Government, "NGOs must consult with the government before they can implement projects. It is currently hampering NGOs' ability to implement projects in a timely Manner. A number of NGO representatives interviewed stated that proposals had been sitting on government employees' desks for months without comment or action" (Jelinek, 2006, p.4). Therefore, NGOs are being limited to their traditional roles of service provision particularly in areas where government lacks capacity. However, government is slowly acknowledging the role NGOs, which can play in policy development.

A.P.E and other NGOs are mainly concerned about social development and managing wide and various matters related to the area they are serving. NGOs are defined as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" (Werker, 2007, p.3).

For A.P.E program implementers, they believe that the second chance program they are offering is considered a type of programs that is resolving general challenges the

government is facing, which is early school leaving and inadequate education system.

> "This program goes directly under the same frame which makes it easily coping with the national policy aiming at education development. Moreover, the program is discussing in a direct manner the general challenges the government is trying to face such as: education quality, lack of teachers training, lack of educational materials, sufficient training for working in children's care and others" (Program Staff).

However, the chief challenge is their relationships with governmental entities, and their effectiveness in community development depends mainly on their successful engagement with their internal management and external involvement with these entities. They reported some difficulties with, for instance, Ministry Social Solidarity. For any new initiatives, there should be consultations with the ministry before any NGO (not only A.P.E) can implement any program. Approvals procedures are lengthy, sometimes vague, other times are bureaucratic; proposals submitted to the Ministry of Social Solidarity, are on government employees' desks for months without action. According to some program staff, there is a Lack of support from governmental officials. For example, he mentioned that there was an urgent need for a bigger building and playground, due to the increasing number of enrolled children. They have saved the land and funds, but could not get the governmental license and permissions to build it because of bureaucratic inefficiency.

He also added that they had a privilege to have their Education and Awareness Program Officer is the principal of one of the largest schools in Zabbaleen area. Because of him they had good relations with public schools, to which some of the beneficiaries enroll back to. However, he mentioned that there are also challenges when dealing with public schools.

> "We had to be very careful dealing with public schools or inviting their teachers

and staff to any training. It was a challenge to overcome the fears and concerns that governmental officials in the Ministry of Education have toward NGOs and civil society institutes"(Program staff).

Generally, the government are not fully welcoming NGOs' involvement in the policy development process, and therefore, NGOs are being limited to their traditional roles of service provision particularly in areas where government lacks capacity. However, government is slowly acknowledging the role NGOs, which can play in policy development. There is evidence that NGOs have managed to influence policy direction, although not effecting policy changes. All NGOs and the government shall collaborate to achieve the same objectives for their beneficiaries. For the program offered by A.P.E; it is a national initiative to reduce illiteracy and early school leaving. According to World Bank report on NGOs; some governments work with NGOs as a temporary measure but fail to see the value of the long term relationships (1999).

> "There should be more collaboration from the government with NGOs to put
>
> into effect some commitments to reducing early school leaving, and keep it on
>
> their agenda. Government should promote a better understanding of early school
>
> leaving in initial education and continuous professional development for all
>
> school staff, especially teacher" (Program Staff).

3. Challenges in finding Funding Facilities:

NGOs are facing difficulties in finding adequate and sufficient stable funding for their programs. Their challenges are in dealing with the conditions that donors are requiring when dealing with NGOs, since the former usually control the funds under certain terms and priorities. Therefore, NGOs usually have limited mobilization of resources;

> "It's not an easy job to raise fund or find enough classes for our program,
>
> especially that we are increasing in the number of beneficiaries, and this is our

major challenge" (Program Staff).

Donors are concerned about governance and accountability of NGOs regarding effective conveyance of services to beneficiaries. On the other hand, NGOs are often concerned that accountability to donors can overshadow their accountability to their beneficiaries and their pursuance of to their own missions.

> "The challenge this naturally raises is that the NGO does need funds to cover its overhead expenses and to build its capacity to provide valuable services. The existing relationship can be a challenge many NGOs. If the donations are not appropriate for the recipient NGO's response, the challenge begins on how to use or redistribute the donations without staining their donor relationship" (Islam, 2013, p.29).

Chapter 6: Conclusion and Recommendations

Education is essential in contributing to development of societies; it became an essential right and the base for the progress in every country (UNESCO, 2014). The individual causes related with early school leaving are mostly rooted in poor families and community exceptional backgrounds and experiences.

