



Improving Syrian and Egyptian Children's Access to Formal and Informal Education

Acknowledgements

Thanks God for accomplishing this research. It is noteworthy to mention that this research is so significant to the extent that the officials in CARE International have decided to conduct a descriptive survey on this topic. The Center for Surveys and Statistical Applications has been assigned to conduct this study. Thanks go to all our colleagues, field researchers who have reached the qualitative and quantitative data. Also, thanks should be given for each and every person who contributed to develop this report and unique study.

Center for Surveys and Statistical Applications

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Introduction

The escalating political crisis in the Syrian Arab Republic has led to a widespread displacement of civilians inside Syria and throughout the region. Since the unrest began in March 2011, approximately 93,000 people have lost their lives and 1.6 million have fled Syria seeking refuge in neighboring countries such as Turkey, Iraq, Lebanon, Jordan, and Egypt. Egypt has been greatly impacted by this crisis as it hosts Syrian refugees and children. In December 2016, UNHCR mentioned that 500,000 Syrians live in Egypt, whereas only 116,013 Syrian refugees have been registered in UNHCR based upon the Government of Egypt's estimation. Before 2011, there wasn't any visa needed for Syrians to enter Egypt. In 2013, the visa was a requirement to enter Egypt. Moreover, the residence permit was a prerequisite for school registration. It was therefore necessary to pay more attention to Syrian children and their formal and informal education in Egypt, especially in Greater Cairo, where most Syrians reside.

It should be mentioned that Syrian families and children were able to integrate in the Egyptian community. Syrian refugees have found places in different parts of Egypt, unlike other Arab countries that host Syrian refugees. In Egypt, Syrians don't reside in camps but they are integrated in communities. This situation could be seen positively, however it has a negative impact as most Syrians are scattered in urban neighborhoods mainly in Cairo, Alexandria and Damietta plus other smaller urban communities all over Egypt. Within Greater Cairo, the refugee community is quite dispersed but larger clusters can be found in 6th of October, Al Haram, Al Obour, Nasr City and Al Rehab.

Syrian refugees, equal to Egyptians, have access to the Egyptian educational system. 82% of the Syrian refugees' children go to school; 87% of them attend public schools. However, 18% of those Syrian children don't go to school regularly. In 2015, the percentage exceeded 15% because of the cost of education, lack of documents and issues linked with registration. In view of the identified challenges including reports on discrimination at school, the UNHCR facilitates the interventions of peaceful co-existence with the Egyptian hosting community, taking into consideration that efforts exerted to facilitate obtaining and keeping the residence permit would enhance access to education.¹

Project's Background

The project was part of the inclusive response of Canada to the regional impact of the Syrian crisis. The three-years project aimed at improving the lives of vulnerable Egyptian and Syrian children in Greater Cairo by fulfilling their urgent needs to education and child protection, enhancing social coherence in refugees hosting communities. Certainly, children are the most vulnerable category in refugees and hosting communities. Meanwhile, the Ministry of Education (MoE) exerts all possible efforts to fulfill all requests.

Project activities included:

1. Provision of training to teachers, school principals, Board of Directors' members and MoE's representatives on active learning, overseeing skills, child rights, participation and protection.
2. Involvement of students in child rights, participation and protection.
3. Delivery of trainings on gender and psychological support to teachers and social workers.
4. Renovating sanitary facilities in schools and classes.
5. Provision of educational materials for underachievers.
6. Provision of awareness raising activities for children, parents and community members to enhance social cohesion. This project targeted 15,000 male and female Syrians and Egyptians children (6 -14 years old), 180 teachers and social workers, 84 school principals and 200 BoT members.²

¹ Source: VULNERABILITY ASSESSMENT OF SYRIAN REFUGEES IN EGYPT 2016, UNHCR 2017.

link: <http://data.unhcr.org/syrianrefugees/country.php?id=8>

² Source: <http://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/d001713001>

Therefore, the initiative is a three-year project targeting children aged (6-14), with special emphasis on girls, teachers, social workers and parents (with special emphasis on women) through the Board of Trustees (BoTs) inside schools.

CARE's Education program implemented the project "Improving Syrian and Egyptian Children's Access to Formal and Informal Education" (known as ACCESS) to enhance the quality of formal and informal education by providing safe environments for Egyptian and Syrian boys and girls in primary education. It also aimed to strengthen social cohesion between Syrian refugees and hosting Egyptian communities.

The project was implemented in 28 primary public schools and 5 community schools in 4 governorates namely Cairo, Giza, Qalubia and Sharika; in 7 educational districts.

Below is the list of intermediate outcomes:

- Enhanced and inclusive learning environment adapted to the needs of both Syrian and Egyptian girls and boys.
- Strengthened social cohesion among Syrian refugees and Egyptian host communities.
- Strengthened quality of formal and informal Egyptian education systems for girls and boys in a protective learning environment

Objectives of the Final Evaluation:

This study aims at providing a final evaluation to the project "Improving Syrian and Egyptian Children's Access to Formal and Informal Education" funded by Global Affairs Canada (GAC). The final evaluation measures the progress achieved by the project compared to the logical framework and activities. The evaluation team reviewed different indicators to answer the following questions (all questions are disaggregated according to gender and nationality):

1. What is the current enrollment rate in targeted public schools?
2. What is the current attendance rate in targeted public schools?
3. How do parents feel towards sending their children to school?
4. Do Syrian and Egyptian boys and girls feel a sense of social cohesion?
 - a. How do they integrate with each other?
 - b. What is the degree of tolerance between them?
5. What is the status of psychosocial services in targeted schools?
 - a. Are students satisfied with these services?
 - b. Are they gender-sensitive?
6. What are the current sanitation and learning facilities in targeted schools?
7. How active are the BoTs in these schools?
 - a. Do they submit school improvement plans?
 - b. Do they mobilize adequate resources to assist in the maintenance of the schools?
8. What are the teaching methodologies applied in schools by teachers?
9. What role do social workers play in schools?
 - a. Are they gender-sensitive?
10. Are there currently child protection policies applied in schools?
 - a. Who is responsible for their implementation?
 - b. What is the perception of safety of boys and girls in schools?

Methodology

The final evaluation is based upon a mixed method; which used quantitative and qualitative analysis in designing tools phase as well as the analysis phase.

This study aims at surveying respondents' opinion using in-depth interviews, focus group discussions and questionnaires.

Sampling Method:

The choices and methodology of baseline study were tracked in order to be able to compare and develop the different indicators starting from the beginning of project to present.

Out of the four evaluated areas (Giza, Cairo, Sharika and Qaliobia), 8 public schools have been selected in addition to two community schools.

The field work, in the selected schools, were conducted by adopting non-probability sampling namely the purposive sampling in order to select participants in in-depth interviews, focus group discussions and questionnaires to stakeholders.

The evaluation team targeted the following:

1. School principals of the selected schools; in case of being unable to interview the school principal or if that principal is newly hired, the school deputy was interviewed.
2. Teachers/ social workers in selected schools.
3. MoE representatives.
4. Students: The evaluation team selected a sample of Syrian and Egyptian students.
5. Egyptian and Syrian parents.
6. BoT members.

Action plan:

The evaluation team, for the Center for Surveys and Statistical Applications, has designed the tools, collected, processed and analyzed data under the technical overseeing of CARE staff. Below were the results:

- a. 32 in-depth interviews were conducted with selected school principals, MoE representatives, teachers (social workers) and BoT members.
- b. 24 focus group discussions were held with students in the selected schools. Separate focus group discussions were conducted for the following categories: Egyptian students, Syrian students and parents.
- c. Face-to-face questionnaires (simple multiple-choice questions) were collected in order to measure the concept of social and cultural cohesion of students for the total of 180 students.

Table 1: Data Collection Tools' Methods

Sample	Tool	Targeted group	
8	Focus Group Discussions	Egyptian Students	One from each school; i.e. 2 from each governorate
8	Focus Group Discussions	Syrian Students	One from each school; i.e. 2 from each governorate
180	Questionnaires	Students	From each public school: 10 Egyptian students 10 Syrian students From each community school: 10 from each school
4	Focus Group Discussions	Egyptian Parents	One from each governorate
4	Focus Group Discussions	Syrian Parents	One from each governorate

4 or 6	Focus Group Discussions or In-Depth Interviews	BOTs	One from each governorate, upon availability
10	In-depth Interviews	Teachers	One from each school
10	In-depth Interviews	Social Workers	One from each school
10	In-depth Interviews	School Principals	One from each school
2	In-depth Interviews	Representative from educational department	

Description of the Sample:

Table (2) shows the total tools that have been fulfilled per school. It also shows the percentage of questionnaire fulfillment 97.8%. As for the two types of interviews, it is 96.9% (See Table (3)).

Table 2: Fulfilled Tools as per the Tool and School

Area/ School	Questionnaires		Focus Group Discussions				In-depth Interviews				
	Egyptian Students	Syrian Students	Egyptian Students	Syrian Students	Egyptian Parents	Syrian Parents	Teachers	Social Workers / Psychologist	School Principals / Deputy	BoTs' Chairman	Representatives from Educational Department
6 th of October, 12 th avenue for Basic Education	10	5	1	1	1		1	1	1	1	
Shiekh Zaid, 16 th avenue for Basic Education	11	15	1	1		1	1	1	1		1
10 th of Ramadan, Othman Ben Afan for Basic Education	10	10	1	1	1		1	1	1		
10 th of Ramada,	10	10	1	1		1	1	1	1	1	1

El Zohour Mixed Primary School											
East Nasr City District, Martyr Hisham El Din Azab (Previously known by Taba)	9	7	1	1	1**		1	1	1		
East Nasr City District, Martyr Walid Esam (Previously known by El Farouk)	10	9	1	1		*1	1	1	1		
El Obour, Khaled Ben El Waleed School	10	10	1	1	1	**1	1	1	1	***1	
El Obour, Martyrs School	10	10	1	1			1	1	1		
Nasser Community School	10						1		1		
Damanhour Community school	10						1				
Total	100	76	8	8	4	4	10	8	9	3	2

Targeted	100	80	8	8	4	4	10	8	8	4	2
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*A Syrian woman, parent of a male and a female student, was contacted through an in-depth interview.

