

Community Schools



**A Guide to Creating Community Schools:
The Approach and Experiences of Five Countries in Eurasia**



Yerevan -2004



This guide has been prepared by IFES and was made possible through support provided by the DSRO/USAID/Armenia, E&E, U.S. Agency for International Development under the terms of Grant No. 111-A-00-00-00168-00. The opinions expressed herein do not necessarily reflect the views of the U.S. Agency for International Development.

Author: Sarah Lindemann-Komarova

Editors: Oksanna Abrahamyan, Al Decie, Ivan Komarov, and Irina Serbina.

The reprinting right of this publications is exclusively reserved for IFES and the author, Sarah Lindemann-Komarova. This publication is not intended for sale.

For further information, please contact IFES-Armenia Head Office:

Republic of Armenia
Yerevan 375070
Alek Manoukian 9, 5th Floor
Tel.: (374-1) 51 20 51, Fax: (374-1) 51 20 15
E-mail: ifes@ifes.am
www.ifes.am

© 2004 IFES, Sarah Lindemann-Komarova

We encourage the reproduction of this material (in part and in total), but ask that you credit the author and IFES and that you show a full citation for this book. Thank you.

ACKNOWLEDGEMENTS FROM THE AUTHOR AND IFES

First of all we would like to thank the thousands of community school supporters in Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia. These dedicated people of all ages not only dared to dream of a better life for their children, parents, grandparents and community, but, found the courage and inspiration to become active, demonstrated the wisdom and talent necessary to be effective and proved that the community school idea transcends any constraints imposed by circumstance and fate. Special thanks to those who participated in the survey and allowed their material to be used. A full list of those schools is provided in the back of the book. In particular, we would like to thank those who took the time to send additional materials about their work: Izbasar Ysinov, Gagarin Middle School, Evgenevka, Pavlodar Oblast Kazakhstan; Anna Kislova, School #8 Stepnogorsk, Akhmolinsk Oblast, Kazakhstan; Gylbarshin Kasimanova, Pervomaiski YPK, Shemonakhinski Raion, Kazakhstan; T.G. Romanok, Middle School #1, Saran, Karagadinski Oblast, Kazakhstan; Elena Litvinova, Pervomaiski Middle School, Cheremnoe, Altai Krai, Russia; Nikolay Kharchenko, School #187, Novosibirsk, Novosibirsk Oblast, Russia; Natalia Grishaeva, Sherbakly Lysee, Sherbakyl, Omsk Oblast, Russia; Konstantin Yakovlev, Gymnasium #1, Bratsk, Irkutsk Oblast, Russia; Galina Solomovich and S.T. Kolmogorova; School #8, Ust Ilimsk, Irkutsk Oblast, Russia; Middle School #32, Krasnogorsk, Kemerovo Oblast, Russia; School #21, Samara, Samara Oblast, Russia, School #42 Leninsk-Kuznetskii, Kemerovo Oblast, Russia; School #6, Lisakovsk, Kystanaiski Oblast, Kazakhstan; Lysee-Internat Satilganova, Karakol, Kyrgyzstan; the NGO "Participation", Volgograd, Russia; School #26, Gyumri, Shirak Marz, Republic of Armenia (RA) ; School in Meghradzor village, Kotayk Marz, RA; School #150 named after Nansen, Yerevan, RA; School #17, Vanadzor, Lori Marz, RA; School "Evrika" for mathematics and humanitarians, Vanadzor, Lori Marz, RA; School #119 named after Zhamkochyan, Yerevan, RA; School #4 named after S. Avanyan, Charentsavan, Kotayk Marz, RA; School in Azatan village, Shirak Marz, RA; School #1, Aparan, Aragatsotn Marz, Yerevan; School #10, Abovyan, Kotayk Marz, RA; and School #1, Hrazdan, Kotayk Marz, RA.

This book provided us with a wonderful opportunity to reconnect with some old community schools friends and to be reminded of the strong leadership and commitment they have given to the movement. Their willingness to volunteer their efforts so this book could reflect the diversity of experiences that community schools are inspiring in the countries they live and work in is much appreciated: Elena Fomina and Nadezhda Kazantseva-Maximova at the Krasnoyarsk Center for Community Partnerships, Maya Gogoladze and Nino Murkhvadze from IFES in Georgia, Galina Kuznetsova from the Soros Foundation/Kazakhstan, Inna Gorlova from the NGO "Iskra" in Voronezh, Kate Lapham and Saltanat Builaseva from the Soros Foundation/Kyrgyzstan, Inna Anyfrieva at the Leninsk-Kuznetskii Community School Resource Center, Aliona Kazantseva, from the "Rebirth" Organization in the Republic of Altai, and V.I. Gysarov, Otradni Department of Education and Science, Samara Oblast.

Preparing a text in both English and Russian proved to be an enormous challenge. We have tried hard to sort it out so the English sounds Russian and the Russian sounds English. If we succeeded it is due in large part to Irina Serbina from the Omsk

Community School Resource Center. We are also grateful to Oksanna Abrahamyan, who gave us a wonderful surprise with her excellent editing and formatting of this guide.

We are also grateful to our colleagues at the Siberian Civic Initiatives Support Center Foundation for allowing us to pass along their wonderful development models here and to Nick Deychakiwsky at the Charles Stewart Mott Foundation for the on-going stimulating dialogue and for helping spread the Mott community school mission in the CIS. Also, we would like to recognize and thank the Eurasia Foundation for providing possibilities to spread the community school model to various regions of the Russian Federation as well as the OSI Network and its East East Program for supporting over the years several Eurasia-East European conferences for community school practioners and government officials from throughout the two regions.

Though this guide focuses on community school developments in several parts of Eurasia, we would also like to use this opportunity to recognize and thank our community school colleagues in Eastern Europe (particularly in the Czech Republic, Hungary and Slovakia) and the USA (particularly, the National Community Education Association and the National Center for Community Education) for their consistent interest and readiness to engage in mutually beneficial exchanges of experiences, models and techniques with their peers from this part of the world. As this guide is being finalized, colleagues from Nova Skola in Prague are organizing the fourth exchange between community school practioners from Eastern Europe and Eurasia.

Personally the author would also like to thank her daughter Carla for the constant distractions and the perspective that watching the cows go home at night along the river bank can bring and also Tanya Vizayeva for taking care of all of us. To her mother, sisters and brother in America -- their passion, kindness and commitment to social justice are something she strives to live up to. And, thanks is not a big enough word for the author's husband, Ivan Komarov, who not only translated the book but transformed her life into a place where dreams do come true.

Last, but never least, the need for this book has existed for a long time. That it has become a reality is due to the support provided by the staff of IFES in Washington DC and Armenia and to financing from USAID/Armenia.

*Sarah Lindemann-Komarova, Novosibirsk
Al Decie, IFES/Armenia, Yerevan*

November 2004

Dedication

This book is dedicated to Carolina-Clyde, Lilit and Haik in the hope that the work we do today will make the world they grow up in reflect the principles and vision that are the heart of the community school idea.

TABLE OF CONTENTS

<u>Acknowledgements from the Author and IFES</u>	
<u>Introduction</u>	1
<u>Part I. A Brief History of Community Schools: Principles, Approaches, and Models</u>	3
<u>Part II. Important Tools for Creating a Community School and for Its Successful Work</u>	10
<u>Chapter 1. Forming an Initiative Group</u>	11
<u>Chapter 2. Information Gathering</u>	15
<u>Chapter 3. Conducting Effective Meetings</u>	23
<u>Chapter 4. Project Development</u>	28
<u>Part III. Democratization</u>	39
<u>Chapter 1. How to Start?</u>	40
<u>Chapter 2. Democratization of the School</u>	44
<u>Chapter 3. Democratization of the Classroom</u>	50
<u>Chapter 4. Lifelong Learning and Community Education</u>	61
<u>Part IV. Volunteerism</u>	654
<u>Chapter 1. Planning and Conducting Volunteer Actions</u>	67
<u>Chapter 2. Organizing Volunteer Programs</u>	77
<u>Part V. Partnership</u>	85
<u>Chapter 1. Basic Steps for Creating A Partnership</u>	87
<u>Chapter 2. Formal Partnerships</u>	92
<u>Chapter 3. Informal Partnerships</u>	108
<u>Part VI. Resource Mobilization</u>	111
<u>Chapter 1. Organizing and Conducting Grant Competitions</u>	112
<u>Chapter 2. Fundraising Events</u>	123
<u>Chapter 3. Public Outreach (PR)</u>	131
<u>Part VII. The Community School Movement</u>	136
<u>Chapter 1. Mechanisms for Developing the Community School Movement</u>	137
<u>Chapter 2. Country Overviews of the Community School Movement</u>	144
<u>Conclusion</u>	161
<u>Survey Results</u>	162
<u>Appendices</u>	169
<u>Photo Album</u>	213
<u>Useful Resources</u>	216
<u>About the Author</u>	219
<u>IFES Activities in Armenia</u>	220

INTRODUCTION

This handbook was created on the basis of eight years of experience in the development of a community school model that was developed in Siberia and documentary material for how it is being implemented successfully today in 5 countries: Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia. The purpose for this book is fourfold:

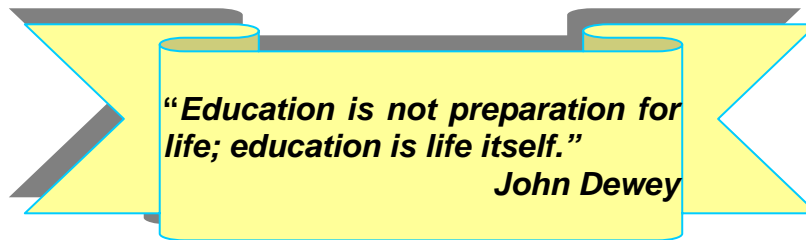
1. Provide a step-by-step approach to developing a community school (CS) for those who are interested in implementing this idea.
2. Introduce some advanced community development technologies for those who are already using the model.
3. To respond to one of the greatest needs in the community school movement today by providing an opportunity for community school practitioners to exchange information about their experiences.
4. To demonstrate that the community school model is a very effective mechanism for mobilizing the community to address their needs in the widest range of social, economic and political environments.

At first we introduce the reader with the brief history of the community school concept as it first appeared in America. This is followed by a description of the model as it was developed in Siberia and adapted to the transition environment in Russia. From Siberia the community school model has successfully expanded to other regions of Russia as well as other CIS countries. The strength of the model has been proven by its flexibility to not only generate positive results in all 5 countries, but, it has provided a foundation for practitioners to develop new methods that reflect the principles the model promotes. We include in handbook over 100 methods.

The methodological part of the book starts with presenting the basic tools for developing a community school. This technology is well known and used in the business and non-profit sectors. This is followed by Parts 3-5 that corresponds to the three components of the community school model we represent: Democratization of Schools and Classrooms, Volunteerism and Mutually Beneficial School-Community Partnership. Part 6 looks at Resource Mobilization or, how you can generate increased financial resources for your school, community and other worthy social causes. Part 7 provides an overview of what is happening in the broader community school movement today and the mechanisms that are being used to promote the model on a local, national and international level.

We believe this handbook demonstrates that strong communities will lead to a strong and healthy democracy and that is our shared goal. How do we measure that? The strength of a democracy cannot be measured in terms of economic wealth or military might. Neither money nor weapons can sustain a democratic society if the people are not active participants in that process. What makes democracy most sustainable has been best described by American Humanities Professor, Andrew Delbanco, "Democracy thrives only if it sees to the universal distribution of hope." Thus, the way to measure the strength of a democracy is the degree to which its people have hope, hope that there will be justice, hope that their children will be properly clothed and fed, hope for decent housing and healthcare and equal access to education and a job. Hope that our children will live in peace with dignity and respect towards all citizens of the world. Today, more than ever, this may seem an impossible goal but it is the only goal worth

striving for. This book demonstrates that community schools are a mechanism for generating hope now in Armenia, Georgia, Kazakhstan, Kyrgyzstan and Russia.



[Return to the **TABLE OF CONTENTS**](#)

To obtain copies of the report or materials produced, please contact the F. Clifton White Resource Center:

F. Clifton White Resource Center
IFES
1101 15th Street, NW
Fifth Floor
Washington, DC 20005
202.828.8507, Telephone
202.452.0804, Fax
www.ifes.org