The primary level of education will remain an integral and important developing phase. Without access to good quality education, in conjunction with systemic failures at the government level, the right to education will continue to suffer. In Egypt, primary education is challenged by a number of weaknesses. First, the issues of grade repetition, dropout rates require instant consideration. Also, the link between poverty and dropout rates cannot be ignored because the wider the gap becomes, the more harm will be for this marginalized group of children. As previously mentioned, examining the educational and social-economic policies that cause a child to drop out or fail to make the transition need an effective reform. Moreover, the increase of equitable academic initiatives is required in order to provide an education that is the same to all children throughout the country. Regional location should not indicate whether or not a better academic experience is received, the MOE should take greater efforts to distribute resources and qualified teachers throughout all areas of the country.

Examining the benefits of second chance programs on early school leavers is depending on the reasons for dropping out of the first chance system (official school education). Therefore, putting into consideration the SWOC of each program is essential to assure its effectiveness. Second chance programs shall be specific for each area where the program is being implemented; such as this case in the Zabbaleen area. The program shall

emphasize the idea of re-admitting back to school and not act as an alternative to schools. There are several and diverse circumstances for every child that has led to his/her dropping out of school, and mainly found to be socio-economic factors, beside the flaws in the education system, especially in the primary stage.

The program illustrated in this thesis is discussing in a direct manner the general challenges for NGOs and also the government. For the government the challenge is bigger that is trying to face such as: education quality, lack of capable teachers, absence of a d e q u a t e educational materials, a n d sufficient training for working in children's care. The program which is concerned and working in these areas will guarantee cooperation between local parties, either governmental or non-governmental, for the sake of implementing and sustaining its activities.

For the program implemented in Zabbaleen area, environmental awareness was spread among children teaching them to keep clean their environment. Principles and moral values were planted among children, such as: respect, cooperation, love for the others and loyalty. Those greatly helped to improve children behavioral side with their teachers, colleagues and families. Therefore, this program by all means is an opportunity that has changed lives of most children.

A. Positive results and achievements of the second chance program in Zabbaleen area:

1. Developing safe and welcoming environment for Early School Leavers;

Children who dropped out of school feel somehow nervous about attending the kind of educational programs. They are shy to expose their lack of knowledge in public because they feel themselves as illiterate and unable to fulfill the program's requirements. According to European commission report on early school leaving;

> "Learners require learning environments that are welcoming, open, safe, and friendly and where pupils feel noticed, valued and part of a community. (Programs) should provide opportunities to help learners build confidence and develop a desire for learning" (2013, p.18).

What is happening in the second chance program is a kind of personal relation with every child to break this fear;

> "There are no shouting or hitting the children, and we teach the instructors how to deal with the children in a respectful way" (Program Manager).

The program starts first with personal warm up sessions to break the ice, fear, and anxiousness inside every child. Instructors are patient with the children and are used to dealing with low quality education level. Teachers seek to promote these children to better levels at the end of the program. The practical framework of the program is to promote independence and personal autonomy among children, and teach them to work in groups and mingle with other children;

> "We promote a favorable environment for the children; helping the children
>
> to learn how to learn, improve their skills in reading and writing, helping
>
> children to cope with learning difficulties, which are identified (such as
>
> concentration, hearing, and other health problems, and social and
>
> psychological problems). In addition, there are individual assistance and

monitoring during the class period, and giving guidance to children for a comprehensive treatment from impaired level of education" (Field Coordinator).

2. Enhancing Children's Psychological Competences:

According to the second chance program manager, the NGO (A.P.E) emphasizes the idea of providing psychological services to children of Zabbaleen Area, beside the main framework of the program. Their context model, which they follow, is the National Educational Psychological Service (NEPS), which was formed in 1999 in Dublin. The NEPS is employing around 82 psychologists in order to provide services to students in primary and post-primary schools and are concerned with learning, behavior, social and emotional development of the children. The NEPS also serves students who left their schools through working with school teachers within the area they serve, parents and children. They identify the problems, which lead to leaving the school and detecting the educational needs (NATIONAL ECONOMIC AND SOCIAL FORUM, Dublin, 2006). The NGO's program is focusing on the psychological competences of every child for instance, dealing with others, like friends or supervisors, respect and learning good manners. Weekly recreational activities are being organized to teach the children how to draw, color, and make simple crafts which by the long term are improving their social skills;

> "We aim not only to change behavior, but also to change the person himself. We teach not to speak loudly, not to interrupt, how to respect the elder, and how to accept each other, how to behave and be honest. We saw the fruits of the classes in the way they changed in their talks and the vocabulary they use. They started to respect each other. These morals were taught in the carnival,

where we teach a motto each time" (Education and Awareness Program Officer).