**A parent, of a male and a female student, was contacted through an in-depth interview.

*** Focus group discussion versus individual in-depth interviews in other schools.

Table 3: Participants' Description, involved in Qualitative Analysis, with regards to Gender and Nationality

Total number of participants in focus group discussion, disaggregated by Gender and Nationality	Egyptians		Syrians	
	Males	Females	Males	Females
Students	36	36	35	24
Parents	2	22	1	9
BoTs	5	3		

Table 4: Students' Participants' Description, involved in Quantitative Analysis, with regards to Gender and Nationality

	Females				Males				Total
	Syrians		Egyptians		Syrians		Egyptians		
	%	Number	%	Number	%	Number	%	Number	
Fourth Primary Grade	36.8%	14	13.5%	7	26.3%	10	12.5%	6	37
Fifth Primary Grade	34.2%	13	36.5%	19	34.2%	13	41.7%	20	65
Sixth Primary Grade	28.9%	11	50.0%	26	39.5%	15	45.8%	22	74
Total	100.0%	38	100.0%	52	100.0%	38	100.0%	48	176

The data collection team was keen to maintain gender balance in the sample. Accordingly, surveys were filled by 50% female students and 50% male students. However, in terms of Egyptians, the percentage of females was more than males, 52% versus 48%. In focus group discussions, particularly with parents, the percentage of females was significantly higher than males; such that males represent only 11% of the total number of participants.

Study's Limitations

In spite of the high percentage of fulfillment, there were some constraints that should be taken into consideration:

1. The 12th avenue basic education school wasn't able to provide the needed number of Syrian students, although the big number of students registered in school, Syrian students don't attend the public Egyptian school as they like to attend Syrian schools.

2. Two of the schools weren't able to set an appointment with BoT members which resulted in conducting an in-depth interview with the BoT chairman of EL Zahour primary school and the 12th avenue basic education school.
3. The limited number of Syrian students enrolled in the schools of Martyr Hisham El Din Azeb and Martyr Waleed Essam. Accordingly, it was difficult to reach the targeted number.
4. The teacher, responsible for the BoTs, wasn't available. Moreover, the BoTs hadn't met since a year in the Hisham EL-Din Azeb school.
5. In spite of the enrolled Syrian students in the sampling schools, it was difficult to hold focus group discussions with a big number from them; as they aren't attending the schools regularly. For example, the Syrian students' focus group discussions, in 6th of October, didn't include female Syrian students.
6. The low number of male parents compared with female; as they were so busy.
7. The low number of Syrian parents and the conservatives of Syrian women³.

Results

First: Overview

Enrollment and attendance in Egyptian formal education

Enrollment Rate's Indicator

1. In all the interviews conducted with the school administration (school principals and deputies)⁴, interviewees agreed that enrollment of Egyptian students takes place as long as they have fulfilled the conditions (age, geographical area). However, as for Syrian students, all the applicants should be accepted without fulfilling the conditions in compliance with the instructions of the educational department. This was also mentioned by MoE representatives. It was also mentioned by representatives of school administration and BOTs, whom said that there is a high level of flexibility and understanding to the conditions of Syrian students to the extent that the school administration has allowed them to come only twice a week.
2. All interviewees of school administration (school principals, deputies) and representatives of MoE mentioned that the enrollment rates of Egyptians and Syrians has witnessed increase throughout the past three years due to a number of reasons according to the two groups:
 - High rates of population density.
 - Increase numbers of displaced Syrians in the study sample locations.
 - More demand on the schools; where CARE has made number of interventions and parents seek to enroll or transfer their children to these schools. ⁵
3. Regarding attendance / absence rates: All the interviewees from school administration and MoE's representatives reported that the attendance rates of students has improved in general in the past three years due to the improvement implemented in schools in cooperation with CARE International. Both

³ One of the two schools in EL Obour namely "Khaled Ben El Waleed" wasn't able to prepare well for Syrian parents focus group discussion. Therefore, it was limited to just conduct an in-depth interview with a female parent who refused to record or sit with the field researcher unless her husband attends.

⁴ 8 in-depth interviews on the level of school administration.

⁵ MoE's representatives mentioned that when parents learnt about the activities in these schools namely camps, trips, playgrounds' renovations and school buildings, they had demands to register their children in these schools.

groups mentioned that there is no difference between Egyptian males' and females' students in this regard. As for Syrian students, the absence rate is higher compared with Egyptians. Moreover, absence rate is higher among Syrians males compared to females. Representatives of school administration and MoE referred it to the fact that Syrian students faced the problem of dialect difference when they first joined the Egyptian schools. In addition, they have joined educational schools and centers, particularly for them. However, after the improvement that took place in the sample schools, working on removing the obstacle of dialect and involve Syrian in the school community, their attendance rate has increased particularly during the time when CARE carried out activities.⁶

As it is clear from Table (5), the retention of Syrian students depends basically on the size of school and the availability of community schools⁷. The percentage of Syrian is high in 6th of October district in general compared with other neighborhood in Egypt. This is linked to the availability of informal Syrian schools that attract Syrian students, taking into consideration that they are formally registered in public schools. Therefore, the percentage of retention, in 6th of October schools, is about 10% and increases to 40% in El-Shiekh Zaid because the alternative Syrian schools are far away. In other avenues, where the density of Syrian is low and accordingly the Syrian alternatives are also low, the retention of Syrian students is high.

Table 5: Total Number of Enrolled Syrians in the Selected Schools and Attendance Rates (Scholastic year 2017/ 2018)

School Attendance	Giza 6 th of October and Shiekh Zaid		Sharkia 10 th of Ramadan		Cairo District of East Nasr City		Qalyobia El Obour	
	12 th Avenue for Basic Education	16 th Avenue for Basic Education	Enrolled in Othman Bin Afan School	Enrolled in El Zhour Mixed Primary School	Martyr Hisham El Din Azab School (previously Taba)	Martyr Waleed Essam School (previously EL-Farouk)	Khaled Bin El Waleed	Martyrs
Total Number of Syrian Students	600	83	102	36	24	24	258	200
Syrian Students' Attendance Rate	10%	40%	90%	95%	62.5%	79.2%	80%	70%

As for the scholastic year 2014/ 2015, findings of the baseline report mentioned that the number of Syrian students was about 1,251, where the absence rate of Syrian males' and females' students was 40.1% and 42.11% respectively. There was a slight increase in the number (1,327 Syrian students in the sample schools). Therefore, it is noticed that there is disparity in attendance rates in the different areas as mentioned before.

Second: Indicators

Intermediate Outcome 1100: Enhanced and inclusive learning environment adopted to the needs of both Syrian and Egyptian girls and boys

⁶ Teachers and social workers who are part of this study's sample mentioned the same observation.

⁷ There are 12 Syrian schools in 6th of October city, while there is only one school in El Obour city according to the information of the voluntary team that serve Syrians in the world/ Syrian schools in Cairo and addresses / <https://www.tomooh.org/>

According to the study's approach, this indicator consists of two sub-indicators that could be applied to measure the impact of interventions; in order to create more inclusive and effective learning environment for both males' and females' Syrian and Egyptian students. This environment could improve the accessibility rates and develop the skills and capabilities of students.

1.1 Improve the learning conditions, school services and facilities

1.1.1 Potable water and sanitation facilities

In this part, questions were about the accessibility and satisfaction with school facilities namely potable water and sanitation facilities. In the focus groups and questionnaires administrated on Syrian and Egyptian students, in regard to their satisfaction with the school services namely the accessibility of latrines and potable water, there is consensus, from the side of participating Egyptian and Syrian students in focus group discussions, that latrines and potable water are available all week long. The quantitative analysis also confirmed this, with a percentage of 99.4%. Most of the Egyptian and Syrian parents have mentioned the same in focus group discussions.

Many parents have mentioned that they have noticed about renovations; that took place in schools in the past three years. Many of them expressed their satisfaction regarding the separation between males' and females' latrines. This had provided parents with sense of security regarding their children usage of latrines⁸.

However, all students were unanimous about the fact that in spite of the accessibility, they don't use latrines nor drink water unless they have to, because of the following reasons:

1. Low cleanliness level, most Egyptian and Syrian students mentioned that cleanliness level is so bad. Cleanliness takes place at the beginning of the school week or day. Certainly, this isn't enough. Some students mentioned that cleaning staff clean the floors only not the toilets.⁹
2. Many students have pointed out that latrines aren't maintained at all. They mentioned that there are many broken lamps, some wires aren't covered, some taps don't work as well as carpentry work needed for the latrines' doors, especially that for girls.
3. One Egyptian female student mentioned that "she visits the latrine in order to adjust her clothes. In case that she found herself in need to use the toilet, she asks her peer, to join her, in order to hold the door".
4. Most students, particularly Syrians, mentioned that in spite of the availability of water throughout the week, they don't use it as they think it isn't clean. They use bottles of water from home.
5. In some schools, parents mentioned that having mixed latrines (used by both boys and girls or by both primary and preparatory students) time is a concern for them. Some mothers mentioned that they have ordered their daughters not to use these latrines as they are at the early primary level. ¹⁰. Some parents mentioned that "when we pass by the latrines, they smell bad"¹¹.
6. MoE representatives mentioned that in spite of the latrines' renovations and its conditions' improvement, there is still a severe problem relevant to its cleanliness. This is due to three main reasons: first, the density of students in school, second, lack of cleaning staff responsible for cleaning school in general and latrines in particular and third, the bad behaviors of some students, that need to be worked on it in order to positively change it.

⁸ A parent, in one of EL-Obour Schools, mentioned that, before renovations, she ordered her daughter not to use the latrines in school; as it is used by both boys and girls. However, after renovations and separating between boys' and girls' latrines, she feels more secure.

⁹ Some students mentioned that sometimes they have to get permission, in order to use the school administration's latrines.

¹⁰ This observation was mentioned in one of the focus group discussions.

¹¹ A parent in El Obour School.

The quantitative analysis corresponds as well; as when students were asked about the timing that they can use the latrines, 18.3% from those who don't use it (25% from Syrians versus 13.1% from Egyptians) (20% females and 16.5% males), and that's in spite of being accessible.

Table (6) shows students' satisfaction on latrines in school; disaggregated by gender and nationality. This table shows that dissatisfaction or limited satisfaction is clearly seen among Syrians, particularly females compared with Egyptians. The dissatisfaction percentage, among Syrians' girls, reaches up to 57.9% and limited satisfaction reaches 21.1%. On the other hand, Egyptians' girls are the most satisfied; as there are 15.4% whom are completely satisfied and 25% whom are satisfied. This finding corresponds to what was mentioned in the baseline study.

