# EMPOWERMENT OF EGYPT'S CHILDREN TO TAKE ACTIONS IN SCHOOLS AND COMMUNITIES

## FINAL EVALUATION

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## SUBMITTED TO

# CARE

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## LIST OF ACRONYMS

| BoT | Board of Trustees |
|---|---|
| CARE | Cooperatives for Assistance and Relief Everywhere |
| CPM | Child Protection Mechanism |
| CDAs | Community Development Association |
| CP | Child Protection |
| CPM | Child Protection Mechanism |
| ER | Expected Result |
| EU | European Union |
| FGD | Focus Group Discussions |
| ITSPLEY | Innovation Through Sport: Promoting Leaders, Empowering Youth project |
| MOSS | Ministry of Social Solidarity |
| MoE | Ministry of Education |
| JBA | Jesuit Brothers Association |
| PTL | Power to Lead |
| PRA | Participatory Rapid Appraisal |
| QAU | Quality |
| SIP | School Improvement Plans |
| SCUK | Save the Children UK |
| SU | Student union |
| SW | Social Workers |
| ToT | Training of Training |
| TSU | Technical Support Unit |
| UNCRC | United Nations Convention on the Rights of Children |
| YADE | Youth Association for Environment and Development |

**EXECUTIVE SUMMARY**

This is the report of the Final Evaluation of the "Empowerment of Egypt's Children to take actions in Schools and Communities", funded by the European Union (EU) and implemented with co-fund from CARE Deutschland-Luxemburg e.V in partnership with Save the Children UK (SCUK); Jesuit Brothers Association (JBA); and Youth Association for Environment and Development (YADE). According to the agreement with the EU, the project started in January 2011 and was contracted to last for 36 months. The implementer got six months no cost extension to compensate the delays took place at the beginning of the project as a result of the uprisings in Egypt in 2011.

The Final evaluation mission was commissioned by CARE to be completed within the time frame of 18 days. The evaluation covered activities carried out from the period from January 2011 to December 201June 2014. The evaluator used literature review, field visits, FGDs, interviews and questionnaires as the main methodologies for the evaluation process. The evaluation framework was mainly based on assessing the relevance, efficiency, effectiveness, impact and sustainability.

The evaluation revealed that the action is showing case of enhancing participation of students in the governance of their schools through the mechanism of SU and SIP. The action is fostering child protection principles and standards of child rights. Further, the evaluation showed full support of government officials at both the district and governorate levels with endorsement of the MOE top level officials of the NGO department and Social Education Department.

The action is demonstrating a model that contributes to the *overall objective* of the project with specific reference to the related verifiable indicator on the implementation of the Ministerial decree 203 and other child laws. In this respect, children met through the FGDs proved excellent knowledge of decree 203 and extended to the new decree 62, reflecting the capacity of the implementers to be responsive to the new legal developments pertaining to SU at one hand and the ability of children to absorb related legal rights and advocate for the rule of law instead of applying school norms as will be illustrated hereinafter. Meanwhile, the verifiable indicator of the overall objective children's participation in UNCRC consultation and reporting processes in Egypt" was too ambitious to be realized given the political developments and wide scope of the action.

With regards to the action's *Specific Objective*, the action was successful at replicating the model at four schools; two per governorate. Although, the MOE did not produce an official replication strategy, MOE acknowledged that the application on the ground was successful and disseminated the publications produced to a number of Moudiryat (districts). An official replication of all models and methodologies was difficult due to the continuous change in the senior level of MOE and the challenging

political circumstances associated with the implementation period. As for the girls' representation and leadership, the percentage exceeded 70% by the end of the third year as a result to the whole enabling environment that consolidated equality and rights value system within the targeted schools.

At the level of the *three results of the action*, there is a substantive and dramatic change in the area of child protection although limited in the scale of application. The buy in and ownership that featured all interviews and focus group discussions with social workers and governorate officials were dominating. The three rounds of SU moved the structure of SU from being dormant SU to an active one in terms of the level of participation of both boys and girls, applying principles of transparency, inclusiveness, integrity and accountability along with mainstreaming the right value system within SU and the school institution.

At the level of result two, the development of the child friendly tool was crucial to the engagement of students in all interventions of SIP. There was a wide scope of training on child rights and the CRC convention, paving the way to the adoption of child protection in eight schools.

At the level of Result three, a clear progress has taken place since the mid-term evaluation in terms of child protection awareness and training, advocacy activities through producing awareness visibility materials such as comic book on Decree 62, Student Union Manual, Child protection booklet and Guidebook, Success stories booklet.  The implementing organizations exerted efforts at the policy level of the MOE. Outstanding outcome could be traced at the district and governorate levels but barely to be captured at the national level where decision-making is taken.

## 1.1. Lessons learned

1. Student union is an effective venue and sustainable structure to implant democratic values at early age of the schooling experience through the mechanism of election. Student Union is a channel to consolidate principles of governance such as participation, equity and equality, transparency, accountability and rule of law.
2. Children's participation should be a process and not one time event or activity.
3. Expanding the scope of interventions pertaining to child empowerment to social accountability using SU and BOT in the case of CARE new funding from EU and HSBC is a good strategy to consolidate investment and ensure accumulated knowledge in the same 36 schools.
4. Child rights concepts, practices and child protection policies should be mainstreamed throughout approach, strategies and methodologies used in the Action and not to be an adds-on component. Mainstreaming ensures the understanding, visualization of the added value and seeing the linkage and consequences
5. Introducing new cultural concepts such as child rights and child protection into conservative communities at Upper Egypt needs more time to facilitate dialogue

with stakeholders, tailor approaches and strategies to the age bracket of target groups and context of the community.

6. Empowering children at schools cannot be isolated from empowering the whole community including parents, community institutions. Experience of the project proved that approaching parents facilitate the understanding and acceptance to new concepts that bring a change to the culture.

7. Promoting gender equality become easier in case of mainstreaming child rights values and practices.

8. Advocacy interventions should take into account the inclusion of senior decision-makers at the central level since decision-making at the MOE is still central despite the fact that they have decentralized structure. This would help the institutionalization of the new approaches and strategies into the MOE. Establishing a steering committee at the national level could be one option for inclusion the decision-makers.

9. The fact that CARE and partners choose schools that have previous experience with CARE with specific focus on "Innovation Through Sport: Promoting Leaders, Empowering Youth project" (ITSPLEY) and Power To Lead (PTL), is a good approach that helps to ensure realizing results and to consolidate the impact;

10. Thematic camps are an excellent methodology that combines knowledge with practices. Camps are allowing for interaction and break social barriers among boys and girls at the local level;

11. Exchange visits are an effective tool for show cases whether at the level of showing the model of SU or at the level of consolidating the concept of gender equality;

1.2. Recommendations

**The following are the main recommendations:**

*At the level of MoE*

1. It is highly recommended to establish/assign child protection committee within the MOE and at each district level. The project cannot establish Child Protection (CP) focal points as part of the mechanism for child protection at school level without having this institutionalized within the MoE.

2. The directorate of education at each governorate has to establish a roaster for trainers at each district to mainstream the knowledge and skills to other schools in the respective governorate.

3. There is a need to institutionalize tools and manuals and the whole model of Student Union to ensure sustainability.

4. There is a need to scale up the pilot of child protection model. This will entail to find a mechanism to continue the work with the MOE on this issue.

*At the level of the project's future interventions, there is a multi dimensional approach*

5. **SCUK** has to advocate and consolidate efforts with regards to child protection using the policy paper developed on child protection, taking into consideration the case of this action as part of the context of Egypt, identify all the successful approaches and the needed intervention of every level of stakeholder.

6. **Approaches**: future designs should integrate gender equality into all interventions addressing all stakeholders especially when targeting Upper Egypt conservative communities.

7. **Community mapping**: future designs should include community mapping as part of baseline study to identify the influential segments or institution of the surrounding communities.

8. **Replications Modalities**: **CARE** is highly recommended to develop modalities for the whole model of empowering Students through SU to be used by MOE and to be shared by other concerned organizations such as UNICEF. These modalities would include but not limited to SU, Child rights and child protection not only SU.

9. **Community actions**: To relate community initiatives with the new approaches and concepts introduced by the project. In this regards, a set of criteria should be identified to help avoid stereotyping of interventions and efficient use of the project's fund.

## INTRODUCTION

This is the report of the Final Evaluation of the "Empowerment of Egypt's Children to make actions in Schools and Communities", funded by the European Union (EU) and implemented by CARE Deutschland-Luxemburg e.V. in partnership with Save the Children UK (SCUK); Jesuit Brothers Association (JBA); and Youth Association for Environment and Development (YADE). According to the agreement with the EU, it is a 36 months project started January 2011. CARE succeeded to get a six months no cost extension to compensate the delay that took place at the beginning of the project due to the 25th of January Revolution events.

**PROJECT'S OVERALL OBJECTIVE:**

"Children in Egypt play an important role in influencing their own development and the development of their schools and communities and the ground is laid for their future active participation and engagement in civil society".

**PROJECT'S SPECIFIC OBJECTIVE:**

"Egyptian children – with an emphasis on girls – are participating in a process of taking action to address issues and meet their needs in schools and communities. Also, children are engaged in civic action to advocate for their rights".

**PROJECT'S EXPECTED RESULTS:**

> *Result #1:*
>
> Students take leadership roles through student unions to participate in activities that expand their rights to an education that addresses cultural, social and physical needs, in addition to academic needs. And students engage in civic action to identify and address emerging issues in schools and communities.

> *Result #2:*
>
> Students actively participate with other school-based stakeholders to develop School Improvement Plans (SIPs) as a means of engaging in a process to improve learning for all children. Students will ensure that the SIP in their school includes an awareness plan on child rights and abuse, along with the establishment of a child protection mechanism.

> *Result #3*:
>
> Children are actively engaged in the civic process of public education and advocacy as Egyptian citizens concerned about their rights as children. Specifically they will focus on Decree #203 to activate student unions supporting student participation in school planning and Law 12 to focus on child protection.

The project targets 36 primary and preparatory schools in eighteen communities in Minia and Benisuif governorates (18 schools/ 9 communities / each governorate).

The Final evaluation mission was commissioned by CARE to be completed within the time frame of 18 days. The evaluation covers activities carried out from the period from January 2011 to June 2014 (details see TOR in annex 1).

This report will provide, in the second section, an overview on the methodology used in the final evaluation, while in the third section will present a conceptual framework for the legal texts upon which the project is premised. In the fourth section, the report will provide a contextual overview for the activities implemented by the project. In the fifth section, the findings related to relevance, effectiveness, efficiency, impact and sustainability will be presented. Finally, the report will conclude by listing the lessons learned and recommendations to improve the implementation and future design of new projects.

**METHODOLOGY**

The evaluation framework is mainly based on assessing the relevance, efficiency, effectiveness, impact and sustainability

In relation to the *relevance* of the project, the evaluator sought to assess the project's intervention logic and logical framework matrix, appropriateness of the objectively verifiable indicators of achievement, the extent to which the nature of the problems originally identified have changed (or remained), the degree of flexibility and adaptability to facilitate rapid responses to changes in circumstances; the analysis of assumptions and risks. On the basis of this assessment, the evaluator analyzes the approaches taken by the project's main partners namely CARE and SCUK.

In relation to *effectiveness,* the evaluator examined to what extent the project objectives were met in terms of quality of outcome. The evaluator has assessed whether the planned benefits (e.g. SIP, active SU, capacity building interventions, adoption of child protection mechanism …..) have been delivered and received, and to what extent, as perceived by all key stakeholders; whether a significant number of intended beneficiaries participated in the intervention; whether behavioral patterns have changed in the beneficiary organizations or groups such as MoE, girls, SW, LT, BoT at various levels; and how far the changed institutional arrangements and characteristics have produced the planned improvements, whether the balance of responsibilities between the various stakeholders was appropriate, and which accompanying measures have been taken by the partners; how unintended results have affected the benefits received positively or negatively and how they could have been foreseen and/or managed and whether any shortcomings were due to a failure to take account of cross-cutting or over-arching issues such as gender during implementation.

As part of the *efficiency* analysis, the evaluator examined the technical resources and the organizational and project management systems used by the implementers. The evaluator has explored the quality of day-to-day management**;** along with partnership handled by the project

In assessing the *impact* of the project, the evaluators took into account to what extent there is a progress towards indicators as mentioned in the log frame; whether the effects of the project have been facilitated/ constrained by external factors. For instance evaluator assessed whether the protection mechanism have produced any unintended or unexpected impacts, and if so how these results have affected the overall impact.

The *sustainability* criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non funding support interventions. The Mid-Term Evaluation makes an assessment of the prospects for the sustainability of benefits on the basis of the following issues:

To what extent the different players in the project adopt the strategies and is there a progress towards scaling up and replication to other schools beyond of the scope of the project's schools. Are there any signs that MoE can adopt one or the other manual produced by the project such as the SU manual and Child friendly tools? To what

extent the different structures such as SU and BOT will ensure the continuity of interventions.

Meanwhile, the evaluator has used different methodologies such as literature review and orientation meetings with CARE and SCUK. Moving to the field, the evaluator used other methodologies while approaching the direct beneficiaries, stakeholders and local partners namely focus group discussions (FGDs) with students and in-depth interviews with stakeholders and partners. Moreover, the evaluator has used reflection sessions to discuss the validation of recommendations with the different teams implementing the project.

The sampling was mainly relying on the simple random sampling used for 55 questionnaires with students from both governorates. The evaluator has targeted ten schools randomly in each FGD per governorate with total number of 20 schools out of 36 schools benefited from the project. The evaluator conducted six FGDs (one with primary schools, another with preparatory schools and third with SW) in addition to one with schools from outside targeted schools. The average number of students attended the FGD was 12 students. The planned time for the fieldwork according to the TOR was five days. The first day was devoted to meeting with governmental officials, partner NGO and CARE staff in the governorate. The other days were allocated to the, conducting the FGDs. The field visits were preceded by meeting with the Project's team (CARE and SCUK in Cairo). After finishing the field visits, the evaluator presented the preliminary findings to the project team during their periodical planning meeting (for further details please see annex 2 - the list of schools; annex 3 - people met; and annex 4 - Final evaluation plan and stakeholders interviewed). The consultant prepared an overall achievement sheet to help assess the achieved against the set indicators.

***Limitations to the evaluation mission:*** Given the wide scope of stakeholders, players, partners and number of schools, the time frame indicated in the TOR for the whole mission did not match this scope. The field visits timeframe should have been extended to ten days instead of five. The fact that the evaluation took place during the summer vacation, made it difficult to get the sample as intended and to visit schools.

## CONCEPTUAL FRAMEWORK OF THE PROJECT

The Convention on the Rights of the Child (CRC), ratified by Egypt in 1990 is the main reference for the child rights and child protection interventions of the project. While the CRC's Articles are interrelated and indispensible to promote the well being of the child in all aspects of life and in all circumstances, the project has focused on Articles 12 (the right to be heard/participation), 19 (freedom from all forms of violence) and 31 (the right to participate) as their reference while designing and implementing the interventions.

**The Right to be heard and participation according to Articles 12 and 31**:

The "right to be heard" constitutes a pillar within the framework of Articles 12 and 31. General Comment no. 12 provided an illustration to the content of these two articles. Concerned parties should work with children to shape their conscious and enhance their awareness so that to be able to form their view freely and initiate a dialogue on related topics. Accordingly, this entails passing through a process to engage students, which then called participation.

**The Right of Child to be free from all forms of Violence according to Article 19**

**Article 19** as being explained by General Comment no. 13, is the perquisite Article to the promotion of full set of rights enshrined in the CRC. Elaborating on the content of Article 19, the Comment highlighted that respect for the child's human dignity is essential for the prevention of all forms of violence. Accordingly, enabling children to express themselves freely is crucial for this process along with addressing all barriers to participation.

On parallel line, maintaining physical and psychological integrity of the child entails addressing the cultural norms and practices and involves families, the primary caregivers of the students (boys and girls) in the process.

**Egypt's National Law:**  Protection and child rights are being reflected in Egypt's national law No.12/1996 that was amended by Law No.126/2008 to comply with the CRC. According to the amended law, Egypt has added protection clauses for the first time and illustrated specific mechanism at the governorate, district and village level. Within the context of the project, protection committees are not active due to the different political circumstances that Egypt is undergoing such as the change of governors and Ministers of Education.

During the life span of the project, two successive decrees regulated the roles and mandates SUs at schools. **The Ministerial Decree #203** states the purposes and goals for student unions in terms such as democracy/student participation, human rights, student responsibility to participate with school administration, etc.  It gives specifics

of structure (leadership roles & subcommittees) and timing for student union elections at school, district, governorate and national levels.  In 2013, an amended decree took place namely, **Decree 62 for the year 2013**. The new amended decree provided more support, space and opportunities for students in terms of representation at the national level.  All governorates' students are provided the opportunities to be elected at the national level after limiting this option to Cairo and Giza only. The number of executive office becomes seven instead of five.  The allocated budget increased to three pounds for primary schools and four pounds for preparatory instead of one pound, to be deducted from school fees.

## CONTEXTUATL CONSIDERATIONS

Egyptian Context

**The project started and carried out within a period in which Egypt has gone** through two uprisings that generated two interim authorities and two elected presidents (The Supreme Council Armed Forces ruling that preceded the election of President Mohmaed Morsi while the other followed the ousting of Morsi and the Muslim Brotherhood ruling, to have a second interim authority run by the Head of the Supreme Constitutional Court to be followed by electing Marshal Abdel Fatah el –Sisi as the current President of Arab Republic of Egypt.).  Within these developments at the ruling power, several governments assumed their role at the Cabinet level, affecting the decision-making processes.  Four Ministers run the MOE during the life cycle of the project. The consecutive governments were hesitant to sign decisions, approve funds or allocate money.  Within this context, the project under evaluation started its activities in 2011, lasting for more than three years during which approvals were delayed and full engagement of government in the activities of the project could not be met.

Context of the Project

The first phase of the project which took the first year was devoted to concluding agreements with partners NGOs; JBA and YADE, setting the structure of the project at the governorate level, recruitment of the staff and setting plans. This phase has witnessed as well substantive communication, orientation and coordination with all MoE officials. Steering committees that focused on facilitating the activities of the project have been formed as welll.

During the first phase of the project, local partners (partner NGOs) received capacity building training. These included developing case studies, time management, reporting, following up on activities and problem solving.

Moreover, the baseline study has taken place during the first year and was released on January 25th, 2012. The baseline highlighted a number of findings that relate to the

project's interventions, on top of which is the fact that students are not aware of the election process of the SU except two schools of the study sample. All participants of the sample did not have knowledge of the concept and meaning of the child protection policies, a matter that has changed dramatically during this period as will be illustrated herein after.

This phase witnessed the selection of schools in four districts in both governorates namely; el Fashn and Ahnasia in Benisuif  and Malawi and Abu Kerkas in Minia. Round one of the SU elections took place during this phase.

Two important rising events took place during this phase that affect the effective progress of the project.  Firstly, MOSS did not approve the JBA agreements with CARE and SCUK. This in return affected release of funds to JBA and required shifting of financial management issues to CARE, thus putting much additional level of effort onto the coordinator in Minia. JBA obtained the approval towards the third year of the project in May 2013.

The second significant event is that Save the Children (UK) and Save Children (US) had been merged into one entity (SCUK) and in return, a restructuring process took place. As a consequence, the manager of the child's rights and protection component left the organization and was replaced by the acting manager based in Assuit with a level of effort of 40% and a full-time coordinator based in Minya while the accountant is based in Cairo, affecting the quality of communication and management of interventions. In May 2013, a new officer for the Child Protection assumed his role in managing the component, bringing a substantive change to quality of related outcomes.

**The actual implementation** of activities started by January 2012 till 2014 with effective implementation during the last year of the project focusing on consolidating SU interventions and improving work on child protection.

Findings

*OVERVIEW ON THE PROJECT'S RESULTS:*

The Action is demonstrating a model on enhancing participation and mobilizes all players at all levels for better engagement in protecting children and assuming leadership roles especially for girls.  The Action is contributing to the overall objective of the project with specific reference to the related verifiable indicator

"Demonstrate influence of children in advocacy and lobbying to enhance the implementation of relevant laws and policies, in particular Ministerial `decree 203 on the operation of students Unions and Child law 126/2008 on child rights and child protection." In this respect, children met through the FGDs proved excellent knowledge of decree 203 and extended to the new decree 62, reflecting the capacity of the implementers to be responsive to the new legal developments pertaining to SU at one hand and the ability of children to absorb related legal rights and advocate for the rule of law instead of applying school norms as will be illustrated hereinafter.

Meanwhile, the action has a limited contribution to the verifiable indicator of the overall objective "increase in quality and representativeness of children's participation in UNCRC consultation and reporting processes in Egypt" in the sense that nineteen children from both governorates participated in consultation process, carried out by SCUK to be integrated into the shadow report. The consultative process used four focus group discussions as one methodology to consult children, which cannot generate substantive input or feedback from children.

With regards to the three verifiable indicators of the specific objective according to the logical framework (MOE at district level produces its own replication strategy, replication of the model and increase in proportion of girls representatives/ leaders), the action was successful at replicating the model at four schools; two per governorate Whereas the MOE did not produce replication strategy as a written document, the local level officials and schools' staff are aware and practicing the replication strategy through a given process. Recognizing the fact that the process at the government level is still central and needs more time for getting approval due to the sensitivity of work inside the school institution, the two partners should have developed the guide line of the replication to facilitate the adoption of the model. As for the girls' representation and leadership, the percentage exceeded 70% by the end of year 3. Two factors allowed for this achievement namely the targeting from the very beginning was focusing on girls schools that reached 11 girls schools and 25 mixed schools targeted by the action. The second factor that fulfilled this indicator is the whole enabling environment that consolidated equality and rights value system within the targeted schools.

At the level of the three results of the action, there is a clear improvement in the area of child protection, the buy in and ownership that featured all interviews and focus group discussions with social workers and governorate officials was dominating.

**At the level of ER1**, the verifiable indicators of achievement include five indicators as follows:

1. All 36 target schools demonstrate active and dynamic SUs
2. Increase in awareness among school stakeholders and MoE district units (through training provided), of relevant policies and practices regarding SUs
3. 50% increase in  # of students/ girls active in SUs and communities

4. # of community actions taken to support SUs in schools under this action
5. # student union initiated community action plans agreed and operational by end of year 3

Three rounds of SU have taken place throughout the life span of the action, moving the structure of SU from being dormant SU to an active one in terms of applying principles of transparency, inclusiveness, integrity and accountability along with mainstreaming the right value system within SU and the school institution.

About 320 SW, LT and supervisors were trained in both governorates on decrees 203 and 62 while 4620 benefited from the cascade in both governorate (1390 in Minya and 4230 in Benisuif). The whole process of training and cascade created 3 successive generations of students who are aware of the rules and laws regulating their work in the SU.

With regard to community initiatives, schools excelled in assessing needs, developing plans and implementation of school initiatives with the aim of improving the community. More than 10 community initiatives have been implemented throughout the life span of the project including initiatives that are geared towards improving the school environment such as setting up the water and toilet facilities while others are targeting promoting literacy in schools. Two important initiatives consolidated the result namely the non-discrimination initiative and the child rights initiative. The participation of children as actors and beneficiaries in these initiatives allowed for the establishment of the enabling environment.

**At the level of ER2** there are five indicators for measuring the achievements as follows:

1. All 36 target schools develop SIPs with participatory monitoring and review mechanisms involving children
2. # of target schools formally include SUs as part of the SIP development/monitoring process by end of Year 2 and Year 3
3. # government sector stakeholders (school administrators, school SWs and district TSU and QAU Units) trained under this action to promote child participation in SIPs
4. Increase in awareness (through training provided), of child rights, child participation and child protection
5. In all target schools, SIPs specifically provide for children's involvement in reviewing/ developing/ monitoring child protection policies and systems - by end of Year 2

The development of the child friendly tool was crucial to the engagement of students in all interventions of SIP. A number of 221 directorate, district and school officials participated and trained on the use of child friendly tool while 171 social workers, training units and QAU received the same training. About 1150 students were trained through the use of the cascade methodology. Parallel approach was the wide scope of

training on child rights and the CRC convention, paving the way to the adoption of child protection in eight schools.

In Minya, 81school staff received TOT on child protection policy. A cascading to 452 staff including directors of schools followed the training. The same training was geared towards building the capacities of 292 SW and LT in Benisuif.

At the level of Result three, a clear progress has taken place since the mid-term evaluation in terms of child protection awareness and training, advocacy activities through producing awareness visibility materials such as comic book on Decree 62, Student Union Manual, Child protection booklet and Guidebook, Success stories booklet. The implementing organizations exerted efforts at the policy level of the MOE. Outstanding outcome could be traced at the district and governorate levels but barely to be captured at the national level where decision-making is taken.

Relevance

The overall design of the action is relevant to the target groups' needs and reflects the spirit emerged after the 2011 uprisings that call for the respect of human dignity and rights. The action is premised upon the CRC and the Egyptian Child Law that call for child's rights and protection. The Ministerial decree 203 and the new amendment 62 for the year 2013 emphasize children's rights to participation, the realization of human rights while specifying leadership roles and structure through which students' voice their concerns and channel for participation

In the meantime, the project reflects the international and national laws that enhance child rights (CRC and Egypt's Child law 12), the Ministerial decree 203 and amendment in 2013. Such legal system promotes the role of the student union in initiating participation and democratic practices within the school environment, among students (boys and girls) and between students and school leaders/officials.

## 2.1. Relevance of the design

The model is responding to a real need for students to actively participate in school activities and to be engaged in improving their school environment. The project was responsive to accommodate the rising needs during implementation such as initiating open days for better knowledge building and development of plans of activities. During the last year of the project felt the need to include students with social workers in the different trainings carried out by the project. The SU component revealed a well studied area that is reflected in the design and implementation.

Meanwhile, the project focuses on empowering children to take actions in schools through SU and in communities through communities initiatives, the implementation of the project through a period extended to more than 36 months revealed that there are two areas, incorporated in two indicators, would be more relevant if designed differently. One is relating to the consultation process to report to UNCRC while the

other is geared towards the engagement of children in the development of SIP as follows:

*UNCRC Consultation Process:*

*"Increase in quality and representativeness of children's participation in UNCRC consultation and reporting processes in Egypt",*

From the very beginning, there was no designed methodology to address this indicator. The consultation process took place later in the lifetime of the project. The process included four focus group discussions with a total number of 19 students from both governorates; a figure, which is not representative even at the level 36 schools, targeted by the action. Thus the sample is not representative of the children and it affects the quality of responses. The reporting on UNCRC includes all issues pertaining to child's rights in Egypt. The reporting on this consultative process prepared and submitted by SCUK was not exhaustive in nature and focused on positive discipline, limited scope of gender equality and child participation. The indicator and interventions should have designed from the very beginning to deal with the whole action as a consultative intervention and even constitute an action-based research on CRC specific Articles. More coordination should have taken place from the very beginning with other organizations/ projects working on the same area or the same CRC Articles. Accordingly, the design should include specific interventions to watch and document all form of violation of children rights and related policy recommendations such as mainstreaming child rights and child protection in school curricula and SIP.

*SIP*

"Students actively participate with other school-based stakeholders to develop School Improvement Plans (SIPs) as a means of engaging in a process to improve learning for all children. Students will ensure that the SIP in their school includes an awareness plan on child rights and abuse, along with the establishment of a child protection."

Whereas the SIP seems to be relevant, the SIP has three dimensions of results even if this is not clear in the logical framework. First dimension is related to the capacity to assess the school institute and the schooling experience. The second pertains to the level of involvement of monitoring the implementation. The last dimension is geared towards integrating child rights and child protection into SIP. The Action focused on the first dimension through using the self-assessment tools of the child friendly tools. Level of Involvement of children in the other two dimensions is not clear. Two factors may relate to this finding. One factor is related to the fact the development and monitoring of SIP is out of the control of SWs. Second, the nine dimensions of SIP, although related, are wider in scope than the scope of interventions of the Action. Finally, child rights and child protection were not mainstreamed into the MOE matrix of SIP. Thus, the SIP is left to the discretion of each school and the result is an ads component under non-relevant dimension on child protection.

While the indicator indicates that all target schools should integrate child protection into their plans, the scope of child protection intervention is limited to eight schools and four more schools within the replication framework, a matter that affect full realization of this indicator.

## 2.2.Relevance of Stakeholders

The action has successfully identified the most relevant stakeholders to the interventions and the expected results with special focus on the related stakeholders to SU. The depicting of the SW, BOT, LT, school training units, educational directorate, QAU and TSU are substantively relevant to the SU. Meanwhile, the design was not able to include identified governmental officials relevant to advocacy interventions and the concerned department at the Ministry level who are responsible for adopting modalities and manuals produced by the Action on the national level. The Steering committees in both governorates were one of the tools used to get MoE on board. They participated in developing the manuals, especially the SUs and SIP ones, and contributed to dissemination of publications and material produced on the local level with outreach to all educational districts in Minya and Benisuif.

 Given the context of continuous change of the position of the Minister of Education, and the complicated nature of procedures related to manuals accreditation, the inability of replication on the national level could be justified.

Interventions addressing child protection and child rights would have been more relevant to the needs of the target group if the design has involved the family with specific interventions. The involvement of BOT was a good approach to the involvement of the family since some of the members are representing parents. This was not actually enough while addressing cultural-rooted norms and conservative.

In this respect, the word "community" is used extensively in the logical framework without clear distinction between the community inside or outside the school or clear interventions to support results. Community may include the family, CDAs and other stakeholders or may refer to the surrounding environment. Such vagueness allowed for the absence of tailored activities.

## 2.3.Relevance of strategies/ approaches

The project has substantively used a number of approaches that are relevant to the context of the project and appropriate to the target group and the scope it serves namely child rights based approach that allowed for creating an enabling environment. The participatory approach was used extensively through the inclusion of all stakeholders from the very beginning. Meanwhile, the Action used capacity building as a crosscutting strategy with main focus on TOT and cascading as tools designed for development of skills along with several level of knowledge building such as orientation, camps and exchange visits.

However, there was a need to use mainstreaming as a strategy for child protection to ensure effectiveness and smooth acceptance of new concepts. Mainstreaming implies

the inclusion of child protection principles, approaches and practices in other non-child protection areas.

<u>Effectiveness</u>

The project excelled in fulfilling the expected results with specific reference to results one and two. Questionnaires, FGDs and the overall achievements sheets revealed that there are outstanding change at the level of leadership actions (solving problems, establishing alternative solutions, accountability practice)…..etc , knowledge building about laws and regulations and child rights.

**Effectiveness of Result One:**

Result one is mainly concerned with the activation of SU and leadership roles with focus on girls' roles. Result one is also geared towards activate students role in solving problems of their communities and participate actively in school management.

**Percentage of participation in Student Unions during the last three years**:

The questionnaires included a question on number of participation during the last three years.  The answers showed discrepancy between the two governorates. In Benisuif , the highest rate of number of participation goes to students who participated twice, amounting to 34.8 % in Benisuif , followed by 28% of the students participated for the first time and 24 % participated for three times. In Minya, and 33.3% in Minya, followed by students who participated once reaching 25.9% while, 18% of the students joined three times.  The percentage shows that the substantive participation took place within the last two years in the project where interventions of engagement were consolidated and started to yield its fruits.  There is an increase of number of students who are participating for the first time, reflecting the good image and effect of the SU for newcomers.

**Motivation of participation**

Questionnaires highlighted that there are four motives behind participation in SU that scores high respectively knowing their rights and duties (22%), solving schools problems (20%), cooperation with their schools mates, knowing new friends (19%), and capability to express opinions (16%).  The percentages reflect new mindset towards the rights/duties value system, responsibility and ownership to solve their schools problems and the fact that SU is a venue to express views freely. The answers record a change in the quality of learning acquired from participation in SU compared to the mid-term evaluation that was limited to the solving problems, cooperation and learning new knowledge without being able to identify what kind of knowledge they need to learn.

**Process and rules guiding the SU performance**

FGDs revealed that students are mastering the process of the elections effectively. They were able to state the rationale behind choosing their committees, reflecting more awareness about the school problems, roles of each committee and their ability to decide. Students have created different means to promote for their programs such as school broadcasting, using recreational time to take a tour among students, write messages on wall papers, presentation during spare time in classes, banners, poetry and songs**,** reflecting gained skills and enabling school environment. More substantively, they started to know the process and principles regulating Parliamentary elections

On the contrary, students participated in the two FGDs with the controlled sample from outside the project's target schools could not figure out the process in terms of developing programs for each candidates, developing promotional tools for the programs, use of transparent boxes, plans for SU and participating in any of the school improvement plans.

Meanwhile, students of the targeted schools demonstrated full comprehension and mastering of the Decree 62 for the year 2013 and they were able to present the difference between the new decree and the old one. However, students of the controlled sample did not know that there is a new one and could not recall the rights and roles of the SU enshrined in the old decree of 203.

**Leadership actions**

Leadership actions range from solving problems among students, suggesting and developing initiatives to solve school problems and questioning officials. The questionnaire contains four different open questions on leadership with variation in the articulation. One is concerned with accountability, another is geared towards a problem that succeeded in solving it, third is a problem that the students are able to solve at the level of the family and finally a question is the "rights" that the students advocate for.

 The answers **on solving their problem at the level of the family** were striking. A percentage 37% of students in Minya reports that there are no problems and 65% students in Benisuif agreed that they do not have problems. All other percentages covered clashes with siblings only. These percentages were crosschecked in FGDs, yielding the same answers. Meanwhile, about 53% of Minya's students did not answer and 11% in Benisuif did not provide any information.

The status of answers reflects the normalization of conservative views, discrimination and negative cultural practices. What is being rejected by the school is being accepted by the family such as beating children. Students still see that the only persons who have rights to beat the child are parents only.

At the level of school, **question on accountability** shows discrepancy between the two governorates. In Benisuif students list number of issues and mechanisms that they have used on questioning their officials such as meeting at the school SU to discuss the "garbage problem", meeting with BOT to discuss the "exams settings" at the level of the school, another meeting to discuss the "private lessons problem." They mentioned also using the school Parliament to discuss "the problem of street vendors" and its implications on students. In Minya, the mechanisms of questioning included meetings with BOT to find a way for "the problem of illiteracy" of their colleagues, "discrimination among students", and "violence against students." The Minya students used for the first time the methodology of "Protests" to announce their objection on the timetable of the mid-term exams, reflecting the impact of the protests that took place in Egypt during the last three years. Answers of the Minya students reflect a change of the level of empowerment to question rights and capability to use several tools other than using the usual tool of submitting a complain, which is the common answer of most of the students (27% in both governorates).

**Community Initiatives:**

More than ten community initiatives have been implemented within the school environment. Two main initiatives were geared towards child rights and non-discrimination. The other initiatives were geared towards improving literacy, improving toilet facilities, improving the state of taps, improving the water facilities, improving the conditions of delivery of drinking water, developing the science lab, establishing an additional classroom. Students at FGDs were able to describe the project cycle, using the skills they acquired to prioritize and strategize.

**Effectiveness of Result #2**

Result two is geared towards engaging children in the process of development and implementation of the SIP and the integration of child rights and child protection into the schools' plan.

While the SIP has a wide range of dimensions to improve the quality of education and the schooling experience, the product of SIP reviewed did not reflect substantially a product that engaged students. Students at FGDs were not able to explain or describe the process of SIP development and follow up. Child rights and child protection are ads on components under no relevant dimensions and in few schools only. What was clear is the process of self-assessment exercise, using the child friendly tools. The questionnaires showed that 85% students in Benisuif and 91% student in Minya participated in employing of the tool. A number of 50% of the students interviewed in both governorates used the child friendly tools in the self-assessment only through which the results are reflected in the SIP. The rest of the students used the tools for other purposes such as camps; write messages and advices on banners to improve the performance in schools, and other artistic activities.

The expected progress at the level of Log frame indicators are met in terms of the quantifiable results such as the 36 schools developed SIP with children participating in the self- assessment process. A number 823 of government stakeholders and 733 students were trained on SIP and the self -assessment. However, it is hard to see the link between SU and SIP in the developed plans. Initiatives developed by students to improve their school community are more tangible and reflect both planning skills acquired through the project and the needs resulted from applying the self-assessment.

Awareness of child rights has been realized through several methodologies ranging between using orientation to build a platform of knowledge, training workshops, and camps to get the need skills to advocate for rights. The questionnaires revealed full awareness of child rights enshrined in CRC. The right to education scores the highest of the child rights (39% in Minya and 24 % in Benisuif) followed by right to health (23% in Minya and 16% in Benisuif). In Minya, students reported high scores for four rights namely the right to free expression (30.5%) and the right to protection (24 %), the right to play (22%) and the right to have a name and nationality (27%). In Benisuif, students mentioned the right to be free as one of the rights scoring 12%. The rights of freedom and free expression reported reflect an indicator of empowerment and a substantive change in the nature of rights they should have. This was very clear as well in FGDs in both governorates.

Child protection: is a new area of knowledge in Egypt in general and in Upper Egypt in particular. There is a substantial change in the level of awareness and acceptance of the child protection principles, forms of abuse and positive discipline. Child rights awareness that was weaved into the whole project from the very beginning has contributed to the level of understanding and acceptance. The midterm evaluation highlighted that there was great resistance to accept the application of the child protection policy in schools as it was introduced without identifying the duties value system, which is the other face of the rights system. Developing positive disciplines modules and training have brought an outstanding improvement to the understanding, acceptance and respect to the relationship between the teacher and the student coupled with the mainstream of child rights from the very beginning of the project into all activities of the project.

Student participated in FGDs of schools that were not targeted by the project (controlled sample) illustrated two disappointing understanding for abuses. They assured that corporal punishment is for the sake of their interest to be clever and good. Meanwhile, forms of exploitation such as the teacher's request to bring his cup of tea are not exploitation but it implies that the teacher prefers the student and gives him a privilege. In contrast, the project's student, were able to list all forms of exploitation practiced by teachers.

The fact the child protection policy and positive discipline were finalized at the end of the third school year, giving insufficient time for application, has affected the consolidation of the concepts and expected performance.

The questionnaires included four questions on child protection namely; forms of child abuse, alternative means of punishment, means of reporting violence and finally examples of incidents that the students succeeded of reporting on. The questionnaire was applied on 50 students in every governorate including students of schools that did not apply the child protection policy. There are a percentage ranging from 15 to 30% did not provide answers despite the fact that all the 36 schools received orientation on child protection at the beginning of the project. The highest "no answers" percentage was on "examples of reporting violence", followed by students who could not list "alternative means of punishment". The "no answers" percentage reflects the ineffectiveness of employing the orientation methodology only to build a platform of information and knowledge in such sensitive topic within the school context.

With regards to the level of awareness about forms of the child abuse, corporal punishment reported the highest percentage among students interviewed (28% in Benisuif and 31% in Minya), followed by the psychological abuse recorded by 21% Benisuef students and 25% in Minya.

**Effectiveness of Result # 3**

Result three is focusing on several levels of engagement and advocacy. The two implementing organizations have succeeded in fulfilling three indicators namely replication in 4 schools, increased awareness about child protection policies and media support of children's. The other two indicators are realized partially and a later stage of the project; a matter that affect the progress at the outcome level and the inability to have a follow up mechanism to trace the satisfaction levels. Effective outcomes could be traced as follows:

*Replication of the model*: The implementing organizations succeeded in replicating the model of the SU and child protection in four schools namely; Al Areen Qebly in Malawi in Minya governorate while al Awawna and Nazlet akfahs adopted the model in Benisuif . Interviews with governorate officials and the implementing organization emphasized that two important methodologies used by the project allowed for smooth replication in new schools namely exchange visits and steering committee. Exchange visits helped school staff and student visualize the benefits of participation in SU and its impact on children.  Steering committees on the other hand suggested new schools and facilitated the replication in four schools, which reflect the adoption of the model on part of the governorate officials.  Staff of new schools participated in some training workshops on positive discipline.

*Advocacy campaigns*

Advocacy campaigns started to be active towards the end of project using social media and bulletins, participation in the shadow report and final event attended by senior officials of the government and the visit of SU representatives to the National SU residence.  According to the logical framework and assessment of documents and interviews, the training on setting up pages for student unions on social network websites was an effective tool to get the skills for lobbying and building a support platform for student's issues. The bulletins that started at an early stage in the project life time to focus on child rights and form of abuse alerted schools staff and district officials. Nine camps on advocacy targeting 528 students took place, allowing for substantial outcomes of final conference during which students and stakeholders summed up all recommendations to policy makers, in a trial to advocate for a change at the level of their governorates.

**Methodologies allowed for quality of outcomes**

A number of methodologies were used in this Action allowed for the realization of results.  Capacity building was constructed in a way to allow for the process of enabling and empowerment of both children and social workers.  Open days and exchange visits have helped the effectiveness of SU while camps were an added value for the child rights, child protection and advocacy.

**Capacity building**

As a crosscutting strategy that played an effective role in building knowledge and skills of both children and government stakeholders, capacity building tools ranges between orientation workshops, TOT, cascading, coaching and technical assistance through field visits and planning meetings.  Meanwhile, exchange visits and camps were also employed to build capacities from the perspective of "on the job training".

Actually, the topics introduced to children and SW was new and provided for the first time new knowledge and skills into the school system and schooling experience. Capacity building interventions started by a package of orientation on related SU laws and CRC, setting the first pillar for rights and empowerment. The cascading methodology helped wide outreach for students and school staff as being indicated by number of beneficiaries after every TOT training. FGDs with students and SW showed that child friendly tools and self-assessment were on the top skills they find it useful. Planning, community participation and solving problems were very effective in increasing the level of engagement of students and SW in improving the school environment.  Child protection and positive discipline, although limited to eight schools, was a storming knowledge and new understanding for abuse and rights.

**Exchange visits**

FGDs showed that exchange visits were an effective tool that helped students, SW and school officials visualize the added value of the role of the SU and how do their

colleagues are getting empowered and playing a crucial role in decision-making. The questionnaires unveiled that 85% students of the sample surveyed in Benisuif participated in exchange visits while 98% of the students took part in the visits between schools in Minya. Exchange experiences with other colleagues scored 37%, which is the highest score among other answers given by students in Minya. In Benisuif, knowing new friends scored the highest 30% of all answers provided by the surveyed students. Moreover, exchange visits resulted in replicating the model in 4 schools as mentioned earlier under result 3. One of the outcomes of the use of this tool is that it helped smooth relationship between boys and girls and contributed to breaking stereotyping of girls roles.

**Open Days and Camps**

Over 40 open days have taken place in the 36 schools. The open days were used as a tool for orientation and planning for coming activities. Meanwhile, camps were an extremely effective way for the interactive learning within an enabling environment as being indicated by participants of both FGDs attended by students and SW in the two governorates. Questionnaires proved that 97% of the students participated in the camps taken place in each governorate. Knowing new friends, cooperation with others, learning new skills pertaining to team work and leadership scored high among other answers.

**Efficiency**

Given the nature of the project that works on changing the culture of the school institution to respect, enable, promote and help employ the full potential of students through the activation of SU, it is a perquisite to employ and manage a number of resources and interventions to efficiently generate outputs and realize the set results.

Efficiency of time table against the achieved activities

The project's start coincides with the uprisings in 2011 with continuous change of the government affecting the dialogue at policy level, agreement with partners and consent of releasing the fund for JBA by MOSS. Nevertheless, the project succeeded to meet most planned activities since its start with some delays in few activities that have been rescheduled to efficiently generate the set outputs such as civic action activities. Meanwhile, there are other activities that constitute milestones for the advancement of results and were subject to delays such as the child protection component and advocacy activities. The first SU plans came out without reflecting child rights and child protections issues. The child protection activities started at a later stage and faced some controversy over the sensitivity of the issues it introduces. The child protection policies were developed in April 2014, affecting chances of application and tracing progress towards results despite the substantive level of awareness of students and school staff of the concept.

Partnership and Project Management

CARE is the implementing organization in partnership with SCUK of the project. Meanwhile, it is partnering with YADE and JBA as two focal point NGOs for the field implementation in Minya and Benisuif. The implementing organization held six partners meetings throughout the project. Partners meetings are used to present the achievements so far, discuss the challenges, put the plan for the next quarter. On the margins of partner meetings, capacity building training for the team took place. The meetings have contributed to bring coherence to the overall implementation.

However, while the partnership seems to be ideal for the quality of results and efficient use of resources, there are a number of issues constrained this efficiency as follows:

- There is a split of components between CARE and SCUK till the second year of the project, incorporated in the fact that each of the focal point NGO has a separate contract with each partner. This has affected the coherence of interventions and empowerment process for almost two years, a situation that has changed dramatically during the last year of the project.

- With this contractual context operating, CARE has field offices and field staff to follow up on activities while SCUK did not assign field staff to follow up and work closely with students and school staff on the child protection component until the second year.

- Moreover, CARE's staff and the focal point NGOs' field officers were trained on child protection only towards the second phase of implementation (after the midterm evaluation), a matter that have affected their ability to early address resistance and rejection of child protection concepts. CARE capacity building advisor was not fully involved in SCUK training programs. Such context has affected the adoption of child protection concepts at the beginning. Besides, training and hiring sufficient core staff for follow up could have helped in speeding up the processes and avoid delays.

Monitoring, follow up and documentation

Field visits are the main monitoring tool along with field reports and monitoring form. The reporting system is composed of filling forms once every two months and once every six months. In Minya, 108 visits were carried out by CARE while Benisuif received 260 field visits with the objectives of following up the cascading for children, the development of action plans and monitoring the SU activities. Field visits ensured efficiency of interventions and inputs needed for quality outcome. Meanwhile, the nature of the Action entails adding other follow up tools into the project's monitoring system to help catch up processes and impact such as focus group discussions and peer review for plans and implementation in the field. The

documentation of main results have been improved substantively since the midterm evaluation in terms of documenting success stories which entail going through an extensive monitoring activities. Other top-level monitoring field visits took place during the project's life time namely, three monitoring visits from CARE Germany, two ROM visits and one visit by the EU delegation in Cairo, guiding the performance towards results.

Financial efficiency

The political events that affected the implementation of the activities and delays have also disturbed the efficiency of the project's finances. JBA expenditure was not settled due to delay in agreement approval from MOSS. The balance till December 2012 was 611,775 Euro with 37% total expenses as a result of the delay of starting civic actions and child protection. Most of the amount spent during that time was geared to SU. With the progress on child protection, publication and advocacy activities the burning rate was coming to almost the end with remaining amount ranges between 50,000 – 60.000 Euro. Two factors produced this balance. First is the exchange rate that went up and resulted in budget gains. Second factor is related to the delay in approving the funding of the JBA at the beginning of project and the delay till May 2013. Such delay resulted in CARE and JBA spending from their pool and that some of the activities were postponed until funding was released.


Empowerment is about the process and the enabling environment rather than the set results. Thus, the process of empowerment started earlier in the project by the baseline study that engaged children in discussing their rights. The exercise-helped children recognize their rights and identify what violates their dignity and humanity.

The process was then followed by knowledge and skills building responsive package of training workshops that allowed for actual engagement in active participation in SU, self assessment of school problems, suggesting new solutions and even coming up by creative ways to improve the school environment, advocate for their rights and question school officials. The process is extended to practicing their rights in advocating for their rights and activation of SU as a channel for voicing their needs and rights. Through this process, the two implementers employed exchange visits, camps, open days to consolidate engagement and motivate participation. The impact of results could be seen on the short term and long term.

**Impact of Results**

Impact of Result #1 pertaining to the activation of SU and students leaderships models has demonstrated more consolidated results on the short term and most likely to be sustained as a result of the knowledge gained and skill strengthening and improvement of the whole school environment.

*Transferring knowledge and skills*: FGDs revealed that students of the second and third preparatory grades are able to transfer knowledge to their school-mates moving

to the first prep grade on SU rules and the decree. Two students from Benisuif attended one of the FGD and described the process they go through when they moved to secondary school and how do they address resistance of school staff to activate SU and how are they using the rights value system in advocating for their rights.

*Leadership actions*: the most striking impact resulted from the training on self assessment, solving problem, planning, accountability and the mainstreaming of child rights is the ability to show cases of effective leadership actions. Students at FGDs listed a number of creative leadership actions that they initiated to sort out solution for their personal problems and the schools' problems. At one of the school, to solve the problem of inability of girls to practice sport like their male peers, they assigned one of their colleagues who got training on sportive exercises and started to lead sport classes for girls. At another school, they suffered a lack of health visitor. Students assigned one of them to be the health visitor after getting orientation on first aid. At a third one, they assigned a female police and male police to manage violence during recreation time. When they are asked about what do they do if they found resistance from new SW or school management after the end of the project, most of the students participating in FGDs answered that we are trained on how to solve problems.

**Good governance: Equality, Participation, Rule of law and Accountability**: The mainstreaming of child rights has ignited the debate around the rights value system among children, resulting in questioning discrimination, setting the standards of rights duties of both children and teachers. Questioning officials and school staff is real change in the school culture. The extensive knowledge building on child rights convention and SU decree have contributed to the enforcement of regulations and laws.

Both questionnaires and FGDs highlighted that rights become an integral vocal part of the students discourse

*"Why teachers resort to corporal punishment while we have other humane tools for punishment according to the CRC and code of conduct of the positive discipline", an impressive comment by one of the students during Benisuif FGD, highlighting his right to have humane attitude and the rule of law.*

**Child protection:** The introduction of such new concept especially in Upper Egypt has changed the value system upside down as been indicated by the students and teachers during FGDs. There is clear increase of awareness about child protection issues in the schools applied them. This has been dramatically changed since the mid-term evaluation that highlighted that while the eight schools are adopting child protection issues, there was resistance from some of the teachers and rejections by others as a result of introducing concepts like sexual harassment which is not acceptable in a community of Upper Egypt. The development and implementation of the positive discipline training packages, the media messages in TV, and the new

political will -reflected in legislating laws to end sexual harassment- have facilitated the understanding and acceptance of all these critical issues.

The delay of introducing the positive discipline code of conduct that shapes duties and rights of both children and students while maintaining respect to the teacher consolidate such rejection. Meanwhile, the impact is limited to the eight schools- as initially planned in the proposal design-. It should have been linked to child rights in a more concrete way from the very beginning.

Nevertheless, **buy in of the school staff and government**: the impact on government officials could be classified to sensitivity to child's rights issues and engagement and a level of responsiveness. The *sensitivity level* could be seen at the senior level of the government officials. They are aware of the new concepts and good practices going on in the two governorates and supporting the introduction of the new model into schools. The engagement of governorate levels from the very beginning especially through the steering committee. Interviews with governorate and district level revealed the increase belief in the power of children to bring a change.

*"Students come up with simple and practical solutions that never came to our mind", commented the Head of education Department of Malawi, Minya.*

The acceptance to participate in developing the child friendly tools and SU manual is one indicator of their sensitivity towards child rights and SU activation. The acceptance to in-house usage of these manuals, though not approved yet, is another indicator of sensitivity. Engagement in the Action from the very beginning has helped the adoption of notions and concepts.

Responsiveness could be traced at the level of the school and the district level. Replication of the model in four schools is one indicator to responsiveness and impact of the exchange visits and sensitivity of districts and governorate level officials. Malawi education Department has integrated child rights and child protection into the new training plan for the new schooling year is one single example of responsiveness at the district level. The development of the child protection policy in eight schools is a third indicator for responsiveness despite all cultural constrains that faced the adoption of the policy. All policies are signed and stamped by the school administration. The documentary film produced on child protection showed how the culture is changing and that knowledge and understanding gained by both student and SWs are changing the personal behavior outside the school community. Officials at MOE expressed interest in training their staff on SU and child protection and in getting copies of all publications produced by the project.

At the level of SW

Interviews and FGD revealed that there is a substantive change in the roles of SW, nature and quality of their interventions. During FGD, SWs were very passionate about their new roles as discovered by them or even as created for them by the

project's intervention. Self-esteem is the main feature of all discussion. The new beliefs about the importance of SU and the engagement of children in their schools dominated the dialogue with them. The change on their personality is another main feature that characterized the discussions.

*"I believe now that I have an influential role in activating the SU and no longer a marginalized one as before",* a comment said by most of the SWs participated in the FGDs in both governorates.

*"On my way now to the meeting, I came across a man beating a child of thirteen or fifteen of his age, I stopped and started to talk to the guy, trying to convince him not to use corporal punishment",* said another SW in Minya.

## Sustainability

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One of the core questions that have been asked to students during FGDs is what will you do after the end of the fund and absence of the support by the implementing organizations. Some students provided single answers, but most of the students presented a whole strategy for maintaining the activities as follows:

- **Fundraising** will be relying on contributions from students themselves (each donates one pound/ month), from BOT members, teachers and school administration. The most important element they provided to have a successful fund raising process is that they will explain the way they will use this fund.
- Training will be based on peer to peer training. Students mentioned that they have been trained and they used to train their school mates on SU election and processes as well as child rights and child protection.
- Planning and solving problems: students mentioned they become experienced in developing plans and organization of their work. Besides, they used to solve problems and address resistance and rejection to their demands by defending their rights.

The answers of students endorse the technical sustainability of the Action in terms of skills and methodologies. In terms of concepts, child rights are the safeguards for students. The fact they become aware of the CRC and SU decree and learnt how to use it along with skills to set official accountable for their duties are the back stone for maintaining their engagement.

Meanwhile, a pool of SWs is trained and become agent of change, transferring knowledge and skills wherever they go even if they moved from their current schools to another. The training and extensive engagement of SW and LT in the activities has helped them to absorb and adopt tools, approaches and practices of the SUs. One of the social workers who are working in two schools (one is participating in the project

while that is not among the targeted school) has applied the same modalities of the SU in the other school outside the project.

Face book and other social network tools helped the dissemination of the new notions related to SU child rights and protection and a channel to advocate and lobby for their issues.  Students gained skills to develop and design flyers and bulletins, which reflect their capacity to spread knowledge and engage their school mates and school staff in improving their schools.

The Manuals, produced on SU, child friendly tools, community initiatives, and child protection have been distributed, and actually adopted by district department, governorate educational directorate and national level to be used by staff at the three levels.  The 36 schools and four additional schools that replicated the model and the NGO Department and Social Education Department at the MOE have obtained copies of these materials.  Officials at the governorate level are being engaged in the final revision process, reflecting their keenness to use the materials.
The fact that SCUK has drafted a policy paper on child protection based on the learning of the project to be used in advocating for children at different level sustains the work on child rights in general and child protection in particular.

The films on child protection and SU that have been uploaded on You Tube are a sustainable tool to disseminate knowledge about child abuse and ongoing advocacy means to alert decision-makers towards all forms of child abuse.

**The Institutional Sustainability**

The fact that the project is working through existing structures within the MoE, as well as with the school institution and legal binding frameworks, ensures the sustainability of functions and roles of the SU and increases the possibility to build on the momentum that has been created by the project. MoE departments at the governorate levels are adopting the concept and practices of the SU and there is a buy in for the modalities with special reference to the child friendly tools.

Despite the fact the steering committees will be dissolved by the end of the project, members of the committee are still functioning in their positions.  Thus, the mandate of the steering committee is still valid. The approach itself has proved to be very efficient, thus, the committees will be revived for other projects.

CARE continues to work on other projects with the same 36 schools through SPACE project with focus on social accountability employing the community, SU and BOT. Follow up is ensured through CARE two field office in Benisuif  and Minya and the ongoing partnership with JBA and YADE, ensuring the institutional follow up.

CARE's Network with UNICEF could a sustainable venue to maintain coordination on all child-rights issues and a channel to lobby for a change.

**Financial Sustainability**

The project has selected 20 schools that had been constructed in earlier years by CARE, thus enjoying the privilege of the CARE's deposit, which is a separate account. The schools have the right to spend from the interest of the deposit on their activities and maintenance. The financial sustainability for these schools is ensured while the other 16 schools will be left to face this problem without any guarantees. Nevertheless, all schools learnt how to mobilize for resources through the delivered training. All community initiatives are good examples for limited financial resources but brought a change for the school environment.

## LESSONS LEARNED AND RECOMMENDATIONS:

### 3.1.Lessons learned

1. Student union is an effective venue and sustainable structure to implant democratic values at early age of the schooling experience through the mechanism of election. Student Union is a channel to consolidate principles of governance such as participation, equity and equality, transparency, accountability and rule of law.
2. Expanding the scope of interventions pertaining to child empowerment to social accountability using SU and BOT in the case of CARE new funding from EU and HSBC is a good strategy to consolidate investment and ensure accumulated knowledge in the same 36 schools.
3. Child rights concepts, practices and child protection policies should be mainstreamed throughout approach, strategies and methodologies used in the Action and not to be an adds-on component. Mainstreaming ensures the understanding, visualization of the added value and seeing the linkage and consequences
4. Introducing new cultural concepts such as child rights and child protection into conservative communities at Upper Egypt needs more time to facilitate dialogue with stakeholders, tailor approaches and strategies to the age bracket of target groups and context of the community.
5. Empowering children at schools cannot be isolated from empowering the whole community including parents, community institutions. Experience of

the project proved that approaching parents facilitate the understanding and acceptance to new concepts that bring a change to the culture.

6. Promoting gender equality become easier in case of mainstreaming child rights values and practices.

7. Advocacy interventions should take into account the inclusion of senior decision-makers at the central level since decision-making at the MOE is still central despite the fact that they have decentralized structure. This would help the institutionalization of the new approaches and strategies into the MOE. Establishing a steering committee at the national level could be one option for inclusion the decision-makers.

8. The fact that CARE and partners choose schools that have previous experience with CARE with specific focus on "Innovation Through Sport: Promoting Leaders, Empowering Youth project" (ITSPLEY) and Power To Lead (PTL), is a good approach that helps to ensure realizing results and to consolidate the impact;

9. Thematic camps are an excellent methodology that combines knowledge with practices. Camps are allowing for interaction and break social barriers among boys and girls at the local level;

10. Exchange visits are an effective tool for show cases whether at the level of showing the model of SU or at the level of consolidating the concept of gender equality;

### 3.2. Recommendations

**The following are the main recommendations:**

At the level of MoE:

11. It is highly recommended to establish/assign child protection committee within the MOE and at each district level. The project cannot establish Child Protection (CP) focal points as part of the mechanism for child protection at school level without having this institutionalized within the MoE.

12. The directorate of education at each governorate has to establish a roaster for trainers at each district to mainstream the knowledge and skills to other schools in the respective governorate.

13. There is a need to institutionalize tools and manuals and the whole model of Student Union to ensure sustainability.

14. There is a need to scale up the pilot of child protection model. This will entail to find a mechanism to continue the work with the MOE on this issue.

At the level of the project's future interventions, there is a multi dimensional approach

15. **SCUK** has to develop a consolidated policy paper on child protection, taking into consideration the case of this action as part of the context of Egypt, identify all the successful approaches and the needed intervention of every

level of stakeholder. The paper should highlight the linkage between CRC and child protection.

16. **Approaches**: future designs should integrate gender equality into all interventions addressing all stakeholders especially when targeting Upper Egypt conservative communities.

17. **Community Mapping**: future designs should include community mapping as part of baseline study to identify the influential segments or institution of the surrounding communities.

18. **Replications Modalities**: **CARE** is highly recommended to develop modalities for the whole model of empowering Students through SU to be used by MOE and to be shared by other concerned organizations such as UNICEF. He modalities would include but not limited to SU, Child rights and child protection not only SU.

19. **Community actions**: To relate community initiatives with the new approaches and concepts introduced by the project. In this regards, a set of criteria should be identified to help avoid stereotyping of interventions and efficient use of the project's fund.

## TOR for M&E Consultant

### *Background*

Under the title "Empowerment of Egypt's Children to take action in schools and communities", CARE Egypt and SCUK are in the process of implementing an EU-funded project in 36 schools in rural Upper Egypt, in the communities of Minya and Benisuif governorates. The Specific objective of the project targets girls in particular and focuses on processes that children can engage with; revitalizing mechanisms such as Students Unions and School Improvement Plans.

**CARE Egypt and SCUK are now seeking the services of a professional consultant in the field of evaluation to conduct a final evaluation of the project, based on the data gathered through the baseline study, the Monitoring and Evaluation (M&E) system, and in reference to available project documents, progress reports, etc. Qualitative and quantitative analysis based on interviews and focus group discussions will be conducted with implementation challenges, lessons learned and recommendations highlighted. The midterm evaluation report will include an analysis of the efficiency and effectiveness of project activities.**

### *Tasks*

1- Review project documents, the M&E plan and the baseline study (2 days).
2- Develop a plan of action/midterm evaluation proposal highlighting the methodology that will be used; evaluation analysis tools, sample size (2 days).
3- Meet with relevant CARE and SCUK staff, partners, other stakeholders, and beneficiaries, in Cairo and in the field,  and conduct relevant interviews and focus group discussions (5 days).
4- Analyze the data (2 days)
5- Produce the midterm evaluation report in English with an executive summary in Arabic (5 days).
6- Finalize the report once comments are received (2 days)

### *Working conditions and time schedule*

The total number of working days required to execute all the above tasks is 18 days (eighteen working days) over the period of 6 weeks. The consultant will need to travel to Minya and Benisuif  Governorates to meet with project staff and partners. CARE

and SCUK will cover the expenses and accommodation according to the policies pertaining.

*__Outputs and Deliverables: All outputs are to be delivered in English__*

| Deliverable | Expected Date of Delivery |
|---|---|
| Midterm evaluation proposal | Within the first week of the assignment |
| Finalized midterm evaluation report | Within 6 weeks of the start of the assignment |

*__Qualifications__*__:__

-At least 5 years experience in conducting evaluation activities or M&E participatory monitoring and evaluation

-Experience with evaluation tools is a must

-Proficiency in Arabic and English

*Final Evaluation*

## Methodology

The final evaluation framework will be geared towards assessing impact and sustainability passing through getting an insight into the relevance, efficiency, effectiveness of interventions. In this mission, the evaluator will also consider the baseline, logical framework and the mid-term evaluation (including the corrective actions taken though out the life span of the project).

The evaluator will assess the impact through measuring the change in concepts, performance and attitude towards child rights and child protection on the students involved in student unions. The evaluator will further assess to what extent the change has created leadership roles among children, enabled the rights value system to be incorporated within the school system. In this respect, all processes and inputs of the project will be evaluated

With regard to sustainability, the evaluator will assess the technical, institutional and financial sustainability of the respective results. In this respect, the evaluator will focus on the Ministry of Education's directorates' ownership of the tools and concepts introduced by the project. Further, the evaluator will assess to what extent this has been translated into adaption by the different players and replication of the model in new schools. In this respect, the evaluator will assess the actions taken to ensure sustainability.

The evaluation's methodologies will be participatory in nature and will be diversified as follows:

**Orientation:**

Orientation meeting with CARE and SCUK to provide the evaluator a brief on the project implementation plan, results achieved, challenges and stakeholders mapping.

**Literature review:**

Literature review including all documents, setting out the rationale and strategic orientation for activities, project proposal, progress reports, documents relating to

project implementation and production of outputs, reports, studies and Mid-term evaluation.

**Focus Group Discussion:**
The evaluator will conduct six focus group discussions (3/governorate : 2 from schools joined the project and two with students outside the scope of the project with total number of students 172 students) and another two with Social Workers and Leader Teachers (one/governorate).

**Questionnaires:**
A number of 100 questionnaires will be filled with students (25/district/governorate). Data collectors will be recruited from each governorate and will be trained to fill in the questionnaire.

**Interviews:**
Interviews will be employed to assess the impact of interventions of the different players involved in the project such as Social Education Department and Quality Assurance Unit in each directorate/governorate.

**Sampling:**

The sampling was mainly relying on the simple random sampling used for questionnaire with students. Meanwhile, the evaluator will use the controlled sampling in the focus group discussion to assess the impact of the project's interventions on studnets.

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**Schedule of the evaluation mission:**

**Week 6-10 July 2014**: orientation with CARE and SCUK and Literature review

**Week 12-17 July 2014**: start the field activities

**Week 20-28 July 2014**: Feast vacation

**Week 9-14 August 2014**: finalize the field activities and start data analysis

**Week 16-20 August 2014**: submit the first draft of the report

**Annex three: Survey**

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مشروع تمكين الاطفال

كير--هيئه انقاذ الطفوله

استمارة استبيان

بيانات اساسيه

| الأسم: | السن | النوع | المحافظة |
|---|---|---|---|
| الصف: | المدرسه: | | موقعه في الاتحادات الطلابيه: |

عدد مرات الاشتراك في الاتحادات الطلابيه

اولا الانشطة:

1. اذكر 3 فوائد لاشتراكك في الاتحادات الانتخابيه

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2. اذكر مثال (امثله) عن مواقف استخدمت فيها المسائله(مثال :ابرلمان الصغير او اجتماع مجلس الامناء) داخل المدرسه

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3. هل شاركت في نشاط المعسكرات؟ نعم        لا

اذا كانت الإحابة ب (نعم) جاوب علي السؤال الأتى، وإذا كانت الإجابة ب (لا) إنتقل للسؤال التالي

اذكر 3 فوائد لنشاط المعسكرات

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4. هل شاركت في تبادل الزيارات؟ نعم            لا

اذا كانت الإجابة ب (نعم) جاوب علي السؤال الأتى، وإذا كانت الإجابة ب (لا) إنتقل للسؤال رقم (4)

اذكر 3 فوائد لنشاط تبادل الخبرات الزيارات

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5. اذكر مشكله في المدرسه واسرتك نجحت في حلها

في المدرسه -------------------------------------------------
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في الاسره -------------------------------------------------
-------------------------------------------------------------

6. هل شاركتم في إعداد او استخدام الادوات الصديقه للطفل؟ نعم   لا

اذا نعم جاوب علي التالي؟

اذكر3 امثله استخدمت فيها الادوات الصديقه للطفل

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ثانيا: الحقوق والحمايه

1. اذكر 5 حقوق تعلمتها من خلال المشروع

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2. اذكر 3 امثله لموقف دافعت فيها عن حقوقك في المدرسه والاسرة

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3. اذكر 3 طرق استخدمتها لعرض مشكلتك في المدرسه والاسرة

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**الحمايه (للمدارس المشتركه)**

4. اذكر ما هي اشكال الاساءه

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5. ما هي البدائل للعنف في المدرسه

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6. ما هي وسائل الابلاغ عن اشكال الاساءه

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7. اذكر مثال لموقف تعرضت له وتم الإبلاغ عنه

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**Annex four**

## LIST OF SCHOOL

| Governorate | District | School |
|---|---|---|
| Minya | Malawi | El Berka Primary school |
| | | Ibshedat primary school |
| | | El Nahda Girls Preparatory school |
| | | Omar ben Khatab Girls Preparatory school |
| | Abu Kerkas | Aisha Bent Abi Bakr primary school |
| | | Beni Obeid Girls preparatory school |
| Benisuif | Fashn | Nazlet el-Barki primary school |
| | | Nazlet Akfahas primry school |
| | Ahnasia | Sharhi mixed preparatory school |
| | | Al awawna mixed preparatory school |

**Annex Five**

LIST OF PEOPLE MET

| NO | GOVERNORATE | NAME | TITLE | ORGANIZATION/SCHOOL |
|----|-------------|------|-------|---------------------|
|    | **Minya** |  |  |  |
| 1 |  | Elham zakaria | supervisor | **CARE'S OFFICE** |
| 2 |  | Mervat Lotfy | Project Manager | **JBA** |
| 3 |  | Mo'men Goma | Field coordinator | **JBA** |
| 4 |  | Beyman Faiek | Field coordinator | **JBA** |
| 5 |  | Azza Samir | Field coordinator | **JBA** |
|   | **Benisuif** |  |  |  |
| 6 |  | Mona Ismail | Supervisor | CARE's Office |
| 7 |  | Abeer Kamal | coordinator | YADE |
|   | **Cairo Office** |  |  | **SCUK** |

| | | | | |
|---|---|---|---|---|
| 8 | | Aly Abdel Mohsen | Project manager | |
| | **Cairo Office** | | | **CARE** |
| 9 | | Amira Abdel Fatah | Initiatives Manager | |
| 10 | | Ashraf | Technical Advisor | |