"One month we were talking about self-esteem, in which we talk about this topic on daily basis, and manage to learn it in "Life Session". Even in the handcrafts, we stress on this point and by the end of the month, we make a carnival with the parents and explain to them the idea of self-esteem. We found very good and positive feedback from children and parents" (Education and Awareness Program Officer).

Also, the program is providing counseling services for children to help them solve their problems through counseling, to provide psychological support. The following quotes are showing the feedback of the program executors on enhancing the psychological aspect in children's behaviors;

"One of moral values we worked on during the program was cooperation and teamwork. As a result, one of the kids has volunteered to help his colleague who broke his arm in an accident, and he went everyday with him to home after the classes finish" (Field Coordinator).

"Our major goal was to instill positive moral values, one child found a cellular phone on the ground, and immediately gave it to his teacher who gave it back to its owner. The child was honored for his honesty in front of his classmates. This had a great impact in establishing loyalty concept among the rest of students" (Field Coordinator).

The following quotes are cases of children who were enrolled in the program and showed a noticeable change in their behavior, as per reported by the program psychologist. The way they were treated differently was reflected on their manners, and

altered the behavior they are used to. Some cases were totally psychosomatic (physical illness caused by psychological stress) and got healed through dealing in personal term, while other cases were psychopathic (Personality disorder reflected in manners);

"There was a case of a boy, and his mother came to me and told me that he has Alopecia (hair loss) and he visited many doctors and all of them describes medicine don't do anything and most of them told her that's because psychological issues and their colleagues make jokes at him and that's hurt him, I sat with this kid, and it wasn't easy to make him speak so I just did some activity with him and once he trusted me he began to talk, he talked about his closest friends and his family and his siblings, and it was so clear how he is so stressed as he is the elder brother and his mom make him carry all the responsibilities of his siblings and she punishes only him and sometimes she beats him merciless just because she came back tired from work, and he was understanding that, I offered him support and awareness with his real responsibilities and his mother's fault and after listening to him and his own problem from his opinion he seemed more cheerful and after few weeks I could tell his hair began to appear as he lost most of his head hair, then when I saw him the second semester his hair was so normal and pretty and he it was clear he is taking care of it and I could see him closer to his friends and not stay lonely but saw him play in the break with other colleagues" (Program Psychologist).

"A boy who was sick of stealing (Theft- phobia); He used to steal money and we talked to his parents and they informed that he is stealing everything. This child was also a defensive child and deal in a very harsh way with other children. Me along with my team had stressed with him on his behavior and

found several changes gradually in his behavior. He changed his actions and stopped stealing. The team also was working with his parents and instructing them how they shall deal with him. Once all have dealt with him with love and care, we found a remarkable change in his attitude" (Program Psychologist).

"There was a girl who found a mobile phone and came to give to the teacher. The challenge in the Zabbaleen area, which is usually garbage people have the notion that whatever they found in the garbage or anywhere, they shall own it, since it does not belong to anyone. However, one of the monthly themes in the program was loyalty and how not to take anything that does not belong to me. This girl differed a lot with the program instructors, with her attitude, although there are challenges around her, but that proves the effect of the class themes of her behavior" (Program Psychologist).

3. Health awareness among children of the area;

The common remark from parents in Zabbaleen area is the rate of viral infections is high within the area, including schools, and they are afraid of their children to catch viruses, due to lack of proper sanitation and hygiene environment. According to Cairo Cleaning and Beautification Authority; "Indigenous methods of garbage collection are widely regarded as unhygienic, with the new system separately collecting industrial, medical and household waste" (Fahmi,2006, P.826).