Table 6: Sample's Proportions according to the Satisfaction on Usage of Sanitation Facilities and Services, disaggregated by Gender and Nationality

Latrines Usage and Degree of Satisfaction	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
What are the timings were you can use the latrines?												
Do not Use	25.0%	19	13.1%	13	23.7%	9	17.3%	9	26.3%	10	8.5%	4
Mornings before being Entered	2.6%	2	1.0%	1	2.6%	1	0.0%	0	2.6%	1	2.1%	1
During Breaks Only	11.8%	9	18.2%	18	13.2%	5	11.5%	6	10.5%	4	25.5%	12
By the End of the Day Only	5.3%	4	1.0%	1	0.0%	0	0.0%	0	10.5%	4	2.1%	1
During the Day	55.3%	42	66.7%	66	60.5%	23	71.2%	37	50.0%	19	61.7%	29
Are you satisfied on the latrines facilities' and services' usage in school?												
Not Satisfied	53.9%	41	37.4%	37	57.9%	22	32.7%	17	50.0%	19	42.6%	20
Satisfied to Some Extent	25.0%	19	32.3%	32	21.1%	8	26.9%	14	28.9%	11	38.3%	18
Satisfied	21.1%	16	20.2%	20	21.1%	8	25.0%	13	21.1%	8	14.9%	7
Very Satisfied	0.0%	0	10.1%	10	0.0%	0	15.4%	8	0.0%	0	4.3%	2
Total	100.0%	76	100.0%	99	100.0%	38	100.0%	52	100.0%	38	100.0%	47

1.1.2. Level of satisfaction on classes, school furniture, playground and teaching aids

About all the students (98.3%) except 1.7% only, mentioned that they use the school's facilities and most students assured their satisfaction with classes' cleanliness, school furniture, desks, playgrounds particularly after renovations, labs and computers' availability. The satisfaction percentage wasn't affected by gender. The percentage of satisfaction or complete satisfaction (combined) is approximately 78.9% however the percentage of Syrian students was less, compared with Egyptians (73.7% versus 82.8%) (See Table (7)).

Maintenance:

Most students mentioned that the broken desks and chairs are maintained. Some schools have been regularly checked to assess maintenance needs¹². Some students mentioned that they are actively involved in the maintenance process.¹³ In

¹² A student, in EL Obour School, mentioned that there is a teacher assigned, for each class, to check the class' daily maintenance needs.

¹³ A female student, in the Martyr Waleed Essam School in Nasr city, mentioned that the social worker organizes a summer camp for students and teachers to repair broken chairs and desks.

this regard, most parents, teachers and school administration mentioned that renovations have noticeable impact on students. Some parents mentioned that absence rates of their children have significantly decreased. School administration representatives reported that Syrian students' attendance rates has increased in spite of going to Syrian schools or learning centers. A Syrian mother had mentioned: "My son refused to move to the nearby neighborhood because he is so attached to his school and peers".

Some students mentioned that some desks have pins and need more maintenance. Some desks are also left at the end of the class; without being repaired. Some students mentioned that having white boards is better to be used and to stop using chalks.

Table 7: Sample's Proportinos according to Satisfaction on School's facilities, disaggregated by Gender and Nationality

School's Facilities Usage and Degree of Satisfaction	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percent age	Count										
Were you able to use school's facilities?												
Yes	97.4%	74	99.0%	98	97.4%	37	100.0%	52	97.4%	37	97.9%	46
No	2.6%	2	1.0%	1	2.6%	1	0.0%	0	2.6%	1	2.1%	1
Total	100.0%	76	100.0%	99	100.0%	38	100.0%	52	100.0%	38	100.0%	47
Are you satisfied on the school's facilities inside the school?												
Not Satisfied	11.8%	9	2.0%	2	10.5%	4	0.0%	0	13.2%	5	4.3%	2
Satisfied to Some Extent	14.5%	11	15.2%	15	18.4%	7	15.4%	8	10.5%	4	14.9%	7
Satisfied	43.4%	33	31.3%	31	42.1%	16	32.7%	17	44.7%	17	29.8%	14
Very Satisfied	30.3%	23	51.5%	51	28.9%	11	51.9%	27	31.6%	12	51.1%	24
Total	100.0%	76	100.0%	99	100.0%	38	100.0%	52	100.0%	38	100.0%	47

1.2 Supporting BoTs' Capacities to Contribute in the Development of Educational processes and Resources Mobilization

BoT participants, in focus group discussions and in- depth interviews¹⁴, mentioned their awareness on BoT role. While compared with what the BoT participants mentioned about their understanding to the most significant roles and responsibilities of BoTs, it could be said that most of them aren't well aware with BoTs' roles and responsibilities¹⁵. For example, most participants mentioned that the role, they should play, is to be the link between school and parents, help handling and solving students' problems; taking into consideration that the social worker is the BoT secretary. S/he should inform the BoT on the most significant problems faced by students. Participants also didn't mention other significant roles that should be played by the BoT, for example: contribution to the development and mobilization of school's resources using untraditional ways¹⁶ or that the BoT is an important link between the school and the nearby community.

¹⁴ In-depth interview with a representative of El Zahour School, two focus group discussions in EL Obour district and 6th of October district.

¹⁵ Ministerial decree no 306 for year 2014 on the regulation of BoT.

¹⁶ One of the participants, in focus group discussion in EL Obour, complained about the shortage of the financial resources. This shows that this member isn't aware with the role of BoT in developing the resources and strengthening relations between school and CSOs. Any CSO could be concerned with supporting the school financially, out of social responsibility of businessmen and companies, through financial and in-kind donations.

Intermediate Outcome 1200: Strengthened social cohesion among Syrian and Egyptian host communities

This indicator is based on the concept of social cohesion mentioned in the baseline study that the project depended on. This concept was one of the main pillars, supporting the learning process for both Syrian and Egyptian students, in order to create more tolerant learning environment for accepting the other.

2.1. Measuring Cultural Understanding between Egyptian and Syrian Students

All Syrian and Egyptian students, who participated in focus group discussions, mentioned that there are no cultural barriers. The two parties can understand each other. Syrian students have the ability to understand the games played by their Egyptian peers. The only barrier is the different dialect of the Syrian students, in the beginning of residing in Egypt, on one hand in addition to the difference of customs and duties on the other hand.

Table (8) points to the findings of the questionnaire on the cultural understanding. Findings, concluded from focus group discussions, show that there are no cultural barriers. More than 80% of Egyptian and Syrian students mentioned that there is no difficulty in understanding and communication as the Egyptian and Syrian dialects are understood by both parties. However, it should be mentioned that female Syrians were the highest to mention that “sometimes” (23.7% with regards to communication and 21.1% with regards to understanding dialects) compared with other categories.

“Egyptian girls talk Syrian dialect and vice versa” .

However, when students were asked about the basic impediment to deal with another nationality, approximately the third mentioned that there is no problem. The dialect difference was the first impediment for difficulty of handling and understanding, particularly among Egyptians, (46.9% versus 28.3% among Syrians). The second impediment mentioned between Syrians, and not Egyptians, was different customs (21.7% versus 6.3% among Egyptians). Please refer to Table (8).

By the time and through the help of the Egyptians students, teachers and social workers, Syrian students were able to understand the Egyptian dialect easily. They were also able to understand methods of expressions and speeches. Most Syrian students mentioned that they have received support from their Egyptian peers, teachers and social workers to be able to learn Egyptian dialect easily. This was also confirmed by social workers, teachers and school administration, whom mentioned that by the time, the cultural problems disappeared¹⁷.

On the other side, the cultural understanding (trusting the other and ability to actively communicate) was clear among Egyptian and Syrian students; as some have mentioned, in the focus group discussions, that they call each other in case of facing trouble. Many Syrian and Egyptians, boys and girls, mentioned that they ask their friends for help before going to the teachers or the social workers. Most students mentioned that they don't hesitate providing support to their colleagues inside and outside of school. ¹⁸

“Once, I supported my friend who was about to be beaten outside school”

¹⁷ Some social workers, in the focus group discussions, mentioned that many students had tendency to teach the dialects to each other “Egyptian girls use the Syrian dialect and the Syrians use the Egyptians”

¹⁸ Many Egyptian students, in focus group discussions, mentioned different examples when they supported their Syrian colleagues particularly, some have Iraqi, Sudanese and Libyan friends in 6th of October district, in different situations inside and outside of school. “I supported my friend who was about to be beaten outside school”, “I lent my friend stationary as he forgot his”

Although students mentioned that everything is going well and that there is no problem, social workers have mentioned number of problems that were stumbling stone facing cultural understanding between Egyptians and Syrians, when the latter have joined school including:

- Difference of dialect, words' meaning and formation.
- Difference of expressions and body language from both sides. The social workers have captured this problem since Syrian first joined the school. For example, Egyptians, particularly boys, have certain body language when they tell a joke.
- Difference of customs and traditions between both.
- Violence and physical abuse among Egyptian boys' students and verbal abuse among Egyptian girls' students. Both of which were barriers of dealing between Syrian and Egyptian students; same as the barrier of cultural understanding. Male and female Syrian students alienated handling their Egyptian peers at school. This also led that Syrian parents enrolled their children in Syrian schools.

It should be mentioned that violence concept differed according to nationality. In spite of the fact that 25% of Egyptian students pointed out that there is no quarrel between Egyptian and Syrians, this percentage was less among Syrians reaching 19.7% (Please refer to Table (9)).

Table 8: Proportions' Sample according to Cultural Understanding between Egyptians and Syrians

	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
Do you find difficulty to understand and communicate (Handling) with your peers, who aren't of the same nationality?												
No Difficulty	73.7%	56	65.0%	52	71.1%	27	64.1%	25	76.3%	29	65.9%	27
Rarely	7.9%	6	25.0%	20	5.3%	2	23.1%	9	10.5%	4	26.8%	11
Sometimes	18.4%	14	10.0%	8	23.7%	9	12.8%	5	13.2%	5	7.3%	3
Always	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41
Do you face difficulty understanding your peers' dialect, who are from different nationality?												
No Difficulty	69.7%	53	62.5%	50	68.4%	26	61.5%	24	71.1%	27	63.4%	26
Rarely	11.8%	9	20.0%	16	10.5%	4	20.5%	8	13.2%	5	19.5%	8
Sometimes	18.4%	14	17.5%	14	21.1%	8	17.9%	7	15.8%	6	17.1%	7
Always	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41
From your perspectives what are the most significant reasons behind understanding and communicating?												
Dialects	28.3%	17	46.9%	30	24.1%	7	42.4%	14	32.3%	10	51.6%	16
Customs	21.7%	13	6.3%	4	24.1%	7	9.1%	3	19.4%	6	3.2%	1
Handling Itself	18.3%	11	20.3%	13	17.2%	5	24.2%	8	19.4%	6	16.1%	5
None	31.7%	19	26.6%	17	34.5%	10	24.2%	8	29.0%	9	29.0%	9
Total	100.0%	60	100.0%	64	100.0%	29	100.0%	33	100.0%	31	100.0%	31

*This table doesn't include community schools; as there are no Syrians in community schools.

Figure 1: The Main Barrier in Understanding and Dealing between Syrian and Egyptians, disaggregated by Gender and Nationality

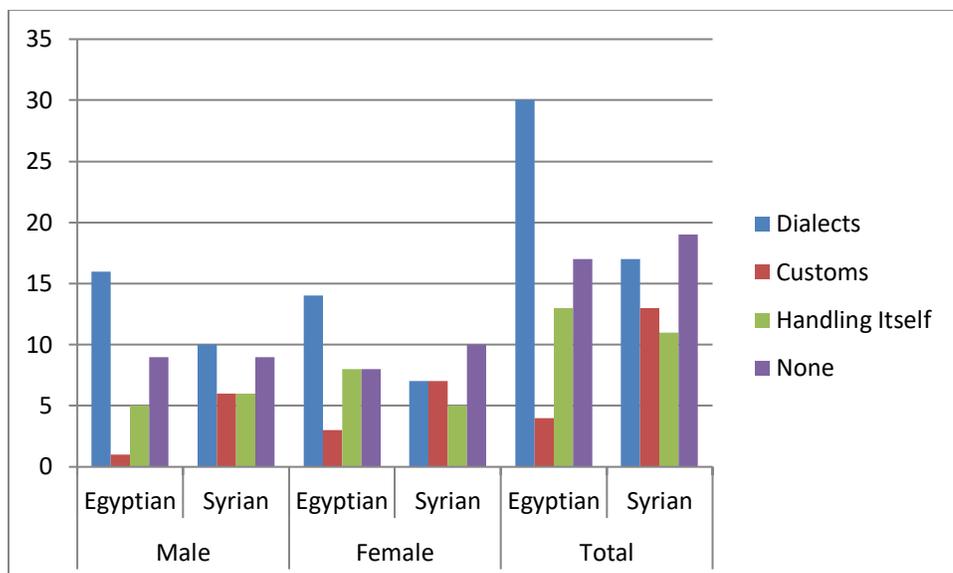


Table 9: Proportions’ Sample according to Tolerance and Diversity of Egyptians and Syrians in Percentages

How often do you see the quarrels, between Egyptian students and students of other nationalities, in school?	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
No Quarrels	19.7%	15	25.0%	20	23.7%	9	20.5%	8	15.8%	6	29.3%	12
Few Quarrels	67.1%	51	66.3%	53	68.4%	26	71.8%	28	65.8%	25	61.0%	25
Some Quarrels	6.6%	5	6.3%	5	0.0%	0	5.1%	2	13.2%	5	7.3%	3
Many Quarrels	6.6%	5	2.5%	2	7.9%	3	2.6%	1	5.3%	2	2.4%	1
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41

*This table doesn’t include community schools; as there are no Syrians in community schools.

2.2 Enhance integration and social cohesion between Egyptians and Syrian

Based upon the baseline study, the evaluation study would be built upon measuring the levels of integration and cohesion between Egyptians and Syrians using number of sub-indicators:

- **Friendships between Egyptians and Syrians:**

1. Questionnaire included direct question about who are your best friends? what are their nationalities? Afterwards, there was another question about friends of other nationalities.
 2. Students were asked about their friends and peers of different nationalities outside school?
 3. Students were asked about their perspective on the level of friendship between Egyptian students and students of other nationalities?
 4. Students were asked if they have ever seen the students who belong to other nationalities play with their Egyptian peers in school?
 5. Finally, students were asked if they have seen or if they have met their peers, from other nationalities, meet with the Egyptian students outside school?
- **Participation in different sports games and non-classroom activities for Egyptians and Syrians:**
1. In the questionnaire and focus group discussions, students were asked about the sports activities they practice?
 2. Participation in non-classroom activities including broadcast, school press, library, arts activities namely drawing and music.

2.2.1. Friendships between Egyptians and Syrians

All the Egyptian and Syrian students, participated in focus group discussions, mentioned that they are all friends. They don't see difference between Egyptian and Syrians; boys and girls. Moreover, most parents, in focus group discussions, mentioned that they are happy that their children have Syrian friends, whom have high level of ethics and cleanliness.

When children were asked about their best friends and their nationalities, it was clear that the Syrian children, particularly boys, are more integrated than Egyptians (this may seem obvious based upon availability). 63.2% Syrian boys mentioned that they have 2 or more of their best friends Egyptians versus 2.4% of the Egyptian boys. It is the same with girls; as 50% of the Syrian girls mentioned that they have 2 or more of their best friends Egyptians versus 2.6% of the Egyptian girls. (Please refer to Table (10)).

Table 10: Proportions' Sample according to Best Friends' Nationalities and Number disaggregated by Gender and Nationality

Your closest friends at school	Female				Male				Total			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Number of Egyptian friends												
.00	9	23.7%	0	0.0%	10	26.3%	1	2.4%	19	25.0%	1	1.3%
1.00	6	15.8%	1	2.6%	3	7.9%	0	0.0%	9	11.8%	1	1.3%
2.00	13	34.2%	9	23.1%	12	31.6%	6	14.6%	25	32.9%	15	18.8%
3.00	6	15.8%	29	74.4%	12	31.6%	34	82.9%	18	23.7%	63	78.8%
Number of Syrian friends												
.00	6	15.8%	29	74.4%	12	31.6%	34	82.9%	18	23.7%	63	78.8%
1.00	13	34.2%	9	23.1%	12	31.6%	6	14.6%	25	32.9%	15	18.8%
2.00	6	15.8%	1	2.6%	3	7.9%	0	0.0%	9	11.8%	1	1.3%
3.00	9	23.7%	0	0.0%	10	26.3%	1	2.4%	19	25.0%	1	1.3%
	38	100.0%	39	100.0%	38	100.0%	41	100.0%	76	100.0%	80	100.0%

*This table doesn't include community schools; as there are no Syrians in community schools.

When asked directly about friends from other nationalities (Please refer to Table (11)), two thirds of Syrian girls mentioned Egyptian names and 81.5% of Syrian boys' mentioned Egyptian names. However, 28.2% from Egyptian girls and 12.2% from Egyptian boys mentioned non-Egyptian names.

When asked about friends of other nationalities outside school, 55.3% of Syrian boys (21 out of 38) and 13.2% (5 out of 38) of Syrian girls mentioned that they have non-Syrian friends outside school, versus less than 1% of Egyptians either boys (2 out of 41) or girls (1 out of 39).

Table 11: Proportions' Sample according to non-Egyptian friends' Nationalities and Number disaggregated by Gender and Nationality:

Friends of other nationality in school	Female				Male			
	Syrian		Egyptian		Syrian		Egyptian	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Number of friends of other nationality								
1.00	0	0.0%	3	7.7%	1	2.6%	2	4.9%
2.00	1	2.6%	0	0.0%	1	2.6%	0	0.0%
3.00	23	60.5%	8	20.5%	29	76.3%	3	7.3%

*The percentage was calculated from the total count (Syrian Females 38, Egyptian Females 39, Syrian Males 38, Egyptian Males 41, the rest hadn't mentioned names)

When asked about their perspective on friendships between different nationalities, those who mentioned that there is no friendship was hardly 2.7%. The percentage of those who mentioned that there are few friendships was about 50% from the perspective of Syrian girls to 71.1% of Syrian boys (Please refer to Table (12)). The final findings cope to great extent with what was mentioned in the baseline report. When students were asked about evaluating the level of friendship between Syrian and Egyptian, the highest percentage was for little friendship for the Syrian boys, whom recorded 70%, then Egyptian girls came next with the percentage of 50%. In the baseline study, Syrian girls mentioned that they don't have any friendships with Egyptians. Egyptian girls recorded the highest percentage that mentioned that there is no friendship between Egyptian and Syrian girls; namely 5.4%. It should be mentioned that despite the difference of these findings, it could be explained that in spite of the relative improvement in the situation regarding Syrian girls for the level of friendships, Syrian aren't retained in school.

Table 12: Proportions' Sample according to the Level of Friendship between Egyptians and Syrians, in percentages, disaggregated by Gender and Nationality

How do you see the level of friendship between Egyptian students and those students of other nationalities inside school?	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
No friendship at all	2.7%	2	2.6%	2	2.8%	1	5.4%	2	2.6%	1	0.0%	0
Just few are friends	60.8%	45	57.7%	45	50.0%	18	59.5%	22	71.1%	27	56.1%	23
Many of them are friends	17.6%	13	32.1%	25	22.2%	8	27.0%	10	13.2%	5	36.6%	15
All students	18.9%	14	7.7%	6	25.0%	9	8.1%	3	13.2%	5	7.3%	3
Total	100.0%	74	100.0%	78	100.0%	36	100.0%	37	100.0%	38	100.0%	41

*This table doesn't include community schools; as there is no Syrians in community schools.

2.2.2. Participation in different sports games and non-classroom activities, for Egyptians and Syrians

In spite of the fact that most Egyptian and Syrian students, in focus group discussions and quantitative analysis (Please refer to Table (13)) mentioned that they participate in sports games available in school without discrimination, social workers mentioned, based upon observation, there is difference between male and female students. More than one social worker¹⁹ mentioned that most probably, male Egyptian and Syrian students participate in sports activities more than Syrian and Egyptian female students. Football is the highest game that most students play, which enhance the levels of friendships and cohesion between boys in general and Syrian and Egyptian students in particular. This characteristic may explain the high level of friendship relations between Egyptian and Syrian boys. By comparing with what has been mentioned about this point in the baseline study report, this indicator hasn't witnessed any change after the interventions of CARE International.

As for practicing non-classroom activities, teachers, social workers and school administration have mentioned two sets of significant observations:

1. Due to weak potentials and high density, it is difficult to provide and make these activities available²⁰.
2. Most of these activities are practiced by male students; not females.

Most of the available non-classroom activities are school press, library, school broadcast, trips. Most students mentioned that they are involved without any discrimination being for nationality or gender. However, girls have more tendency to participate in school press and broadcast. As for trips, it has been noticed that the Syrian female students present the highest percentage of subscription. The data driven from the questionnaire confirmed the same as it is clear in Figure (2). However, it should be mentioned that girls, in general and Syrian girls in particular, have the highest percentage of not participating in any activity as follows: 36.8% for Syrian girls and 20.5% for Egyptian girls.

Table 13: Proportions' Sample according to Level of Participation between Egyptians and Syrians, in Percentage, disaggregated by Gender and Nationality

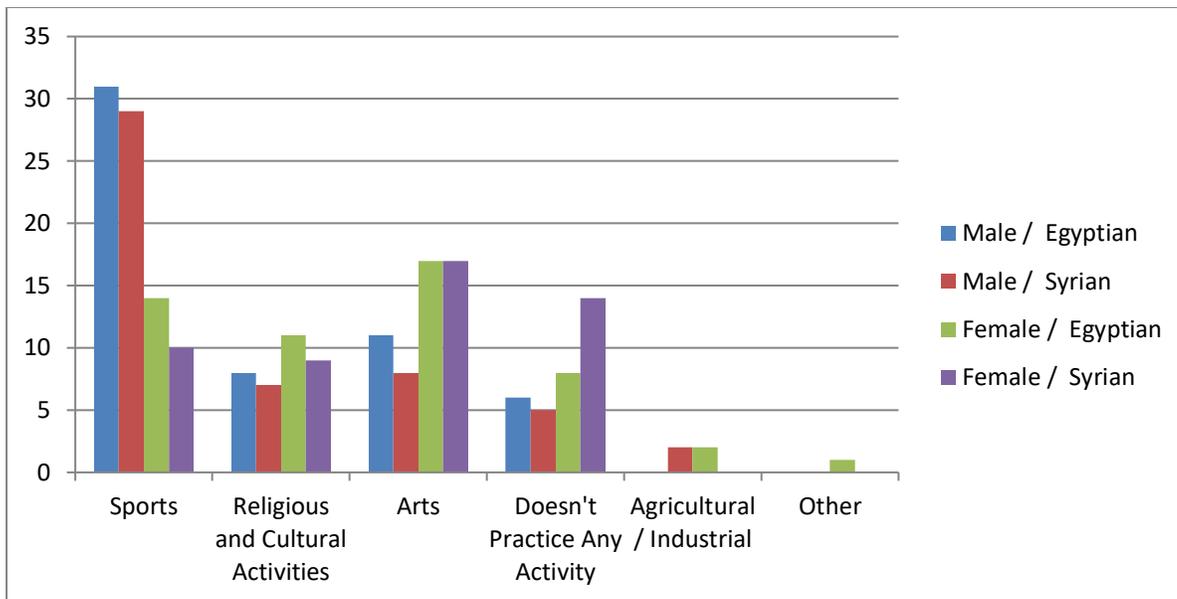
While practicing activities and playing at school, do you see your peers of other nationalities play with your Egyptian peers inside school?	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
Yes	93.4%	71	95.0%	76	92.1%	35	89.7%	35	94.7%	36	100.0%	41
No	6.6%	5	5.0%	4	7.9%	3	10.3%	4	5.3%	2	0.0%	0
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41

*This table doesn't include community schools; as there is no Syrians in community schools.

¹⁹ 4 out of 8 in-depth interviews with social workers.

²⁰ Some participants mentioned that the financial resources, that could be directed to this field, are limited, scarcity of the number of P.E. teachers, the limitedness of school playgrounds, lack of the activity teachers namely teachers of arts and music and not having places to practice these activities.

Figure 2: Number Distribution for the Sample according to the Different Activities Practiced by Students, disaggregated by Gender and Nationality



As for the integration and cohesion between Egyptian and Syrian students, the following notes should be highlighted:

According to what was mentioned by most social workers, most problems that hindered integration and cohesion between students in general and Egyptians and Syrians in particular are:

First: As for Syrians and Egyptians:

- Most Syrian female students are conservative, which hindered them from integrating with the Egyptian female students²¹.
- Syrian female students are exposed to sexual harassment²².
- Low discrimination between male and female Syrian students compared to their Egyptian peers. Therefore, the cohesion is easier between Syrian males and females compared with Egyptians.

Second: As for Egyptian male and female students:

- Prevalence of physical violence and abuse among Egyptian males²³.
- Prevalence of verbal violence and abuse among Egyptian females.
- The tendency and domination of Egyptian boys to practice sports, especially playing football together without girls.
- There is a tendency to play with the same gender and not nationality among Egyptian male students. Some female students mentioned that they prefer to play with other girls in break rather than playing with boys because boys are violent.

²¹ Observation by the field research team in EL Obour district.

²² This was mentioned by a social worker in EL Obour basic education school. She mentioned that some sexual harassment cases have been registered against the preparatory female Syrian students.

²³ Most participating social workers refer it to the customs and the way Egyptian raise their children; as it supports the idea of violence among children: "Anyone who beats you, beat him" or it is one of early manhood signs for boys to show physical strength.

2.2.3 The Understanding of Tolerance and Diversity among Children, disaggregated by Gender or Nationality

The baseline report mentioned that tolerance is basic cornerstone to achieve social cohesion between Egyptians and Syrians; boys and girls. The baseline report has defined tolerance as: “The inner will of the individual to respect and accept the other, regardless of differences or disparity in members of any community”.

Most students participating in focus group discussions mentioned that there could be clashes between students or between boys and girls, or Egyptians and Syrians, however, after solving these problems they can deal in an ordinary way with each other. All participants, Syrians and Egyptians, have highlighted the idea of cooperation inside and outside school.

This is reflected in the quantitative analysis; such that the percentage of attempts to reform or resolve between students is increased, in the case of quarrels between Syrians and Egyptians alike. Together, they reach about 53.9% among Syrians and 63.8% among Egyptians (Please refer to Table (14)). It should be noted that the tendency of some participants, to resort to complaints, among Syrians than Egyptians (43.4% versus 36.6%).

In general, many of the Egyptian students’ responses pointed out to the low understanding of the idea of tolerance among boys and girls; such that many female students mentioned that they have been exposed to intimidation by their male Egyptian peers²⁴. Many Egyptian males mentioned that they have been intimidated by their Egyptian male peers. In these cases, Egyptian students complain to the class teacher first. All students participants, in focus group discussions, mentioned that the class teacher solves the problem.

As for Syrian and Egyptian students, most Syrian students particularly female mentioned that they have been intimidated by their male and female Egyptian peers. Most of these intimidation were in case of making fun of their dialects at the beginning of joining the school or the different way of forming sentences and phrases. Only one case was registered; where Syrian female students were exposed to physical harassment, and the girls have complained to the social worker; whom had handled the issue.

Table 14: Handling Problems and Help among Egyptians and Syrians, disaggregated by Gender and Nationality

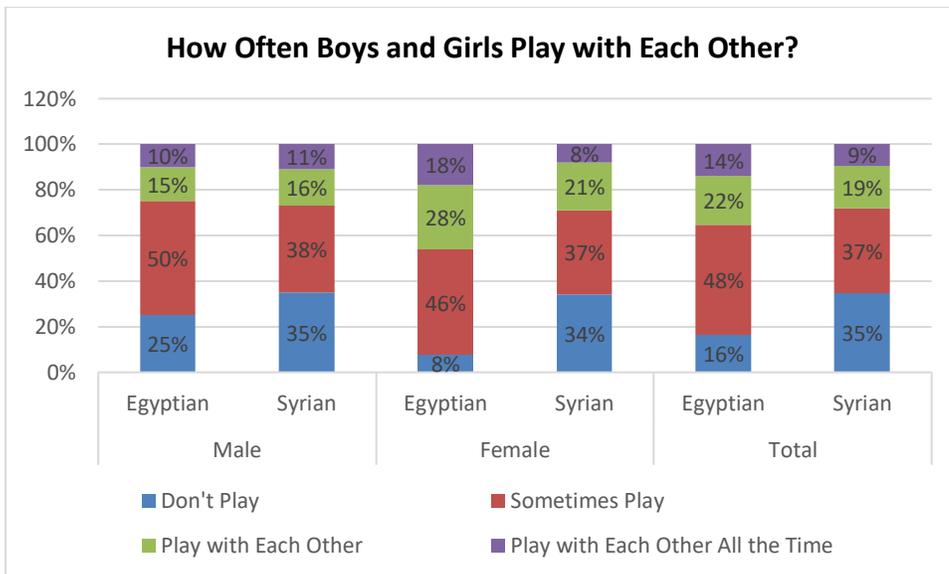
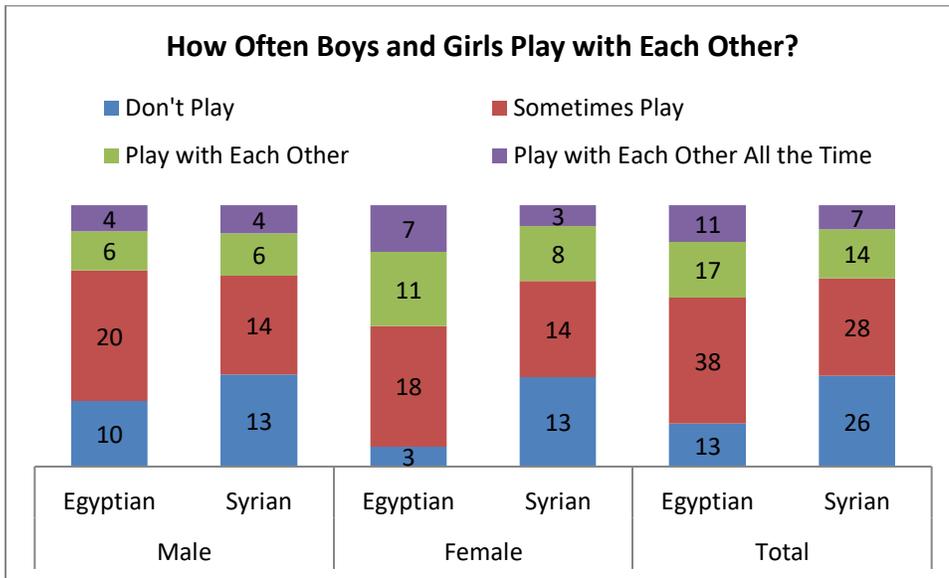
	Total				Female				Male			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
When a problem takes place with a student, who belongs to another nationality, in most cases how this problem is handled?												
Complaint to Each Other	43.4%	33	36.3%	29	36.8%	14	30.8%	12	50.0%	19	41.5%	17
Try to Reconcile	19.7%	15	31.3%	25	23.7%	9	41.0%	16	15.8%	6	22.0%	9
Turn into Fight	2.6%	2	0.0%	0	0.0%	0	0.0%	0	5.3%	2	0.0%	0
Solve it Between Them	34.2%	26	32.5%	26	39.5%	15	28.2%	11	28.9%	11	36.6%	15
Doesn't Exist	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41
When a peer, who isn't of your nationality, needs your help; what do you do?												

²⁴ Some female students mentioned that they were a fun source; because of their appearance or low educational level.

Don't Help At All	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Seldom	1.3%	1	1.3%	1	2.6%	1	2.6%	1	0.0%	0	0.0%	0
Sometimes	14.5%	11	13.8%	11	10.5%	4	15.4%	6	18.4%	7	12.2%	5
Always	84.2%	64	85.0%	68	86.8%	33	82.1%	32	81.6%	31	87.8%	36
Doesn't Exist	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	100.0%	76	100.0%	80	100.0%	38	100.0%	39	100.0%	38	100.0%	41

*This table doesn't include community schools; as there is no Syrians in community schools.

Figure 3: Students' Perception to the Extent in which Boys and Girls Play Together, disaggregated by Gender and Nationality



*This figure doesn't include community schools; as there is no Syrians in community schools.

Impact of Interventions implemented by CARE, on enhancing cohesion and integration between Egyptians’ and Syrians’ students (based on social workers’ and teachers’ observations):

- Modification to student’s behaviors; for example, physical violence, particularly among Egyptian male students, decreased.
- Syrian male and female students are integrated in many activities. The attendance rate of Syrian students relatively increased compared with when they first joined school²⁵.
- Some students suffer psychological and physical problems. As a result of practicing; because of practicing some activities in trips and open days (singing and drawing)²⁶ that have been decreased

Intermediate Outcome 1300: Strengthened quality of formal and informal Egyptian education systems for girls and boys in a protective learning environment

This intermediate outcome contains three immediate outcomes; the three sub-indicators targeted measuring the quality of educational systems and how it contributes to improve accessibility for males and females Egyptians and Syrians and creating a more holistic and diverse environment.

Table 15: Participation in School’s Activities, disaggregated by Gender and Nationality

School Activities	Female				Male				Total			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
Have you participated in any activities (for example: open day, training on handling others, camps for Egyptians and Syrians, play) that have been provided recently?												
Yes	71.1%	27	82.7%	43	68.4%	26	57.4%	27	69.7%	53	70.7%	70
No	28.9%	11	17.3%	9	31.6%	12	42.6%	20	30.3%	23	29.3%	29
Total	100.0%	38	100.0%	52	100.0%	38	100.0%	47	100.0%	76	100.0%	99
Have you participated in any performance play (Folklore songs, dances from the two countries)?												
Yes	39.5%	15	59.6%	31	23.7%	9	31.1%	14	31.6%	24	46.4%	45
No	60.5%	23	40.4%	21	76.3%	29	68.9%	31	68.4%	52	53.6%	52
Total	100.0%	38	100.0%	52	100.0%	38	100.0%	45	100.0%	76	100.0%	97

It has been noted the participation percentages increase in activities (including open days, camps and plays), for both Syrian and Egyptians, males and females, and particularly among Egyptian female reaching 82.7%. This is also applicable for participation in festivals; such that the percentage of Egyptian girls participation reaches 59.6% and decreases among

²⁵ Othman Ben Afen School, 10th of Ramadan; the social worker mentioned that there was a Syrian female student who was very violent. In dialogue with her and involving her in some activities, she improved and became less violent with her peers. She also mentioned another a case of a Syrian child who was very shy believing that he isn’t loved by his Egyptian and Syrian peers, when the social worker used the activity of know your friend, he started to integrate with his peers.

²⁶ A social worker mentioned that she followed up a case of an Egyptian child, who was hyperactive and violent with his peers. When she involved him in artistic activities, including drawing, singing, his behavior changed to be very positive and his activity becomes normal.

female Syrians to reach less than fifty (39.5%). However, they are more involved than boys in general. This is also reflected on students' satisfaction on activities. Female Egyptians are the highest in regard to satisfaction with activities (76.5% completely satisfied and 21.6% satisfied), however, Syrians have expressed limited satisfaction. Moreover, more than two thirds of Egyptian students (girls and boys) expressed that there are no problems with activities. Some Syrians show no interest being it inside or outside school (9.6% and 6.8% consecutive for Syrians versus 6.2% and 3.1% for Egyptians). Please refer to Table (16).

Table 16: Satisfaction on School's Activities, disaggregated by Gender and Nationality

Satisfaction with School's Activities	Female				Male				Total			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Percentage	Count										
Are you satisfied with these activities?												
Not Satisfied	2.8%	1	0.0%	0	0.0%	0	2.1%	1	1.4%	1	1.0%	1
Satisfied to Some Extent	19.4%	7	2.0%	1	21.1%	8	12.8%	6	20.3%	15	7.1%	7
Satisfied	38.9%	14	21.6%	11	36.8%	14	36.2%	17	37.8%	28	28.6%	28
Very Satisfied	38.9%	14	76.5%	39	42.1%	16	48.9%	23	40.5%	30	63.3%	62
Total	100.0%	36	100.0%	51	100.0%	38	100.0%	47	100.0%	74	100.0%	98
What is lacked in these activities?												
It just covers one aspect	21.6%	8	21.6%	11	22.2%	8	10.9%	5	21.9%	16	16.5%	16
No concern inside school	13.5%	5	3.9%	2	5.6%	2	8.7%	4	9.6%	7	6.2%	6
No concern outside School	5.4%	2	3.9%	2	8.3%	3	2.2%	1	6.8%	5	3.1%	3
Doesn't Exist	56.8%	21	68.6%	35	63.9%	23	76.1%	35	60.3%	44	72.2%	70
Involve All Friends	2.7%	1	0.0%	0	0.0%	0	2.2%	1	1.4%	1	1.0%	1
Increased Activities	0.0%	0	2.0%	1	0.0%	0	0.0%	0	0.0%	0	1.0%	1
Total	100.0%	37	100.0%	51	100.0%	36	100.0%	46	100.0%	73	100.0%	97

3.1 Increase Teachers' Effectiveness in formal and informal schools:

Egyptian public educational system has many problems that hinder the quality of education. In addition, it is based on memorizing without attention to developing students' capacities on creativity and criticism. The interventions of CARE supported the teachers' capacity on how to teach effectively through active and participatory learning methods.

All teachers, with different specialties whom in-depth interviews were conducted, mentioned that using active learning has been improved their abilities to convey information to students in class. These methods have also motivated students to actively and zealously engage in their classes. However, all teachers, whom participated in interviews, mentioned that the due to the limited class time, they can't do all the activities. Most of the time, teacher can't do the parts that he/she should finalize. Moreover, most teachers, whom participated in interviews, also mentioned that poor financial resources negatively affects the usage of active learning in subject areas; that need laboratories and materials to conduct experiments, including science.

Most Syrian and Egyptian students, whom participated in focus group discussions, when asked if they can understand what the teacher explains in class and their ability to understand from teachers, they mentioned that the more diverse teaching methods used by teachers, the more understanding and analysis they achieve.²⁷

Parents mentioned that, based upon their observation to the performance of their children, they found out that their children's achievement capacity increased. It increased in the subject areas where teachers use active learning. Some mentioned specific subject areas including Arabic, History, Math and Science. Still private tutoring is a problem according to all parents, whom participated in focus group discussions.

3.2 Increase the ability of stakeholders to improve physical and psychological care for boys and girls in educational institutions

This indicator focuses on measuring the stakeholders' understanding (teachers, social workers / psychologists and school administration) to understand the gender concept, its impact on boys and girls in educational institutions, level of social and psychological care provided to students, follow-up to the students' psychological problems and finally communicating with parents and BOTs.

Gender refers to the differentiation in the social roles and division of roles according to sex. These differences are formed from traditions and customs and it has no relation to boys' or girls' capabilities. All interviews, conducted with teachers and social workers in the sample schools, showed no awareness of these two groups with the gender concept. Some mentioned: "No discrimination between boys and girls". The two groups didn't show understanding for the concept's impact on the learning environment for boys and girls. Moreover, the two groups confuses between discrimination in general due to color, religion, social level, nationality; being Egyptian or Syrian, being a son of a staff members or student in a private tutoring or discrimination because of learning achievement from one hand and the concept of gender on the other hand. It could be said that the findings of the evaluation cope with the report of the baseline study that highlighted absence of awareness with the concept of gender and its impact on the students' learning environment.

Six of the eight²⁸ social workers, whom were interviewed in in-depth interviews, did not show gender knowledge and its impact on the learning environment, compared with two, whom showed limited knowledge of gender. Out of the six, whom don't have knowledge; 1 was male versus 5 females.

The two whom have limited knowledge of the concept; one of them, specifically, stated that the roles identified and accepted in the community for the boy and girl; depend on the customs and traditions of each community. Hence, what

²⁷ Teachers use active and interactive learning methods, including play role in session time, models, photos, games and explaining of lessons through story or educational play.

²⁸ Social Workers; 7 females and 1 male.

is accepted for a woman to do in a community; may be rejected in another community. The other mentioned that the concept of gender is discrimination between the boy and the girl in favor of the boy, especially in the treatment.

In spite of the low level of awareness, many social workers mentioned different types of discrimination between gender on school level. For example, since the fact that girls are better in regard of achievement, there is discrimination for the girls over the boys from the class teacher. On students union level as well, the chairman is always a boy and the deputy is a girl²⁹.

“A social worker mentioned that this discrimination is normal; as boys should be the ones who are equipped to be leaders and not girls”.

There was another case, in Hisham EL Deen Azeb School in Nasr City district, where the social worker mentioned that a female student had mentioned that the P.E. teacher doesn't allow girls to play in session. The social worker talked to the teacher asking him to involve girls in P.E. sessions and she asked him to have two lines; one for boys and the other for girls in order to allow them to compete.

None of the teachers involved in the study, through conducted in-depth interviews, did not show gender knowledge. Despite the denial of all (6 male teachers and 3 female teachers) about the existence of gender discrimination, with more questions about the different forms of treatment, 6 teachers mentioned that there treatment difference or punishment between males and females; due to the different nature of girls from boys (one female and 5 males). While one female teacher referred to the impact of community culture on this discrimination. Moreover, a female teacher and a male teacher pointed out that the concept of discrimination may occur to the son of a colleague or for the benefit of the excellent student.

On the other side, two groups mentioned that due to the spread of physical violence among Egyptian boys, it influences the way boys and girls handle each other in class; namely “The treatment way is inappropriate”. Most probably, the teacher is the one, who handles this issue; as he/she is the one whom is in direct daily contact with children.

As for saluting the flag, a social worker said that unfortunately, only boys are the ones whom practice. She has discussed with girls and the school administration that it is the right for girls also to salute the flag. Girls now salute the flag and it is great experience.³⁰

Some teachers mentioned that they separate between boys and girls in class; in order to avoid any potential problems or to apply the customs and traditions of community.

Some teachers mentioned that based upon their observation, before CARE's intervention, the performance of social workers wasn't up to the standards. However, their performance has improved after CARE's interventions. They also reported that social workers have improved their way of following up with the students' problems; however, the density is the biggest problem that hinder social workers to perform their tasks. Still the limited number of social workers is the biggest barrier to provide social services, that cope with the density of students. Many teachers also pointed out to the problem that parents and families don't follow up which influence the psychological and social services presented to children. Table (17) assures the low level of follow-up with social worker or psychologist.

It should be noted that if there is a distinction between the concepts of psychosocial support and psychosocial health, it can be said that all participants (eight participants), with no exception from the social workers, showed some understanding of the psychosocial support concept and their role in providing such support to students in one way or

²⁹ A social worker mentioned that this discrimination is natural; as boys should be the one who are prepared for leadership not girls.

³⁰ Social worker of Khalid Ben El Waleed, El Obour, Banha.

another. As for psychosocial health, only two of the participants (two females out of the eight participants) showed a limited understanding of the concept.

All Egyptian and Syrian students, participated in the focus group discussions, expressed their satisfaction with the social and psychological support received in school, through the class teacher first, then through the social worker/ psychologist and finally on the level of school administration level. However, most students mentioned that the first person they go to in case of having any problem, is the class teacher and then the social worker or psychologist. Rarely, they go to the school administration. Most parents also expressed their satisfaction with the cooperation and response of social workers, particularly Syrians; as most of them mentioned the role played by social workers to understand and assist in their children’s problems at the beginning of joining school and the problem of different dialect used by their children. Most social workers have mentioned that Egyptian students, particularly girls are the most who receive social and psychological support services compared with Syrians. They have referred it to the fact that Syrian students are absent most of the week. This also cope with the finding mentioned in the baseline study.

The quantitative data is in harmony with all that; as the class teacher is the first person to turn to (38.3%), then friend or sibling at school (28.6%) and the social worker / psychologist with 28%³¹. As for the weak resort to social worker, many social workers’ participants, in focus groups discussions, mentioned that this is because of the bad and scary image shaped by some teachers. Some teachers mention that they would refer the student to the social worker; as a mean of discipline or punishment in case of committing a bad behavior.

The findings of the baseline study show that two thirds of the students turn to the teacher, 18% turn to social worker or psychologist, while only 8% go to their friends at school. Thus, it could be concluded that in spite of the low percentage of going to social workers, the percentage has increased. It was also noted that turning to friends was also getting higher.

As for the role played by BoTs in following up the students’ problems, in spite that BoT members, participating in focus group discussions, have mentioned that they play this role, four social workers mentioned that one of the main reasons that hinder them to play their role to follow up the students’ problems is that BOT members, whom don’t cooperate in following up with parents and families.

Table 17: The Person to Resort to in case of Problems and the Level of Follow-up

Who is the person you turn to (to whom you could turn to) when you have a problem in order to help you solve this problem?		Does this person follow up your case and sit with you every now and then?			Total
		Don't Go	No	Yes	
School Principal	Count	1	0	8	9
	Percentage	11.1%	0.0%	88.9%	100.0%
Class Teacher	Count	3	3	61	67
	Percentage	4.5%	4.5%	91.0%	100.0%
Social Worker/ Psychologist	Count	0	8	41	49
	Percentage	0.0%	%16.7	%83.3	100.0%
Friend / My Sibling in School	Count	4	1	45	50
	Percentage	8.0%	2.0%	90.0%	100.0%
Total	Count	8	12	155	175
	Percentage	4.6%	6.9%	88.6%	100.0%

³¹ The psychologist was mentioned in only three cases; which showed that this position isn’t there or that there is confusion between psychologist and social worker, therefore, the two of them were combined in one group.

Table 18: the person to whom you turn in case of having problem, his ability to follow up and your level of satisfaction

Who is the person you turn to (to whom you could turn to) when you have a problem in order to help you solve this problem?		Were you happy and comfortable with the service or the way (what has been done to you in school)?				Total
		Very Happy	Happy	Happy to Some Extent	Not happy	
School principal	Count	5	3	1	0	9
	Percentage	55.6%	33.3%	11.1%	0.0%	100.0%
School teacher	Count	35	25	6	1	67
	Percentage	52.2%	37.3%	9.0%	1.5%	100.0%
Social worker/ psychology worker	Count	22	20	2	5	49
	Percentage	45.7%	41.3%	4.3%	8.7%	100.0%
Friend/ sibling in school	Count	31	17	2	0	50
	Percentage	62.0%	34.0%	4.0%	0.0%	100.0%
Total	Count	93	65	11	6	175
	Percentage	53.1%	37.1%	6.3%	3.4%	100.0%

3.3 Stakeholders on school level have their awareness raised on the issues of protection

According to the baseline study report, Egyptian law is so much concerned about the issue of child rights and child protection policies on school level. This was clear in the law no “12” for year 1996 that was modified by law no 126 for year 2008 to be in accordance with the child right convention. In the modified law, many articles were added for the first time for child rights to be provided by enough protection, developing definite mechanisms to be applied on national level starting from the governorate level till the different local levels. In addition, MoE has adopted two procedures to support child rights on school level namely: School Discipline Code and Child Protection Policy. The second procedure included procedures to achieve positive discipline that certainly target child (male and female) protection at school level against violence and abuse. In spite of the interventions of CARE to raise awareness on the concept of child protection concept, the in-depth interviews held with teachers, social workers and school administration brought some problems to the surface. These problems show that there is lack of awareness on the concept of child protection in general and application of child protection policy in particular³². The findings of the in-depth interviews show the confusion between the concept of child right and the policy of child rights from one side and the discipline regulations between teachers and students that don’t include the issue of discipline and scolding of students in a positive way and not being exposed to violence in class.

These findings, coping with the findings of the baseline study, however, the baseline study referred to two levels. The first level is concerned with stakeholders’ level of knowledge. The second is relevant to the level of awareness. The findings of the in depth interviews, with the stakeholders, show that they have reasonable level of knowledge about the concept of child rights³³. However, the stakeholders didn’t show awareness on the policies of child protection policy at school level³⁴.

³² The school of “EL-Zahor Primary Mixed School” mentioned that the school principal conducts boards on child’s and teachers’ rights. The deputy of “Othman Ben Afan school for basic education” mentioned, when asked about applying the principle of child protection, that she could remember this document of child rights.

³³ For example, six in-depth interviews with social workers mentioned that they know the concept of child right that includes child right to housing, clothes, health care, receive quality education in spite of density.

³⁴ For example, two of the eight in-depth interviews with social workers mentioned child rights to protection against being exposed to danger in school and the necessity of having first aid and full time doctor or health worker.

One social worker, in the Martyrs mixed primary, mentioned that he cooperates with teachers in the morning to protect children and keep them safe and there are four teachers in school playground during breaks to protect children against any dangers or in case of disputes.

As for beating, students still suffer from this problem since the baseline study. The findings of the focus group discussions, with students, have mentioned that they have been exposed to beating, verbal abuse in case that the child misbehaved in class from the side of teachers. All students agree that they hate being beaten and that they are highly influenced by this practice. A student said: "I feel upset and tired when teacher asks me to stand on one leg and put my hand on my head but this is better than beating me". A Syrian student mentioned that he hates this practice and it isn't in Syria. In this regard, parents complained that their children are exposed to physical and verbal abuse from teachers at class level: "Boys are beaten by the broomstick"³⁵. A mother mentioned that there is no monitoring and overseeing to the latrines, which worries her; if her children uses the latrines; taking into consideration that latrines are used by both primary and preparatory stages³⁶.

Most female students participated, in focus group discussions, mentioned that they don't play or leave the corridor during the break; due to the violence of their male peers. They hang out in school corridor or stay in class. Moreover, girls don't go to the latrine alone either because she is afraid or because the door isn't well locked.

Table 19: Students' Perspective to the Punishment Means; disaggregated by Gender and Nationality

Punishment Means	Female				Male				Total			
	Syrian		Egyptian		Syrian		Egyptian		Syrian		Egyptian	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Beating	30	78.9%	36	69.2%	27	71.1%	39	81.3%	57	75.0%	75	75.0%
Insulting	1	2.6%	0	0.0%	0	0.0%	2	4.2%	1	1.3%	2	2.0%
Embarrassing	6	15.8%	3	5.8%	5	13.2%	6	12.5%	11	14.5%	9	9.0%
Standing-Up	16	42.1%	38	73.1%	15	39.5%	27	56.3%	31	40.8%	65	65.0%
Being Sent to the Principal	2	5.3%	3	5.8%	2	5.3%	4	8.3%	4	5.3%	7	7.0%
Dismiss of Class	4	10.5%	8	15.4%	10	26.3%	12	25.0%	14	18.4%	20	20.0%
Suspension	0	0.0%	0	0.0%	3	7.9%	1	2.1%	3	3.9%	1	1.0%
Error Box	2	5.3%	1	1.9%	1	2.6%	1	2.1%	3	3.9%	2	2.0%
Warning	1	2.6%	0	0.0%	1	2.6%	1	2.1%	2	2.6%	1	1.0%
Being Sent to Social Worker	3	7.9%	2	3.8%	1	2.6%	1	2.1%	4	5.3%	3	3.0%
Deducting from Students' Grades	2	5.3%	3	5.8%	5	13.2%	7	14.6%	7	9.2%	10	10.0%
Calling Guardian	1	2.6%	1	1.9%	2	5.3%	0	0.0%	3	3.9%	1	1.0%

³⁵ This was said by an Egyptian parent in EL Obour.

³⁶ Mother of students in 10th of Ramadan.

Total	38		52		38		48		76		100	
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* Multiple answers are allowed and this is why the total of one column isn't summed to 100

* The percentage is calculated by dividing number, whom said yes, on the total number of students, disaggregated by gender and nationality.

In Survey findings, more than ¾ of children mentioned that teachers use beating as a punishment in school with disparity according to gender and nationality. It is surprising that the percentage is higher among female Syrians to be 78.9% compared with Syrian male students.

Standing as a means of punishment ranked second among all categories, except for Egyptian females as it is the most popular among them. However, 1/4 of the male students mentioned that being dismissed out of class; as a mean of punishment which decreased among girls.

Extent of students' perception and sense of safety, disaggregated by Gender and Nationality:

It is difficult to measure the sense of safety for students, especially since the question was delivered to those who were present in school and most probably the most regular, indicating a certain level of biasness, since it is possible that the students, whom feel least sense of safety, will be less attending and less regular.

In spite of this, the parents were concerned with two basic aspects; in terms of safe environment for students and a sense of safety:

The first aspect is the latrines, especially their cleanliness and their sense of safety upon usage. It is worth noting that the sense of safety was associated with a continuous cleanliness of the place (as in the 12th Avenue School in October and Martyr Hesham El-Din School in East Nasr City). The rest (17 Egyptian parents and 10 Syrian parents) expressed concern and uneasiness with their children towards using latrines.

The second aspect that the parents were concerned about; was health care, especially towards any exceptional incidents. There was general satisfaction with the availability of health care, but one of the Syrian parents mentioned that she was called immediately after her son's accident and taking the necessary measures.

The students' perception of safety at school differed from their parents and was associated with safety between students and with teachers. It should be noted that Syrian students, although most felt safe with their friends, 5³⁷ out of 59 reported not feeling safe among the students. Three students complained of theft while three³⁸ students complained of bullying and bringing students to penknife in schools.

Among Egyptian students, 5 out of 72 reported not feeling safe among their peers³⁹, but were skeptical of theft.

Almost all of the Egyptian students have also felt safe with teachers and their help, while the majority of Syrian students also felt safe except for two (out of 59) mentioned that sometimes they didn't feel safe.

Maintenance and Sustainability Indicator

Out of the respondents answer concerned with the issue of maintenance in particular, it is clear that there is a problem with providing maintenance in a continuous and sustainable way. Thus, it is necessary to mention that the absence or the ineffectiveness of this aspect is a threat to the sustainability targeted by the project.

³⁷ Three out of them are from Khaled Bin El-Waleed School in El-Obour.

³⁸ Two mentioned penknife and were from Khaled Bin El-Waleed School also.

³⁹ All were from El-Sheikh Zayed School

Table 20: Maintenance Availability Level in the Sample Schools

No Maintenance Officer	Having Maintenance Officer and Committee that Provides Regular Maintenance to School’s and Classes’ Facilities
<ul style="list-style-type: none"> – Kalid Ben EL Waleed School, EL Obour – Martyr Waleed Essam School (A teacher makes maintenance and depending on community engagement) 	<ul style="list-style-type: none"> – El Zahour School, 10th of Ramadan (Maintenance officer and a committee formed of some teachers) – Othman Ben Afan, 10th of Ramadan (A maintenance committee that has a maintenance officer responsible for regular checking). – Martyr Hisham EL Deen Azab, West Nasr City (full time maintenance officer). – 12th Avenue School, in October (there is a permanent maintenance committee formed of some teachers and cleaner officer in order to make the repairs)

Based upon the variety of responses received from school administration, as mentioned in Table (20), below are some observations:

1. The financing of the maintenance cost is limited in the central budget received by schools from the government; which limits school administration’s ability to make the maintenance works regularly, continuously or using the appropriate expertise to handle the problems if the cost exceeded the limits⁴⁰.
2. Weak school ability and BoTs to mobilize the necessary resources in order to support the school’s ability to improve or enhance the educational process or keep the maintenance of school utilities⁴¹.
3. Representatives of MoE mentioned that the MoE seeks to maintain the success of the schools that have participated in CARE project; particularly in regard to the part relevant to implementing the activities namely camps, trips and improvements that took place in facilities, latrines, labs and playgrounds. It also has the intention or plan to form maintenance committees in schools to regularly check school’s case and identify needs. These committees would include students in order to ensure the effectiveness in rapid and continuous reporting about any problem in classes or facilities.

Community Schools

Due to the fact that there are no Syrian students in the community schools and for its special nature, the findings of the community schools are analyzed separately.

First: Enrollment Rates:

Participants, in in-depth interviews for the community schools, mentioned that all children are enrolled as long as they fulfill the age condition. The enrollment rates of drop-outs has increased in the two schools according

⁴⁰ The representatives of MoE and school administration, participated in the in-depth interviews, have mentioned this point.

⁴¹ Responses of the BoT members, with whom the focal group discussions were held, didn’t show if they have the ability to play their role in this regard.

to participants who referred it to the interventions of CARE International. CARE has encouraged parents to enroll their drop-out children in the school.

Second: Attendance Rates:

The participants, of the in- depth interviews, mentioned that the rates of students' attendance have significantly increased in the last three years to the extent that children hate the idea of being absent in formal holidays⁴². It has been mentioned that "Children's involvement in preparing the daily school meals has encouraged children to attend to school daily" (The idea of providing a meal, participating in the process of preparation or cooking daily).

"Children feel that they have entity as any other student; particularly after their participation in the trips to KIDZANIA and Pharos Village"

Third: Availability of School Services and Students' Satisfaction:

Participants reported that before the interventions of CARE, both the persons in charge of the school and children faced many problems on levels of teachers and administration; namely lack of resources, lack of teaching aids. As for children, they received low quality compared with their peers who join formal school which resulted in losing their motivation to learn. In addition, the behaviors of students were bad due to social environment and families neglecting. Throughout the three years, participants, in the in-depth interviews, have mentioned:

- Improvement in the class level and school aids and the availability of scholastic furniture⁴³.
- Satisfaction of children with the latrines after being renovated as now they can use it.
- Due to this improvement, participants have mentioned that children's behaviors have significantly changed. Violence among children has been less. Moreover, children stopped practicing bad behaviors.
- In spite of the fact that there is no social worker or psychologist for the class, the class teacher plays this role effectively. Class teacher is in direct communication with students' parents.
- There is shortage in maintenance. Participants, in the in depth interviews, mentioned that there is no one responsible for maintenance in the class, therefore, teachers make and pay for maintenance works.

Fourth: Impact of CARE Interventions on Teachers' Performance

Participants of in-depth interviews mentioned that the training courses provided to teachers contributed to the improvement of teachers' performance. It also have improved handling children on educational and psychological levels. A participant in one of those training mentioned that training enabled her to handle children, enhanced his/her ability to understand community problems that hinder their educational performance. The improvement in teachers' performance was reflected on educational performance of children. Their achievement has increased significantly, according to participants in in-depth interviews.

Conclusion

- The enrollment rates in schools, being for Egyptians or Syrians, have increased due to the high population density and the increasing numbers of displaced Syrians. In spite of the high enrollment rates, the attendance percentage,

⁴² A facilitator mentioned: "Children feel upset when study stopped in the three days of the elections".

⁴³ A facilitator mentioned: "Those children feel that they have an entity similar to any other student particularly after they have gone to KIDZANIA and the Pharos village".

particularly among Syrian, has varied based upon place of residency and the density of schools. The attendance rates increased in the low density schools and decreased in the high density schools particularly in the places where there are alternative informal schools (6th of October). Syrian prefer the formal registry in Egyptian public schools and receiving education in the Syrian alternatives.

- It should be mentioned that the availability of Syrian schools in these areas is a response to the request of Syrian community to provide schools for their children. Maybe they wanted to establish a learning environment for their children that cope with their dialects and customs.
- The interventions and activities of CARE had a positive impact on the increase of enrollment and attendance rates in community schools where student density is less and accordingly the impact of interventions increases. Children were more zealous to attend. Parents try to enroll their children in the schools where the interventions took place as it had a positive impact.
- Dialect isn't a barrier as children become familiar with the different dialects. The difference of concepts and costumes is some stronger barrier as Egyptian children use methods that Syrian aren't familiar with. They are more physical and verbal violent.
- Cultural understanding (trust in the other and the ability for communicating effectively) increases by the time between Egyptians and Syrians, when they are familiar on how to handle each other. The percentages of integrating Syrians with Egyptians has increased compared with the findings of the baseline study. The Syrian have mentioned many of their Egyptian friends. It should be mentioned that this finding is correlated with the surrounding community as Syrians don't have alternatives, unlike Egyptian students; taking into consideration that those Syrian students are the ones who attended Egyptian schools regularly and aren't enrolled in Syrian schools.
- The school activities, special sports, have enhanced the level of friendship and cohesion between boys in general and Egyptian and Syrian boys in particular. It also has contributed to increase children will to attend and effectively participate.
- Syrian girls are the less integrated as they have high percentage of non-participation. This is referred to the verbal and physical violence of other girls' or teachers' sides. On the other side they are exposed to harassment.
- Gender discrimination is an Egyptian community culture that needs more efforts with Egyptian children in particular and school administration namely administration, teachers, social workers and psychologists.
- In spite of the positive impact of renovations in schools, namely sanitary facilities or classes, there is still problem in maintenance and sustainability to keep it. Keeping latrines clean was a big barrier that has affected negatively its usage and satisfaction among Syrian (girls in particular).
- In spite of lack of resources, inability for maintenance and inability to maintain the cleanliness, the following model should be taken into consideration. As one of the students, in the Martyr Waleed Essam school in Nasr city, mentioned that the social worker organizes a summer camp to fix chairs and desks for both students and teachers. Thus, students feel responsible towards their school and its utilities. It also enhances the cohesion between students and teachers.
- Findings revealed the BoT members' lack understanding to the roles and responsibilities of the BoT. It could be mentioned that most of them aren't well aware with all the responsibilities of the BoTs, therefore, there is no development plan or resources mobilization that help in maintaining schools.
- Findings show that there is relative improvement in using psychological and social services after the interventions of CARE. The level of their follow-up to the problems of students has increased. However, the density in schools is a barrier that hinders social workers to perform their tasks in addition to the limitedness of the number of social workers.
- There is still more that should be learnt in the field of child protection against fights with other children. Still beating is the most common means for punishment and the phenomenon of physical and verbal violence is wide spread particularly among Egyptians.

Recommendations

The study recommends the following:

- The influence on the students of the community schools is great which highlights the necessity of these interventions in these schools and its impact on students and teachers. It should be mentioned that due to the limited size of schools and density, it is recommended to have more interventions for this type of schools.
- Hold an open day and activate the team of the school theatre; as through these activities, the idea of educational games and educational theatre can be activated.
- As mentioned already, gender discrimination and violence are Egyptian community culture that need more efforts on all levels (students, teachers, social workers, psychologists and school administration). Raising awareness sessions and courses should be delivered to students and stakeholders to remove these ideas.
- The engagement of students and teachers in maintenance works has positive impact. Therefore, there is a need for more interventions that organize and activate the process. The experience of EL-Obour school would be useful as students have fixed the school furniture in summer camps with teachers and social workers.
- Role of BoTs should be activated to help supporting the idea of child rights on school level. School Improvement Plans should be developed on applying the child protection policies. In addition, the role of BoTs should be activated in following-up the students' problems; in order to maximize the impact of presented social and psychological services.

Based upon social workers responses, it is suggested to apply the following:

- Allocate sessions for social and psychological activities.
- Establish media lab to display educational cartoon films.
- Deliver more training to social workers; in order to enhance their ability to handle educational, psychological and community problems.