Residents are suffering from consequences of living with garbage: health problems and also fires generated by garbage burning; garbage left in the settlement for some time absorbs the heat in the air which is highly flammable. The rate of infection of Virus C

among the area is very high because of the garbage surrounding them, and there is lack of health awareness and facilities that protect them from such diseases. A garbage collector and father of a student in the program mentioned the following;

> "We collect around 9 thousand tons of garbage every day, five thousand tons of them is solid wastes and four thousand tons are left in the streets sounding us, since there are no place for them. The problem started after the revolution January 25, there is a group of industries owners who put their hands on the area in which we through the garbage in, and threatening us to come near this area again, leaving for us a very small ground to through the garbage in, and it turns that we cannot find places to through the garbage, so we are all surrounded by it. We have made several complaints to the government, without that, we find no action from their side, they did not care about those who stole the land which was the main place to through the garbage in and then start recycling. The result is that the area is full of garbage everywhere, there are no proper health services, and we are afraid of our children to catch viruses, or have kidney failures."

To resolve this issue, the program aimed to explore for the children that health awareness has the same importance as the education. The instructors are trying to teach each child how to protect himself from polluted surroundings, and how to be clean all the time.

Therefore, a hygiene training program is being provided, hoping to eliminate bad habits such as lack of brushing teeth, washing face, hands, and hair;

> "Some of the cases that I saw more than one time for each gender; for boys (attention deficit and disruptive behavior disorder and involuntary urination)

for girls (sexual abuse and lake of activeness dullness)" (Program Psychologist).

A daily personal hygiene routine is being implemented during the program, which teaches the children to use soap and water to bath and use a personal towel. Children are advised to carry out this practice in their own homes. Additionally, Environmental awareness is made for children, through teaching them good manners towards the environment (i.e. using the wastepaper basket instead of throwing it on the land, keep trees and plants);

> "We teach the children how to plant, and we write his name on his plant. This has helped a lot in improving the child's behavior, since planting needs care and patience. Children loved a lot this type of activity. Also we were teaching them how to take care of the environment" (Program Manager).

Changes were seen on the tidiness of the children, although the garbage area does not help the child to take care of his cleanliness and appearance. However we found this active change in the children. They comb their hair properly and wash themselves, in addition to self-esteem changes. There are no shouting or hitting the children, and we teach the instructors how to deal with the children in a respectful way (Education and Awareness Program Officer)

B. Suggested recommendations in the educational field:

The common proposed approaches taken to education reform has three components: *engineering*, which ensures that the right technical inputs are in place and are used efficiently; *incentives* to promote better performance and responsiveness from those providing educational services; and *public accountability* to make certain that education, as a public good, serves the interests of the widest range of citizens (MENA, 2007). These three in case of well managed and implemented, could allow the education systems in the region to meet the new challenges and diverse demands that they face.

Education reforms in the Middle East are likely to focus too much on engineering education and too little on motivating the policymakers involved in the education system, and enhancing public accountability. This insufficiency warns the future competitiveness of the region, which requires a different and continuously changing set of educational outcomes for a wider group of individuals.

After displaying the most important problems reached from education, which can lead to drop off, it is so essential to set some recommendations such as the following:

1. Organizing training courses for the teachers on how to deal with the different characters, in order to combat the phenomenon of humiliating the students inside the schools, and to study the psychological conditions of the students so that they could find the most suitable solutions to deal with them.

2. Increasing the number of activities and sportive classes as one class weekly is not sufficient for each activity, because it is the only suitable chance to discover the different talents of the children in various activities

3. Confronting the private lessons through finding new opportunities to simplify the curriculum explanation and opening evening supporting classes for the students in which the teacher explains what the students need, and raising the teachers' wages.

4. Developing the talents of the talented and smart students through observation and selecting the smart and genius students who love education and research; in addition to those who are talented in the various activities, then developing their talents and providing them with what they need such as; tools to flourish their talent instead of hiding and vanishing.

5.   Activating and increasing computer and internet usage through developing the school computer rooms, and increasing the benefit from using the internet benefit. This is done through providing sufficient computer sets at schools, and for the students by selling them computers in the form of installments or offering them as gifts to the most successful ones.

6. Reducing school homework because it exhausts the student and prevents him from enjoying his time after the school day.

C. Suggested recommendations for the second chance programs:

The cases studies of developing countries presented successful outcomes of the second chance programs implemented by their local NGOs. Most of the local NGOs had contributed to reducing early school leaving. Also, the government in developing countries should be more open to new initiatives from their local NGOs.

In order to provide a cohesive and consistent approach to early school leaving, there is a useful resources for programs and schools called "Developing a Code of Behavior: Guidelines for Schools"; developed by National Educational Welfare Board in Dublin. This document can be formulated and tailored in a way to fit Egypt's early school leavers. It is a useful document for those working with young people who are under threat of deferred education or dropping out from school. It outlines the legal and technical requirements that should be made before dropping out of school can occur.

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APPENDIX A. Interview Questions

The thesis was attempting to show the impact of second chance programs on early school leavers, through making a SWOC analysis on the program. The following questions were conducted through the in depths interviews.

o When did the program start?

o What is the main purpose of the program?

o What were the Parents' and children reactions and feedback, when you proposed this program?

o How did you approach the parents for this program?

o Please explain the daily system of the child?

o When did you notice the change on the children ?

o What are major behavioural changes? Are there any feedbacks from parents or teachers ?

o What were other difficulties?

o Are the children who joined the program, continued their education at schools in preparatory?

o What are the most seen changes?

o What are other activities that direct the behavior of the child ?

o What were the problems facing girls at homes, and how you deal with them?

o How about Boy's problems?

o How Many Children where joining the program; please provide approximate number of girls and number of boys

o Tell me sample of psychological cases or behavioral cases of the children

o How do you observe the problems?

o How do you cope with each case?

o How do you see the outcome of the program on children behavior?

o Do you see that the level of education affects personality? How?

o What were the most activities that contributed to changes in Behavior?

o How do you see education in public schools?

o What are the mechanisms for implementation?

o How do you collect and observe your monthly achievements?

APPENDIX B. Arabic Consent Form

<div dir="rtl">

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث : برنامج الفرصة الثانية للأطفال الغير الملتحقين بالمدارس

الباحث الرئيسي: ندى نبيل جورج
البريد الالكتروني: nado3000@aucegypt.edu

انت مدعو للمشاركة فى دراسة بحثية عن برنامج الفرصة الثانية للأطفال الغير الملتحقين بالمدارس

هدف الدراسة هو البحث عن تأثير برامج الفرصة الثانية على حياة الأطفال الذى لم يكن لهم الحظ فى أكمال الدراسة.

نتائج البحث ستنشر فى (دوريه متخصصه أو مؤتمر علمي أو ربما كليهما

المدة المتوقعة للمشاركة فى هذا البحث (ساعة زمنية)

اجراءات الدراسة تشتمل على

-دراسة حالة عن منظمة غير حكومية تنفيذ برنامج فرصة ثانية
-إجراء مقابلات مع مديري البرامج والمنسقين الميدانيين
-جمع البيانات من الأشخاص المسؤولين
-تحليل البيانات
-التوصيات والاستنتاجات

المخاطر المتوقعة من المشاركة فى هذه الدراسة (لا يوجد)

الاستفادة المتوقعة من المشاركة في البحث: (لا يوجد).

السرية واحترام الخصوصية: المعلومات التى ستدلى بها فى هذا البحث سوف تكون (سرية).

ان المشاركة فى هذه الدراسة ماهى الا عمل تطوعى, حيث أن الامتناع عن المشاركة لايتضمن أى عقوبات أو فقدان أى مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة فى أى وقت من دون عقوبة أو فقدان لهذه المزايا.

الامضاء: ....

اسم المشارك :
- **مدير البرنامج**
- **الباحث الميدانى**
- **الطبيب النفسى**

التاريخ : ..../................/.........

</div>

APPENDIX C. INFORMED CONSENT FORM

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: Second Chance program for early school leavers living in Egypt's urban areas

Principal Investigator: Nada Nabil George
E-mail: nado3000@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is on Second Chance program for early school leavers living in Egypt's urban areas, and the findings may be *published, presented, or both*. The expected duration of your participation is approximately an hour per interview.

The procedures of the research will be as follows:

- Taking a case study on an NGO implementing the second chance program
- Interviewing the program managers and field coordinators
- Collecting data from persons in charge
- Analyzing the data
- Recommendations and conclusions

*There *will not be* certain risks or discomforts associated with this research.

*There *will not be* benefits to you from this research

*The information you provide for purposes of this research *is confidential*

* *"Questions about the research, my rights, or research-related injuries should be directed to researcher*

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

APPENDIX D. IRB APPROVAL

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

To: Nada Nabil George

Cc: Enas Abd El-Azim

From: Atta Gebril, Chair of the IRB

Date: April 8, 2014

Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Second Chance Program for Children in urban areas in Egypt," and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal 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 participants.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu