CARE Egypt ACCESS
Baseline Final Report

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

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Baseline Study for Improving Syrian and Egyptian Children's Access to Formal and Informal Education (ACCESS) Project

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Acronyms

	AWP	Annual Work Plan
	BoT	Board of Trustees
	CRC	Convention on the Rights of the Child
	FGD	Focus Group Discussion
	GAC	Global Affairs, Canada
	MDG	Millennium Development Goals
	MoE	Ministry of Education
	PMF	Performance Measurement Framework
	SDG	Sustainable Development Goals
	ToR	Terms of Reference

Executive Summary

This report is the baseline study for the Global Affairs (GAC) funded project, "Improving Syrian and Egyptian Children's Access to Formal and Informal Education" (ACCESS), which aims to increase access to schools for Syrian and Egyptian children, strengthen social cohesion among Syrian refugees and Egyptian host communities, and strengthen the quality of formal and informal Egyptian education systems for boys and girls. The project responds to one of the three main thematic priorities that guide GAC's development funding: Securing the Future for Children and Youth, under which equal access to quality education is a key tenet, particularly for girls.

The intermediate outcomes of the project are as follows:

1100 Enhanced and inclusive learning environment adapted to the needs of both Syrian and Egyptian girls and boys
1200 Strengthened social cohesion among Syrian refugees and Egyptian host communities
1300 Strengthened quality of formal and informal Egyptian education systems for boys and girls

Questions to be answered by the Baseline Study

The study responds to the following question.

- What is the current enrolment rate in targeted public schools?
- What is the current attendance rate in targeted public schools?
- Do Syrian and Egyptian girls and boys feel a sense of social cohesion?
- What is the status of psychosocial services in target schools?
- What are the current sanitation and learning facilities in target schools?
- How active are the Board of Trustees in these schools (BoTs)?
- What role do social workers play in schools?
- Are there currently child protection policies applied in schools?

Methodology, Sample and Activities of the Baseline Study:

Prior to data collection, all data collectors attended a training run by the consultant on how to conduct FGDs and surveys in an ethical manner and in line with gender and child protection principles. The team employed several participatory information collection and analysis methods and tools to allow for qualitative and quantitative data and validated findings.

The baseline activities targeted eight schools as a sample for interviews, focus group discussions (FGDs) and a questionnaire. Additionally, the team used a basic information sheet to collect enrolment and attendance rates with a sample of 14 schools. The sample focuses on grades 3 to 6 in primary schools only.

The team employed the following methods and activities:

- Holding two days training for 12 (eight females and four males) enumerators on tools and methods of data collection.
- The team designed a form for collecting basic information about the 14 schools. The data served the purpose of measuring enrolment rates and attendance.
- The team held three FGDs with Syrian students, three FGDs with Egyptian students, and eight FGDs with Egyptian and Syrian parents.
- Data collectors completed 80 questionnaires with Egyptian and Syrian students.
- Interviews were carried out with two BoT members out of six planned interviews.
- The team held eight meetings with 16 school management members at eight schools.
- The consultants carried out eight interviews with 12 social workers at eight schools in addition to eight interviews with 16 teachers at eight schools. After the end of the fieldwork, the team carried out a one-day workshop attended by data collectors to analyse the main findings.

Findings

The survey showed that school institution facilitates enrollment in school for both Egyptian and Syrian students (boys and girls) and that they do not dismiss students whose absence rate exceeds 15%, despite the policy outlined in the Code of School Discipline. Furthermore, attendance rates reveal that, unlike their Egyptian schoolmates, Syrian students are not achieving high rates of attendance.

The two variable factors of achieving social cohesion among Egyptian and Syrian students are tolerance and cultural understanding. Although tolerance and cultural understanding are considered to be two different and separate indicators, they are seen as ultimately contributing to the formation of a sense of social cohesion in schools. Thus, according to the logic model of this project, it is necessary to view the success of the immediate outcomes (increased cultural understanding and tolerance) as a vital building block towards the success of the intermediate outcome (achieving an increased sense of social cohesion), which ultimately affects the overall well-being of children as well as their integration in the schooling process. As outlined in this report, the cultural differences are very clear between Egyptian and Syrian students in the schools. Differences in dialect and expressions usually used in jokes and metaphors were mentioned by both teachers and social workers as major obstacles in increasing the level of cultural understanding and communication between Egyptian and Syrian students.

Learning and sanitation facilities are essential factors in improving the educational process as they have significant potential to improve attendance rates. However, the combined lack of resources and over-crowdedness in classes typically results in poor facilities. Both girls and boys are affected by the status quo poor quality of the learning facilities; Syrian students in particular are not comfortable with, and are therefore refraining from, using sanitation facilities.

Girls are more affected than boys by blind policies and practices that are adopted by schools' teachers, social workers and officials. For instance, separation in classrooms, in sport activities and stereotyping of school activities are negatively affecting the inclusion of and equality between boys and girls. The survey unveiled that while forms of discrimination and exclusion are quite clear, school officials and staff are not aware that this will negatively affect girls' and boys' perceptions and understanding of one another and child protection standards.

Child protection policies are not currently applied in schools. Social workers and teachers have scattered knowledge of these policies with poor levels of awareness.

Limitations

This report required several amendments and revisions by CARE following its initial submission by the consultants. Most significantly, the initial data collection did not consider all of the indicators required to complete the baseline data required for the Performance Measurement Framework. While the consultants were able to respond to many of CARE's concerns, in some cases the raw data collected was unable to be recollected by either the consultants or CARE due to time and funding restrictions. As such there remain some gaps in the study, which have been noted in the relevant sections of the body of the report.

The following are the main baseline indicators:

EXPECTED RESULTS	INDICATORS	BASELINE DATA
ULTIMATE OUTCOMES		
1000 Improved access to quality formal and non-formal education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt.	% increase in # of Syrian and Egyptian boys and girls regularly attending schools	334 (59%) Syrian girls, 344 (60%) Syrian boys, 4912 (95%) Egyptian boys, 4639 (96%) Egyptian girls
	% increase in # of students who can read and write	Level A: 3,940 (26.40%) Level B: 4,213 (28.22%) Level C: 6,518 (44.08%) Total tested: 14,927 Overall[1]: 73.6% of students can read and write
INTERMEDIATE OUTCOMES		
1100 Enhanced and inclusive learning environment adapted to the needs of both Syrian and Egyptian girls and boys	Level of boys and girls comfort in using learning and sanitation facilities (% of boys and girls who are satisfied with the sanitation and learning facilities)	Sanitation facilities Syrian girls: 17.65% Syrian boys: 45% Egyptian girls: 62.5% Egyptian boys: 69.3% Learning facilities Syrian girls: 64.7% Syrian boys: 70% Egyptian girls: 81.3% Egyptian boys: 53.8%
1200 Strengthened social cohesion among Syrian refugees and Egyptian host communities	% and # of Syrian and Egyptian (M/F) beneficiaries with increased sense of social cohesion	Syrian girls: 53% Syrian boys: 59% Egyptian girls: 67% Egyptian boys: 73%
1300 Strengthened quality of formal and informal Egyptian education systems for girls and boys in a protective learning environment	# and % increase in reading and writing skills for girls and for boys in both public and community schools	(as indicator for 1000)
	% and # of male and female students satisfied with psychosocial services provided in the target schools	Syrian girls: 61% Syrian boys: 67% Egyptian girls: 83% Egyptian boys: 81%

[1] All students in Levels B and C are considered able to read and write based on the classification use in the diagnosis exam.

IMMEDIATE OUTCOMES		
1110 Improved school learning facilities and sanitation facilities	Level of boys' and girls' comfort in using sanitation and learning facilities (% of girls and boys who are using the learning facilities and sanitation facilities)	*Sanitation facilities* *67.27% overall* *Syrian girls: 52.94%* *Syrian boys: 55.00%* *Egyptian girls: 68.75%* *Egyptian boys: 92.31%* *Learning facilities* *77.76% overall* *Syrian girls: 88.24%* *Syrian boys: 80.00%* *Egyptian girls: 81.25%* *Egyptian boys: 61.54%*
1120 Enhanced ability of Board of Trustees (BoTs) to provide educational materials	# of school improvement plans developed	TBD
	# and % of BoTs that achieved the target budget	
1210 Increased cultural understanding between Syrian refugees and Egyptian host communities	# and % of male and female Syrians and Egyptians demonstrating cultural understanding of each other	Syrian girls: 53% Syrian boys: 50% Egyptian girls: 69% Egyptian boys: 54%
1220 Enhanced understanding of tolerance and diversity among Syrian & Egyptian children	# of boys and # of girls who demonstrate key tolerance behaviours	Syrian girls: 44% Syrian boys: 43% Egyptian girls: 50% Egyptian boys: 66%
1310 Increased teacher effectiveness in formal and non-formal schools	# and % of teachers (M/F) using new teaching methodologies in class that complies with MoE quality standards	This will be measured via the pre-test of the training for active learning and through the reporting of the MoE supervisors.
1320 Increased ability of stakeholders to better care for girls' and boys' physical and psychological health in educational institutions	# and % of social workers and teachers (male and female) who demonstrate an understanding of gender issues	Qualitative Analysis has been conducted, but has not been quantified
	# and % of (M/F) social workers and psychiatrists* who demonstrate an understanding of psychosocial support and psychological health	This indicator is planned to be measured through a pre-test
1330 Increased awareness of school-level protection issues by stakeholders	# of school action plans integrating child protection issues	1 school
	Perception of level of safety of boy and girl students (compare by sex and nationality)	Qualitative result[2]

[2] Interviews with teachers, social workers and school officials identified a number of issues that show violence among students (boys and girls) in class and on the playground that may expose them to risk. The interviews reveal lack of awareness on child protection measures; beating children is a common feature in schools and safety measures are missing. No supervision is available on the playground during recreation time nor in the bathrooms. Focus Group Discussions with students supported findings that girls are afraid to play on the playground, go to the toilet alone or without supervision and witness fighting between Egyptian and Syrian students.

Introduction

This report is the baseline study for the Global Affairs Canada (GAC) funded project "Improving Syrian and Egyptian Children's Access to Formal and Informal Education" (ACCESS).

Contextual Background

Egypt has been going through a period of intense political transitions, resulting in complicated changes in the security and socio-economic situation that have substantially affected the lives of Egyptians. Within this context and what was known as the Arab spring, Syria, like other Arabic countries, witnessed protests that turned to violence and then war between the current regime and other ideological and religious groups. With the increasing threats in Syria, many Syrians started to flee to other neighbouring countries such as Turkey, Lebanon, Jordan, Iraq and Egypt.

Prior to the time around the Arab Spring, Syrians visited Egypt without any visa and could find a comfortable livelihood. However, during this period of political transition in Egypt, the situation has changed dramatically for the Syrians residing in and seeking to enter Egypt. Visas became a prerequisite for Syrians to enter Egypt, which reduced the number of Syrians seeking to enter Egypt. This move also pushed Syrians already residing in Egypt before the 30th of June, 2013, when former President Mohamed Morsi was ousted, to go through lengthy processes to apply for a residence permit. A residence permit became a prerequisite for registration in schools, negatively impacting the enrolment rates of children. Syrians struggle to acquire work permits. All these developments had a substantial impact on the livelihood situation and protection of Syrians in Egypt, as will be explained hereinafter, at significant disadvantage to Syrian children and their attainment of basic services, including education.

Recognizing that education is key for the protection of children and their integration into society, a presidential decree was announced on the 3rd of September, 2013, that allows school enrolment for all refugees and exempting them from school fees.

International and National Frameworks around Education, Child Protection and Refugees:

Egypt was one of the first signatory countries to the Convention on the Rights of Children (CRC) in which specific clauses were devoted to promote and urge countries towards child protections. These include but are not limited to:

- Article 4 (Protection of rights) that urges countries to take all measures that ensure the well-being of the child;
- Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally;

- Article 20 targets children deprived of family environment - children who cannot be looked after by their own family have a right to special care and must be looked after;
- Article 22 focuses on refugee children's right to special protection; and
- Article 28 and 29 are geared towards the promotion of the right to education such that all children have the right to a primary education, which should be free, and that children's education should develop each child's personality, talents and abilities to the fullest.

In 2015, countries all over the world launched the 2030 agenda for the Post-2015 Sustainable Development Goals (SDGs), which were comprehensive in nature. Crucial issues for children have been captured across the goals and targets of the SDGs, as the strengths of the MDGs have been enhanced and several areas where the MDGs were silent – including reducing inequality, ending violence against children and combating child poverty – are now recognized and addressed. Right from the introductory text, children, youth and future generations are referenced as central to sustainable development. Goal 4, related to education, identified several crucial targets including; "by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes", and "by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations".

Furthermore, according to the 1951 Convention relating to the Status of Refugees, protection entails non-discrimination (Article 3); free access to the courts of law on the territory of all States parties to the Convention (Article 16); freedom of movement within the territory (Article 26); and the right not to be expelled from a country [unless the refugee poses a threat to national security or the public order] (Article 32). The Convention also outlines the right to be protected against forcible return, or refoulement to the territory from which the refugee had fled, which becomes an integral part of customary law (Article 33). It also extends to the attainment of basic services such as the right to work (Article 17); the right to housing (Article 21); the right to education (Article 22); the right to public relief and assistance (Article 23); the host country should respect and safeguard the refugee's human rights, and to allow the refugee to remain in its territory until a durable solution is found.

Within the national context and specifically the framework of the Ministry of Education (MoE), schools are abiding by two other Decrees. Decree No. 289 (2011), regarding "the reorganization of the Board of Trustees", mentions in Article 2 that the BoT aims at promoting democratic practices among students and helping them acquire knowledge, information and values. Furthermore, the project is operating within the framework of Decree No.354 (2012) to establish Equal Opportunities Units (EOU). One of the functions of the unit is to eliminate any kind of discrimination at the school level.

The MoE has issued the Code of School Discipline in 2015 that regulate the duties, rights and relationship between both students and teachers. Ministerial Decree 284 of 2014 relates

to regulating educational financial support for students from Arab countries determining the criteria upon which the support is given, and Ministerial Decree 139 of 2013 organizing the enrolment of students from Arab countries in the same grades as their previous enrolment in their home countries before coming to Egypt.

The Project Background:

"Improving Syrian and Egyptian Children's Access to Formal and Informal Education" (ACCESS) aims to increase access to schools for Syrian and Egyptian children, strengthen social cohesion among Syrian refugees and Egyptian host communities, and strengthen the quality of formal and informal Egyptian education systems for boys and girls. The project targets communities in Giza (6th of October, Sheikh Zayed), Qalyoubia (Obour), Sharqiya (10th of Ramadan) and Cairo (East Nasr City and Shorouk). The project targets children aged 8-12, with a specific focus on girls, teachers, social workers, and parents through Boards of Trustees (BoTs) in schools.

The project is based on CARE's practical experience in implementing a rights-based approach to achieve effective child, school and community participation aimed at improving the access and quality of educational processes and systems. The action will be guided by the Programming Principles that inform all of CARE's work, namely to: (1) promote empowerment, (2) work with partners, (3) ensure accountability, (4) address discrimination, (5) promote non-violent resolution of conflicts and (6) seek sustainable results.

This project responds to one of the three main thematic priorities that guide GAC's development funding: Securing the Future for Children and Youth, under which equal access to quality education, particularly for girls. The activities of the project are also designed to contribute to the crosscutting themes that are integrated into all of Canada's international development programs and policies: Advancing equality between women and men, and strengthening governance institutions and practices. Lastly, the project aligns with the six Education for All goals, which GAC has committed to meeting, along with 164 other countries. In particular, this project focuses on Goal 2: *Ensure that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality*

Methodology:

The baseline report methodology started with the design of data collection tools, followed by training on tools and the implementation of tools with a sample of eight schools covering the four geographical areas targeted. Prior to data collection, all data collectors attended a training run by the consultant on how to conduct FGDs and surveys in an ethical manner and in line with gender and child protection principles.

The team employed several participatory information collection and analysis methods and tools to allow for qualitative and quantitative data and validated findings. These methods and tools included the following:

- **Training of Data Collectors:** The team held a two-day workshop to train 12 data collectors (eight females and four males) on tools and methods of data collection. The training included modification of tools and role playing exercises to test data collectors' understanding.

- **Schools' Basic Information Form**: The team designed a form for collecting basic information about the 14 schools. The data served the purpose of measuring enrolment rates, attendance and other basic information.

- **Focus Group Discussions:** The team held 16 FGDs with different target groups as follows:

    - **Three FGDs with Syrian students:** The consultants carried out three FGDs with 30 Syrian students.
    - **Three FGDs with Egyptian students**: The consultants carried out three FGDs with 30 Egyptian students.
    - **Eight FGDs with Egyptian and Syrian parents:** The consultants carried out eight FGDs with 80 Egyptian and Syrian parents at eight schools. The FGDs were carried out separately for Syrian parents and Egyptian parents.

- **Questionnaires with Egyptian and Syrian students:** The data collectors carried out 80 questionnaires with 80 Egyptian and Syrian students. After reviewing the questionnaires, the consultants disregarded 14 questionnaires that were either incomplete or incorrectly filled in by students, for a final number of 66 questionnaires (13 Egyptian boys, 16 Egyptian girls, 20 Syrian boys and 17 Syrian girls).

- **Interviews BoT members:** The consultants planned to conduct six FGDs with BoT members at six schools, however the consultants were only able to carry out two interviews with two BoT members; the other BoT members were not available at schools despite prior arrangements being made.

- **Meeting with school management members**: The consultants carried out eight meetings with a total of 16 school management members at eight schools. School management members will be trained on child rights, participation and protection.

- **Interviews with social workers:** The consultants carried out eight interviews with a total of 12 social workers at eight schools. Social workers will be trained on providing psychosocial support to girls and boys in need, in addition to providing support with gender issues.

- **Meeting with the teachers:** The consultants carried out eight interviews with a total of 16 teachers at eight schools. Teachers will be trained to deliver quality education in a protective environment.

- **Analysis workshop:** After the end of the fieldwork, the team carried out a one-day workshop to analyse the main findings of the field work. The workshop was held with data collectors and CARE staff.

The sampling method was reliant on the simple random sampling used for the FGDs with students, families and questionnaires. The team targeted eight schools randomly. The evaluators conducted eight FGDs; one in each school. The average number of students that attended the FGDs was 15 students. The planned fieldwork according to the ToR was five days. Each day was organized to include meetings with school officials, social workers and teachers, together with students and parents.

Limitations:

The mission was constrained by a number of issues:

- The data collection phase was disturbed by continuous changes in data collectors who received the training on implementation.
- Data collection was a sensitive issue for some schools that are not familiar with the work of CARE. However, the schools cooperated after the research team explained the purpose of the baseline study.
- Some schools were not cooperative enough to complete basic information. Thus, we had to use 16 of the schools only, even though the initial intention was to have a sample from all 28 schools.
- Members of Board of Trustees were not available to attend interviews as they were at their work.
- The presence of school staff during interviews or FGDs may have impacted the results of the tools, as participants were not as open and willing to speak in their presence.
- In some of the FGDs sensitive issues were addressed, which made participants reluctant to speak in front of others.

Further, this report required several amendments and revisions by CARE following its initial submission by the consultants. Most significantly, the initial data collection did not consider all of the indicators required to complete the baseline data in the PMF. While the consultants were able to respond to many of CARE's concerns, in some cases the raw data collected was unable to be recollected by either the consultants or CARE due to time and funding restrictions. As such there remain some gaps in the study, which have been noted in the relevant sections of the body of the report.

Findings

Ultimate Outcome 1000: Improved access to quality formal and non-formal education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt.

Enrolment

Access to education is conditioned by the availability of schools and capacity of schools to cover the number of children entitled to education and the existence of the legal umbrella that allows enrollment of non-Egyptians, along with availability of facilities and quality education. As previously mentioned, there are two ministerial decrees (285 and 139) that regulate the enrollment of non-Egyptians and financial support. Interviews with school management revealed that they accept all children within the school age and geographical coverage of the district.

Sample number of schools = 14 schools (6 Cairo + 4 Sharkia + 3 Geza + 1 Qalubia)

Table 1: Total number of students (by sex and nationality) enrolled in grades 3-6 for 2013/2014 and 2014/2015

	Year 2013/2014		Year 2014/2015		Change (2013/2014 to 2014/2015)	
	Number of students enrolled in grades 3 - 6	% of total of enrolled students	Number of students enrolled in grades 3 - 6	% of total of enrolled students	Number of the change (decrease/ increase)	% of the change
Egyptian boys	4812	47.36%	5195	46.52%	383	7.96%
Egyptian girls	4473	44.02%	4822	43.18%	349	7.80%
Syrian boys	431	4.24%	574	5.14%	143	33.18%
Syrian girls	445	4.38%	577	5.17%	132	29.66%
Total # of students enrolled in grades 3 - 6	**10161**	**100.0%**	**11168**	**100.0%**	**1007**	**9.91%**
Average class density	55.66		58.64		2.99	5.4%

Figures reveal increasing rates of student enrolment, as the class average increased by 2.99 to reach 58.64 in the 2014-2015 school year, with a total of 11,168 students enrolled. No unexpected discrepancies were identified between the enrolment of Syrians and Egyptians, or boys and girls.

Attendance

Indicator: % Increase in # of Syrian and Egyptian boys and girls regularly attending schools

Continuity of schooling entails regular attendance and is a shared responsibility of students, school management and parents. Absenteeism can be the result of a number of variables such as the capacity of classes in terms of spaces for learning; facilities; and learning methods that impact both genders and all students, including non-Egyptians.

It was found that of 11,168 students, regular attendance rates were at 91.59%, as defined by students with an attendance level of more than 85%. Overall absenteeism, those students with an attendance level of less than 85%, therefore came to 8.41%. Please see Table 2 below for more details.

Table 2: Total number of students (by sex and nationality) in grades 3-6 in 14 public schools regularly attending school in 2014/2015

	Number of students registered in grades 3 - 6		**No. of students who have an attendance level more than 85% in grades 3 - 6**			**No. of students who have an attendance level less than 85% in grades 3 - 6**		
	Number of total students	%	Number of students	% of total attendees	% of total registered	Number of students	% of total absentees	% of absentees
Egyptian boys	5195	46.52%	4912	48.02%	94.55%	283	30.14%	5.45%
Egyptian girls	4822	43.18%	4639	45.35%	96.20%	183	19.49%	3.80%
Syrian boys	574	5.14%	344	3.36%	59.93%	230	24.49%	40.07%
Syrian girls	577	5.17%	334	3.27%	57.89%	243	25.88%	42.11%
Total of students regularly attending school	**11168**	**100%**	**10229**	**100%**	**91.59%**	**939**	**100%**	**8.41%**

The attendance rates of Syrian boys and girls (59.93% and 57.89%, respectively) are much lower than their Egyptian counterparts (94.55% and 96.20%, respectively). This discrepancy between Egyptian and Syrian students reflects the fact that while Syrian students are encouraged to enrol in Egyptian schools, they tend to refrain from attending schools if they can afford community schools/centres. Interviews with school officials showed that the availability of Syrian community centres, of which there are increasingly more of these centres in the 6th of October district, encourages Syrian students to stay out of Egyptian public schools.

Increasing attendance (ultimate outcome 1000) is very much related to improving facilities (intermediate outcome 1100), promoting social cohesion (intermediate outcome 1200) and improving the quality of formal and informal methods of education and learning (intermediate outcome 1300), as will be illustrated hereinafter.

Intermediate Outcome 1100: Enhanced and inclusive learning environment adapted to the needs of both Syrian and Egyptian girls and boys
Indicator: Level of boys and girls comfort in using learning and sanitation facilities (% of boys and girls who are satisfied with the sanitation and learning facilities)

This intermediate outcome is a continuation of immediate outcome 1110 as the latter measures the number of students who use the sanitation and learning facilities while the former measures how comfortable they are using the sanitation and learning facilities. **"Use" is thus regarded as an immediate outcome while comfort is regarded as an intermediate outcome since its presence will not be felt instantaneously, unlike use. In this indicator, satisfaction is used as a proxy indicator for comfort.** As can be seen in the indicator noted below, initially it was planned that students' levels of comfort would be measured on a scale of 1-3, however this was not the methodology used by the consultant. In addressing this, it was decided to instead use satisfaction as a proxy indicator for comfort and measure the % of boys and girls who are satisfied with the sanitation and learning facilities. The CARE Egypt team plans to verify this in future using their own progress marker tool.

Table 3: Are you satisfied with sanitation facilities in school?

	Not using sanitation facilities	**Using but not satisfied**	**Little satisfied**	**Satisfied to an extent**	**Very satisfied**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	7.69%	23.08%	38.46%	30.77%	0.00%
Egyptian girls	31.25%	6.25%	50.00%	6.25%	6.25%
Syrian boys	45.00%	10.00%	30.00%	10.00%	5.00%
Syrian girls	47.06%	35.29%	11.76%	5.88%	0.00%
AVERAGE of percentages	**32.75%**	**18.66%**	**32.56%**	**13.23%**	**2.81%**

To calculate the baseline number of students comfortable with the sanitation facilities, the averages of the responses are calculated as given in the table above and the sum of these averages are calculated. The aggregate percentage of students who are comfortable to use the sanitation facilities is the sum of averages of those who responded by saying that they are a little satisfied, are satisfied to an extent or are very satisfied with the sanitation facilities.

Table 4: Are you satisfied with the learning facilities in school?					
	Not using sanitation facilities	**Using but not satisfied**	**Little satisfied**	**Satisfied to an extent**	**Very satisfied**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	38.46%	7.69%	23.08%	23.08%	7.69%
Egyptian girls	18.75%	0.00%	43.75%	18.75%	18.75%
Syrian boys	20.00%	10.00%	15.00%	25.00%	30.00%
Syrian girls	11.76%	23.53%	23.53%	17.65%	23.53%
AVERAGE of percentages	**22.24%**	**10.31%**	**26.34%**	**21.12%**	**19.99%**

To calculate the baseline number of students using the learning facilities, the averages of the responses are calculated as given in the table above and the sum of these averages are calculated. The aggregate percentage of students using the learning facilities is the sum of averages of those who responded by saying that they, are a little satisfied, are satisfied to an extent or very satisfied to use the learning facilities.

Learning facilities include accessibility/use of computer and science lab, desks, chairs and blackboards. Given the fact that the sample schools are a mix of older and more newly established schools, the project has assessed needs of the target schools in another exercise. In this respect, the questionnaire assesses the availability of learning facilities and measures students' satisfaction using these facilities.

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

Indicator: % and # of Syrian and Egyptian (M/F) beneficiaries with increased sense of social cohesion

Social cohesion is part of the integration process that increases and promotes the learning process as well as increases enrollment and attendance rates. Social inclusion includes social participation in all school activities whether in the classroom, playground or sports fields, in assemblies, and school events such as plays and outings, among other things. Levels of participation affect children's sense of belonging and identity, their ability to make friends with their peers and their ability to work within the culture, ethos and discipline of the school. Social cohesion stands opposite to exclusion, marginalization and fragmentation. In studying social cohesion, it is necessary to consider the implications of interventions and outcomes after implementation.

The project has adopted a definition on social cohesion that refers to "the strength or weakness of social relations that reflect the level of social interaction and trust within a

community to ultimately result in the absence of social exclusion and injustice".[3] The project includes two main indicators that focus on "trust" and "social interaction", as follows:

- *General trust within the community:* Use of public space, incidences of crime or violence between different groups in society, incidences of sexual harassment, and trust in local institutions and NGOs.
- *Social Interaction:* Equal opportunities in access to services, business interactions within different groups in society, time and money; help between different groups, receiving voluntary help, capacity for dialogue and cooperation, friendships developed among and between different groups.

Although there is one indicator to measure social cohesion, the team has developed four questions to explore the level of social cohesion among Syrian and Egyptian boys and girls in schools. Questions focus on friendship, participation in sports and cultural activities, and playing together, and overall reflect the two factors of trust and social interaction generated by the adopted definition of social cohesion.

Baseline: Overall, 68.62% of Egyptian and Syrian students have a sense of social cohesion. For each specific subgroup, the % with a sense of cohesion is as follows: Egyptian boys 73.08%, Egyptian girls 67.19%, Syrian boys 58.75%, and Syrian girls 52.94%.

This indicator includes the following questions designed to measure the level of social cohesion:

1. Can you mention the names of four of your closest friends in school and where are they from?
    a. If no non-Egyptian friends were mentioned – do you have any non-Egyptian friends in the school?
        i. If answered yes – Can you tell me who they are?
2. In your opinion, what is the level of friendship between Egyptians and non-Egyptian students inside of the school?
3. Can you tell me how Egyptian and non-Egyptian students deal with each other inside of the school?
4. What kind of sport do play inside of your school?
5. What kind of activities do you participate in inside of your school?
6. Do you see your non-Egyptian colleagues play or practice sports with your Egyptian colleagues in the school?
    a. If yes, how many Egyptian and non-Egyptian students do you think play with each other inside of the school?

[3] Concepts borrowed from: (Woolley, F. 1998. Social cohesion and voluntary activity: making connections, paper presented at the CSLS Conference on the State of Living and the Quality of Life of Canada. Ottawa Canada, October 30-31, 1998. At http://www.csls.ca/oct/wool.pdf) AND (Laurent van der Maesen, Alan Walker, and Margo Keizer, "Social Quality: The Final Report." European Network for Indicators of Social Quality (ENIQ), European Foundation on Social Quality. May 2005. http://www.socialquality.org/wp-content/uploads/2014/10/FinalReportENIQ.pdf)

7. Do you see Egyptian and non-Egyptian friends fighting inside of the school?
    a. If yes, how many fights occur between Egyptian and non-Egyptians students inside of the school?

Friendships between Egyptian and Syrian students at school

Table 5: In your opinion, what is the level of friendship between Egyptians and non-Egyptian students inside of the school?				
	No friendship	**A few of them are friends**	**Many of them are friends**	**All the Egyptian and Syrian students are friends**
	% of responses	% of responses	% of responses	% of responses
Egyptian boys	0.00%	46.15%	23.08%	30.77%
Egyptian girls	0.00%	50.00%	25.00%	25.00%
Syrian boys	0.00%	70.00%	5.00%	25.00%
Syrian girls	5.88%	35.29%	41.18%	17.65%
AVERAGE of percentages	**1.47%**	**50.36%**	**23.56%**	**24.60%**

The first question asked the students to mention the names of their closest friends in school and where they are from. This question was designed to explore whether the participating students have established friendships with other nationalities or not and to get an understanding of their actual experience. The only group to believe that there were no friendships between Syrians and Egyptians were the Syrian girls, which resulted in the overall average of 1.47% indicating that there were no friendships. This finding can be explained by the fact that Syrians and Egyptians have been at school together for approximately three years now, providing enough time to allow for different levels of friendships to form, albeit these friendships are not yet particularly strong nor are they the norm.

The second question asked the students to assess the level of friendship between Egyptian and non-Egyptian students in their school. The different options given in the survey are: no friendships exist, a few of them are friends, many of them are friends and all of them are friends. The highest response was that a **few** Egyptian and Syrian students are friends, with an average of 50.36% of students, with the highest response rate among Syrian boys at 70.00% as compared to 46.15% of Egyptian boys. On the other hand, whereas 50.00% of Egyptian girls' support this response, only 35.29% of the Syrian girls agree on this option. Notably, this was the highest response rate for Syrian girls across the four response options. FGDs with Syrians and Egyptian students demonstrated the fact that Syrian students often resort to educational centres, thus reducing the potential to build friendships. Another factor affecting the level of friendship is that Syrian students still feel that they are expatriates, with a strong sense of their cultural differences, although most Syrian students have become fluent in the Egyptian dialect.

"I have Egyptian friends but I like more to have friendship with Syrian students as they are more closer to me and we understand them," says one of the Syrian students, elaborating that, "At the beginning I was alone then I become friend to Egyptian students."

"Time dissolves our feelings that we are away from our homeland", says one of the Syrian students, 10th of Ramadan School.

Regarding gender differences around friendship, FGDs revealed that boys and girls are not friends and that friendship among boys is stronger than among girls, as boys have common activities to participate in, such as playing footballs, which girls do not have. Also, classrooms segregate boys and girls, placing girls at the back of the classroom and boys at the front.

Participation in sports activities in school

Table 6: What kind of sport do you play inside of your school?

	Football	**Basketball**	**Handball**	**Volleyball**	**Running and body building**	**NO participation in any sport**
	% of responses	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	84.62%	7.69%	0.00%	0.00%	0.00%	15.38%
Egyptian girls	12.50%	12.50%	12.50%	6.25%	18.75%	43.75%
Syrian boys	80.00%	10.00%	0.00%	0.00%	5.00%	15.00%
Syrian girls	5.88%	0.00%	11.76%	11.76%	11.76%	58.82%
AVERAGE of percentages	**45.75%**	**7.55%**	**6.07%**	**4.50%**	**8.88%**	**33.24%**

Participation in sports activities is the second question through which the team assessed social cohesion. There is a considerable range of sport activities, including, football, basketball, handball, volleyball and running. Responses reveal that there are no significant discrepancies among Syrian and Egyptian students in practising sports. However, there are clear gender discrepancies across both nationalities.

An overall percentage of 33.24% reported that they do not participate in any school activities, with the highest percentages among Syrian girls (58.82%) and Egyptian girls (43.75%), as compared to the level of non-participation among Egyptian and Syrian boys, at 15.38% and 15.00%, respectively. This low level of girls' participation has been affirmed by other questions of the survey and FGDs.

The highest levels of participation were among boys playing football, with 84.62% for Egyptian boys and 80.00% for Syrian boys. In addition, the highest percentage of female students practicing sports was reported by 18.75% of Egyptian girls who practiced running compared to 11.76% of the Syrian girls. Other types of sports are being practiced by similar percentages of Syrian and Egyptian female students.

These percentages were supported by similar findings from FGDs where most girls mentioned that they do not practice any of the sports activities. Refraining from practising sports activities is due to several factors identified by students and some of the teachers. The unavailability of a female sports teacher is a determining factor for girls, as expressed specifically by Syrian girls during FGDs. Further, Syria's conservative culture discourages girls from participating in sports. Such stereotyping of gender roles is being consolidated by the school system itself as sports should be practiced by two teachers, one male and one female, who can teach boys and girls, respectively. If there is no female teacher, which is the norm in most of the schools, girls are left behind. Stereotyping extends to the fact that boys plays football while girls run, limiting the scope of girls' sports games to running.

Participation in cultural activities in school

Table 7: What kind of activities do you participate in inside of your school?				
	School broadcasting	**Library**	**Journalism**	**NO participation in any cultural activities**
	% of responses	% of responses	% of responses	% of Responses
Egyptian boys	46.15%	30.77%	7.69%	30.77%
Egyptian girls	56.25%	43.75%	0.00%	18.75%
Syrian boys	5.00%	25.00%	0.00%	75.00%
Syrian girls	11.76%	5.88%	0.00%	82.35%
AVERAGE of percentages	**29.79%**	**26.35%**	**1.92%**	**51.72%**

Cultural activities could be a potential entry point for social cohesion. The baseline exercise showed that three types of cultural activities are being practised in schools, namely school broadcasting, library activities and journalism.

An overall figure of 51.72% reported that they do not participate in any cultural activities, with the highest percentage among Syrian girls (82.35%) compared to their female Egyptian schoolmates (18.75%). A similar trend is also evident when comparing Syrian and Egyptian boys, with a higher percentage (75.00%) of Syrian boys reporting non-participation in cultural activities compared to their male Egyptian schoolmates (30.77%).

Significantly more Egyptians participate in school broadcasting than Syrians, across both boys and girls. FGDs revealed that broadcasting is more attractive to Egyptian students, especially girls, as that activity provides them with self-esteem. Conversely, Syrian students find broadcasting more of a challenge because of their dialect. Despite this, interviews with teachers showed that Syrian students would still rather participate in school broadcasting and parliament rather than sports activities, which draws more sarcastic comments.

Playing together in school

Table 8: Do you see your non-Egyptian colleagues play or practice sports with your Egyptian colleagues in the school?		
	Yes	**NO**
	% of responses	% of responses
Egyptian boys	84.62%	15.38%
Egyptian girls	81.25%	18.75%
Syrian boys	95.00%	5.00%
Syrian girls	94.12%	5.88%
AVERAGE of percentages	**88.75%**	**11.25%**

The questionnaire revealed that 88.75% of the sample students affirmed that they play together. Nevertheless, FGDs found that Syrian girls refrain from playing in the playground as boys run and hit them and they are afraid that they will get hurt. Further, Syrians girls do not want to spend time in the sun for fear that their complexion may be affected and are also on occasion excluded by Egyptians girls in games, as the Egyptian girls are the majority and they do not want to bring in new members.

"We love to play together either Syrian or Egyptian games but last year, Egyptian children used to play aggressively using their hands and we do not like that way", said one of the Syrian male student, 10th of Ramadan School.

"We play fighting", said one of the male students during an FGD when asked what games they play.

Some teachers interviewed mentioned that there are other factors that affect social cohesion, as follows:

- Identity is an issue that concerns Syrian students and some of them still feel alienated despite being enrolled for three years;
- The regular absence of Syrian students affects their integration into the school community;
- Community Centres as an education alternative for Syrian students consolidates the alienation and isolation of students when they come to school; and
- The difficulty of the Egyptian curriculum and teaching style.

Meanwhile, most of the parents that were met appreciate friendships between Egyptians and Syrians and welcome their playing together. Some Syrian parents are afraid of getting into trouble if their children clash with Egyptians, and thus they refrain from approaching Egyptian families and students.

Summary

Social cohesion is the result of practices by parents, teachers, social workers and students. The baseline study suggests that some level of social cohesion has been established between Syrian and Egyptian students. The majority of students, both Egyptian and Syrian, boys and girls, have identified that there are friendships between the nationalities and that they do often play or practice sports with one another. However, the Syrian students, in particular Syrian girls, are also significantly more likely than their Egyptian counterparts to not be participating in sports or cultural activities. With regard to sports, this has been connected to a lack of female teachers and the conservative Syrian culture.

School regulations and policies are also contributing to and affecting the promotion of social cohesion. Thus, improving social cohesion requires a holistic approach in addressing the causes and effects of factors of exclusion. It should be noted as well that discrimination produces exclusion, which in turn affects social cohesion. It may be recommended to train different players on the concept of social cohesion.

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

Indicator: % and # of male and female students satisfied with psychosocial services provided in the target schools

An overall percentage of 66.08% of all students affirmed that they get help in case they have problems, such as when students need to change seats or have clashes with their schoolmates. As can be seen in Table 9, Egyptian boys appear to receive more help than that of Syrian students and Egyptian girls, who had the lowest response rate of 50.00%, in getting help.

With regard to who students turn to for help, 65.45% of students identified the class teacher as the one they resort to in most of the cases, followed by social workers (17.99%). These figures are supported by FGDs, which found that teachers are closer to students than social workers, whose numbers are not adequate and roles are not well defined.

With regards to follow-up on problems, the majority of students responded with "as needed and necessary" (58.13%), "once per week" (25.79%) and "once per month" (16.07%), reflecting strong support when they have problems. These figures are backed up by 78.32% of students affirming that their problems are solved. In this regards, no great discrepancies are recorded between boys and girls even in FGDs or interviews. However, Syrian students' follow-up is higher than Egyptian students in "follow up as necessary", and, in turn, Egyptian students were most likely to receive "follow up once per week". This suggests that Egyptian students are able to access more regular assistance and attention from teachers.

The survey also found that only 3.13% of students resort to psychiatrist, which is as expected as all schools suffer from a scarcity in psychiatrists. That only 5.40% of students interviewed reported that they turn to the schools' directors reflects the weak relationship between students and school management.

Baseline: Overall is 73.52% of Egyptian students and Syrian students (boys and girls) are satisfied with psychosocial services provided in the target schools including (81.62% of Egyptian boys, 83.33% of Egyptian girls, 67.31% of Syrian boys and 61.83% of Syrian girls).

Table 9: When you have a problem bothering you, does anyone in the school help you solve it?		
	Yes	**No**
	% of responses	% of responses
Egyptian boys	84.62%	15.38%
Egyptian girls	50.00%	50.00%
Syrian boys	65.00%	35.00%
Syrian girls	64.71%	35.29%
AVERAGE of percentages	**66.08%**	**33.92%**

Table 10: To whom do you resort to solve your problems at the school?					
	School Director	**Class teacher**	**Social worker**	**Psychologist**	**My friends at school**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	9.09%	63.64%	27.27%	0.00%	0.00%
Egyptian girls	12.50%	62.50%	12.50%	12.50%	0.00%
Syrian boys	0.00%	53.85%	23.08%	0.00%	23.08%
Syrian girls	0.00%	81.82%	9.09%	0.00%	9.09%
AVERAGE of percentages	**5.40%**	**65.45%**	**17.99%**	**3.13%**	**8.04%**

Table 11: What is the number of meetings and follow-up sessions carried out by that person (school director, class teacher, social worker, psychologist and friends at school) to help you solve your problem?						
	Once every week	**Once every Month**	**Once every 2 months**	**Once every 3 months**	**Once every 6 months**	**As needed /necessary**
	% of responses	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	33.33%	33.33%	0.0%	0.0%	0.0%	33.33%
Egyptian girls	33.33%	16.67%	0.0%	0.0%	0.0%	50.00%
Syrian boys	22.22%	0.00%	0.0%	0.0%	0.0%	77.78%
Syrian girls	14.29%	14.29%	0.0%	0.0%	0.0%	71.43%
AVERAGE of percentages	**25.79%**	**16.07%**	**0.0%**	**0.0%**	**0.0%**	**58.13%**

Table 12: When that happens, is the problem solved?		
	Yes	**No**
	% of responses	% of responses
Egyptian boys	72.73%	27.27%
Egyptian girls	100.00%	0.00%
Syrian boys	76.92%	23.08%
Syrian girls	63.64%	36.36%
AVERAGE of percentages	**78.32%**	**21.68%**

Table 13: How do you feel about the way your problem was dealt with?				
	Not happy	**Rarely**	**Somewhat happy**	**Very happy**
	% of responses	% of responses	% of responses	% of responses
Egyptian boys	0.0%	12.50%	50.00%	37.50%
Egyptian girls	0.0%	0.00%	37.50%	62.50%
Syrian boys	0.0%	40.00%	40.00%	20.00%
Syrian girls	0.0%	42.86%	28.57%	28.57%
AVERAGE of percentages	**0.0%**	**23.84%**	**39.02%**	**37.14%**

With regards to the students' satisfaction with the psychosocial services in the target school, the baseline number was calculated using three questions: the first whether anyone in the school helps the student solve the problems they are facing; whether or not the problem is resolved when they seek out help in that way; and how the students feel about the way their problems were dealt with. The averages of the responses of these questions were calculated as given in the tables above and the sum of these averages were calculated. The average of three values, those who answered yes in the first and second question and a sum consisting of those who answered very happy and somehow happy in the third question, was calculated to yield the final baseline number.

Immediate Outcome 1110: Improved school learning facilities and sanitation facilities

Indicator: % of girls and boys who use the learning facilities and sanitation facilities

Learning and sanitation facilities are two means to make the learning environment more appealing for children to continue schooling and increase attendance rates. Use of facilities implies that sanitation services and learning tools are available and are of a high enough quality that students are using them.

Baseline: Overall 67.27% of Egyptian and Syrian students are using sanitation facilities (92.31% of Egyptian boys, 68.75% of Egyptian girls, 55.00% of Syrian boys and 52.94% of Syrian girls).

Overall 77.76% of Egyptian and Syrian students are using learning facilities (61.54% of Egyptian boys, 81.25% of Egyptian girls, 80.00% of Syrian boys and 88.24% of Syrian girls).

To calculate the baseline number of students using the sanitation facilities, the averages of the responses are calculated as given in the table below and the sum of these averages are calculated. The aggregate percentage of students using the sanitation facilities is the sum of averages of those who responded by saying that they are using but are not satisfied, are a little satisfied, are satisfied to an extent or very satisfied with the sanitation facilities. This same method of calculation was used to calculate the number of students using the learning facilities.

Survey questions showed that an overall percentage of 32.75% of students are NOT using sanitation facilities with clear discrepancies between Egyptian and Syrians who recorded higher percentages (45.00% for Syrian boys and 47.75% for girls) than responses by Egyptians (7.69% for Egyptian boys and 31.25% for Egyptian girls). Findings of the survey were affirmed during FGDs, revealing that Syrian students tend not to use the available sanitation services except in dire need because they are not clean. The relatively high percentage of Egyptian girls not using sanitation facilities also suggests that they may also feel the same way.

The team extended the question to drinking water to know to what extent the facility is accessible by both Egyptian and Syrian students. Both FGDs and questionnaires showed that Syrian students bring bottles of water from their homes because they are skeptical about the cleanliness of the water whilst Egyptian students do not have problems using this service.

Table 14: Are you satisfied with the sanitation facilities in school?

	Not using sanitation facilities	**Using but not satisfied**	**Little satisfied**	**Much satisfied**	**Very satisfied**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	7.69%	23.08%	38.46%	30.77%	0.00%
Egyptian girls	31.25%	6.25%	50.00%	6.25%	6.25%
Syrian boys	45.00%	10.00%	30.00%	10.00%	5.00%
Syrian girls	47.06%	35.29%	11.76%	5.88%	0.00%
AVERAGE of percentages	**32.75%**	**18.66%**	**32.56%**	**13.23%**	**2.81%**

Overall, 22.24% of students reported that they do NOT use learning facilities. The highest non-users were Egyptian (38.46%) and Syrian boys (20.00%), unlike girls who demonstrated more utilization of learning facilities. Of the total sample, 10.31% reported

that although they are using the learning facilities, they are not satisfied with them. Students in FGDs expressed their concerns that desks are not adequate given the high number of students per class. In some cases, four or five students sit on one bench. While desktops are available, accessibility is very limited either because of the number of students exceeds the capacity of computer labs or because computers are damaged. Moreover, students mentioned that science labs are suffering from a shortage of tools and machines.

Table 15: Are you satisfied with the learning facilities in school?					
	Not using sanitation facilities	**Using but not satisfied**	**Little satisfied**	**Much satisfied**	**Very satisfied**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	38.46%	7.69%	23.08%	23.08%	7.69%
Egyptian girls	18.75%	0.00%	43.75%	18.75%	18.75%
Syrian boys	20.00%	10.00%	15.00%	25.00%	30.00%
Syrian girls	11.76%	23.53%	23.53%	17.65%	23.53%
AVERAGE of percentages	**22.24%**	**10.31%**	**26.34%**	**21.12%**	**19.99%**

Immediate Outcome 1210: Increased cultural understanding between Syrian refugees and Egyptian host communities

Indicator: # and % of male and female Syrians and Egyptians demonstrating cultural understanding of each other

Cultural understanding between Egyptian and Syrian students is a prerequisite for social cohesion and a better learning environment. The project has adopted a definition for cultural understanding as "being aware and conscious of both similarities and differences among and between different groups in society". Stephanie Quappe and Giovanna Cantatore[4] identify four degrees of cultural awareness:

1- *My way is the only way* - At this first level, people are aware of their way of doing things, and their way is the only way. At this stage, they ignore the impact of cultural differences. (Parochial stage)
2- *I know their way, but my way is better* - At the second level, people are aware of other ways of doing things, but still consider their way as the best one. In this stage, cultural differences are perceived as source of problems and people tend to ignore them or reduce their significance. (Ethnocentric stage)
3- *My way and their way* – At this level people are aware of their own way of doing things and others' way of doing things, and they chose the best way according to the situation. At this stage people realize that cultural differences can lead both to problems and

[4] Stephanie Quappe and Giovanna Cantatore, "What is Cultural Awareness, anyway? How do I build it? The Culturosity Group.http://www.culturosity.com/articles/whatisculturalawareness.htm

benefits and are willing to use cultural diversity to create new solutions and alternatives. (Synergistic stage)

4- *Our way* - This fourth and final stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others, create new meanings, new rules to meet the needs of a particular situation. (Participatory Third Culture stage)

The project has set a sub indicator that measures the level of understanding, specifically the "% of male and female Syrians and Egyptians demonstrating cultural understanding of each other". The indicator reflects the level of understanding of the different dialect and expressions between Egyptians and Syrians.

Baseline: Overall 56.38% of Egyptian and Syrians students, boys and girls, are demonstrating cultural understanding of each other (53.84% of Egyptian boys, 68.75% of Egyptian girls, 50.00% of Syrian boys and 52.94% of Syrian girls).

In the following table, the team set four grades for understanding: very easy to understand, somehow, a bit difficult and very difficult. The highest scores fall under "very easy to understand" and "a bit difficult". These results reflect the findings of the FGDs with students.

From the data collected, there are two distinct groups among students. Group one sees that communication is much easier than before, as all Syrian students have been enrolled in the same schools for three years now, a time frame that allows for Syrians to become familiar with the local dialect. Most of the teachers interviewed support this point of views as they see that communication is good among both nationalities because the amount of time the students have been in school together. FGDs showed that both Egyptian and Syrian students are becoming familiar with traditional games played in Egypt and Syria. However, Syrian students still sometimes face difficulty understanding the hand gestures used by some Egyptian students while communicating as well as the curse words and insults they often use.

However, the second group still has some difficulty in understanding the implications of wording or vocabulary, from both the Syrian and Egyptian perspectives, particularly when Egyptian students use jokes, symbolic wording or metaphors that are abundant in Egyptian colloquial language. This was clear from the responses of students to the questionnaire, as 59.36% of students identified language/dialect as the major obstacle in communicating, followed by ways of expression, including either verbal or non-verbal expressions. Both the questionnaire and FGDs did not find significant discrepancies between girls and boys in their level of understanding.

Dialect and expressions were mentioned by both teachers and social workers as the major obstacles in increasing the level of understanding and communication between the Egyptian and Syrian students.

To calculate the baseline number of students demonstrating cultural understanding of each other, the responses of 'very easy to understand' and 'somewhat', as shown in Table 16 below, were combined.

Table 16: Understanding, communication with colleagues of other nationalities				
	Very easy to understand	**Somewhat**	**A bit difficult**	**Very difficult**
	% of responses	% of responses	% of responses	% of responses
Egyptian boys	38.46%	15.38%	38.46%	7.69%
Egyptian girls	43.75%	25.00%	18.75%	12.50%
Syrian boys	30.00%	20.00%	45.00%	5.00%
Syrian girls	35.29%	17.65%	41.18%	5.88%
AVERAGE of percentages	**36.88%**	**19.51%**	**35.85%**	**7.77%**

Table 17: The reasons for the difficulty of understanding and communication				
	Language/ dialect	**Customs and traditions**	**Ways of expression**	**No answers**
	% of responses	% of responses	% of responses	% of responses
Egyptian boys	61.54%	7.69%	23.08%	15.38%
Egyptian girls	56.25%	12.50%	37.50%	18.75%
Syrian boys	55.00%	15.00%	30.00%	25.00%
Syrian girls	64.71%	17.65%	23.53%	11.76%
AVERAGE of percentages	**59.37%**	**13.21%**	**28.53%**	**17.72%**

Social workers and teachers suggested set of approaches that address cultural barriers, such as:

- Celebrate both Egyptian and Syrian national days;
- Use simplified Arabic language to facilitate communication and understanding;
- Focus on values of cooperation, non-discrimination and love among all students; and
- Conduct regular contests to include both Syrian and Egyptian students.

Immediate Outcome 1220: Enhanced understanding of tolerance and diversity among Syrian and Egyptian children

Indicator: # of boys and # of girls who demonstrate key tolerance behaviors

Tolerance is interrelated to social cohesion and cultural understanding. The project defines tolerance as "the intentional desire of an individual to respect another individual despite prevalent differences between them". According to Niles Van Quaquebake et.al, tolerance comes in four variations:[5]

- Disrespectful intolerance;
- Disrespectful tolerance;
- Respectful intolerance (very rare); and
- Respectful tolerance.

Respectful tolerance is the desired outcome of the project. The scope of the baseline focused on fighting and problems among students. Accordingly, the team developed a set of questions to measure tolerance, focusing on students' reactions to fighting, reactions to problems, and support among students for those of the opposing nationality when they need help.

Baseline: Overall 61.52% of Egyptian and Syrian students demonstrate key tolerance behaviors (58.97% of Egyptian boys, 68.75% of Egyptian girls, 58.33% of Syrian boys and 54.90% of Syrian girls).

Overall, 59.77% of the sample reported that there are incidents of fighting in schools, with higher percentages among Syrian students, in particular Syrian female students (76.47%). FGDs revealed that Syrian students in general are not used to the aggressive way of their Egyptian schoolmates', who usually use their hands and insults in fighting or even while playing. Fighting is one of the reasons that Syrian girls do not to play in the playgrounds because they are afraid of the boys' fighting, which many boys consider as a game.

Table 18: Do you see Egyptian and non-Egyptian friends fighting inside of the school?

	Yes	**No**
	% of responses	% of responses
Egyptian boys	53.85%	46.15%
Egyptian girls	43.75%	56.25%
Syrian boys	65.00%	35.00%
Syrian girls	76.47%	23.53%
AVERAGE of percentages	**59.77%**	**40.23%**

When asked about what students do to solve problems among themselves, the responses are mixed. However, response rates were similar, around 30%, between the options of sometimes the problem is escalated and the problem is solved cordially.

[5]Niels van Quaquebeke, Daniel C. Henrich&TilmanEckloff, "It's not tolerance I'm asking for, it's respect!" A Conceptual framework to differentiate between tolerance, acceptance and (two types of) respect.*Gruppendynamik and Organisationberatung*, 38. Jahrg, Heft 2. S. 185-200

Table 19: When a problem occurs between you and a fellow non-Egyptian student, how is this problem usually dealt with?					
	Always the problem is escalating	**Sometimes the problem is escalating**	**Rarely the problem is escalating**	**The problem is solved cordially**	**No answers**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	7.69%	38.46%	15.38%	38.46%	0.00%
Egyptian girls	0.00%	25.00%	18.75%	37.50%	18.75%
Syrian boys	25.00%	25.00%	25.00%	25.00%	0.00%
Syrian girls	0.00%	35.29%	41.18%	23.53%	0.00%
AVERAGE of percentages	**8.17%**	**30.94%**	**25.08%**	**31.12%**	**4.69%**

Tolerance is also measured by the extent students help those of other nationalities. The majority of students, 54.71%, responded that they would always help him/her. Notably, Syrian girls were the only group where the majority responded otherwise, that only sometimes will they help him/her. Students in FGDs gave examples of support among Syrian and Egyptian students who exchange copybooks when one of the students is absent, in holding heavy schools bags, and sharing pencils, erasers and rulers.

Table 20: What do you do if one of your non-Egyptian colleagues needs your help?					
	Often help him /her	**Rarely help him/her**	**Sometimes help him/her**	**Always help him/her**	**No answers**
	% of responses	% of responses	% of responses	% of responses	% of responses
Egyptian boys	0.0%	7.69%	15.38%	76.92%	0.00%
Egyptian girls	0.0%	0.00%	31.25%	62.50%	6.25%
Syrian boys	0.0%	10.00%	40.00%	50.00%	0.00%
Syrian girls	0.0%	11.76%	47.06%	29.41%	11.76%
AVERAGE of percentages	**0.0%**	**7.36%**	**33.42%**	**54.71%**	**4.50%**

With regards to the students demonstrating key tolerance behavior, the baseline value was calculated using three questions above. The averages of the responses of these questions were calculated as given in the tables above and the sum of these averages were calculated. The average of three values was calculated to yield the final baseline number, those who answered no in the first question, the sum of those who answered ‘the problem is answered cordially’ and ‘rarely the problem escalates’ in the second question and a sum of those who answered ‘always help him/her’ and ‘sometimes help him/her’ in the third question.

Immediate Outcome 1320: Increased ability of stakeholders to better care for girls' and boys' physical and psychological health in educational institutions

Indicator: # and % of social workers and teachers (male and female) who demonstrate an understanding of gender issues

The indicator of gender issues has been measured through interviews with eight social workers and teachers. Three questions were asked to assess social workers' understanding of gender issues:

1. During recess, do you see the girls playing in the same place where everyone is supposed to stay during recess?
2. When you see them playing, how safe do girls feel when they play during recess?
3. How do boys and girls sit in class?

Discrimination refers to all forms of misrepresentation of gender, stereotyping, separation and violence on the basis of gender. In order to comprehend levels of understanding, the team differentiated between the level of knowledge and the level of awareness of the implication of gender inequality.

The planned measurement of this outcome required individual interviews with both teachers and social workers, however the consultant calculated this measurement by aggregating the social workers and teachers from one school into a single response.

Baseline: Social workers and teachers from six out of eight schools (75%) recognize forms of discrimination but have zero level of understanding of gender issues.

Knowledge of gender issues

The primary question asked to social workers and teachers to assess their knowledge of gender issues was, "What are the forms of discrimination between girls and boys?"

Teachers and social workers in six schools out of eight, representing 75% of the sample schools, demonstrated knowledge of a number of forms of discrimination, as follows:

- Boys are violent against girls during recreation time
- Girls tend to sit in the corner during recreation while boys have the full space
- Girls and boys are separated in sports activities
- Girls are not allowed to salute the flag while boys are entitled to do so. Social workers mentioned that when girls salute the flag, students make jokes about them.
- Girls tend to only participate in school broadcasting and parliament because they are not allowed the same space to participate in other activities (sports, saluting the flag, Student Unions, etc.)
- Boys and girls are separated in classes

Implication of gender inequality and suggestion to address gender issues

Social workers failed to detail any of the implications of gender inequalities or to relate any other problems in the school to gender issues. Meanwhile, when asked how the school can encourage activities that enhance inclusion of both girls and boys, three social workers from Sayeda Aicha-Osman Ibn Affan and al hady Ashaar schools expressed an awareness that they would have to invent activities that integrate both genders, such as camps. They also suggested carrying out awareness raising activities on non-discrimination. However, their recommendations do not emerge out of an understanding of gender equality that recognizes the values of the equal opportunities, access for both genders, and addressing stereotyping that produce exclusion and deprivation of rights.

"We have to separate boys from girls in sport activities as this is the system of school and cultural norms", said one of the Social Workers in Sayeda Aicha School.

"Separation of boys and girls in the classroom is good to avoid problems that may affect the cultural values", said one of the Social Workers in Al Hady Ashaar Schools.

"Boys are more capable to assume leading roles in Student Union", commented one of social workers in Osman Ibn Afan school in reaction to more boys taking on roles in Student Union.

Meanwhile, FGDs allowed some insight into the gender issues and the reaction of social workers and school management to disparities in norms. For instance, violence against girls is not taken seriously at schools except in cases of rape. They do not even consider sexual harassment as a form of violence against girls and often blame the girls for enticing the boys, as one social worker commented that girls are behaving in an alluring way that encourages boys to approach them and flirt with them. This statement by the social worker clearly neglects the girls' rights and boys' responsibility in this scenario.

Summary

Social workers are aware of issues pertaining to girls and boys, not within the framework of gender issues as such, but as part of the community norms and as part of protecting social values. Gender issues could be summed up to stereotyping of girls' roles and boys' roles and blindness towards gender inclusion. This has significant potential to affect inclusion, participation and equal opportunities, particularly for girls.

Immediate Outcome 1330: Increased awareness of school-level protection issues by stakeholders
Indicator: # of school action plans integrating child protection issues

Protection and child rights are being reflected in Egypt's national law No.12/1996 that was amended by Law No.126/2008 to comply with the Convention on the Rights of the Child (CRC). In the amended law, Egypt has added protection clauses for the first time and illustrated specific mechanisms whereby the rights of the child are implemented at the governorate, district and village level. The MoE has initiated two procedures to ensure the adoption of child protection measures. The first is the issuance of the School Discipline

Code and the other a Child Protection Policy, a procedure that is supported by several development organizations, including CARE. The child protection policy includes mechanisms of affirmative discipline, protecting children from abuse and violence against children, both boys and girls. The policy entails assignment of focal points that work directly with children who are responsible for following up on its integration within the school system. Within this framework, the team explored two levels of child protection; namely the availability of child protection mechanisms and the level of awareness. However, only one school has an action plan integrating child protection issues.

Baseline: One school among the eight schools met has action plan integrating child protection issues, a matter that needs lobbying efforts to develop action plans that mainstream child protection principles and measures.

Indicator: Perception of level of safety of boy and girl students (compare by sex and nationality)

Interviews with teachers, social workers and school officials identified a number of issues that indicated a lack of discipline among students (boys and girls) in class and in the playground, and violence among students that may expose them to risk. Further, there was a lack of awareness on child protection measures. Beating children is a common feature in schools, in addition to a lack of safety measures. No supervision is available in playgrounds during recreation times, nor in bathrooms. FGDs with students supported these findings as well. Girls are afraid to play in the playground, go to the toilet alone without adequate supervision, and of fighting between Egyptian and Syrian students.

Conclusion:

The ACCESS project seeks to work with girls, teachers, social worker and parents through BoTs in schools to improve access to quality education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt. The baseline study found that Syrian students have far higher rates of absenteeism than their Egyptian counterparts of 41.1% and 4.7%, respectively. Further, Syrian girls have the lowest attendance rates of all groups. This confirms that Syrian students, in particular girls, are the key target groups to be working with in terms of increasing access.

Linked with attendance rates and children's integration in the schooling process, Egyptian students appear to have a higher sense of social cohesion than Syrian students. The only group to respond that there is no friendship between Egyptian and non-Egyptian students (i.e. Syrians) were Syrian girls, with the majority of students (50.36%) responding that 'a few of them are friends' inside the school. This raises some concerns regarding the overall well-being of students, particularly Syrian girls, and may contribute to explaining Syrians' non-attendance.

Improvements with regard to both learning and sanitation facilities can significantly improve attendance rates. Across all students, satisfaction with sanitation facilities was

extremely low, with only 16.04% much or very satisfied. Satisfaction with learning facilities fared slightly better, with 41.11% much or very satisfied, although just under a quarter of students are not even using the learning facilities.

Considering the vulnerability of students, Syrian girls appear to be the most vulnerable group. This study found that Syrian girls are the group most likely to not use sanitation facilities (47.06%); to use but be unsatisfied with the learning facilities (23.53%); have the lowest sense of social cohesion (52.94%); are the least satisfied with the psychosocial services provided in the school; and are the least likely to demonstrate key tolerance behaviours. A significant majority of Syrian girls are also not participating in any kind of cultural activity (82.35%) nor in any sport (58.82%). Across all metrics, Syrian boys and girls in general were consistently rating lower than their Egyptian counterparts, reiterating their vulnerability as a wider group.

In terms of the key agents of change the project must work with in achieving its goals, social workers and class teachers appear to be the best placed figures. When students have a problem, they are the first port of call that students turn to, and thus are well placed to enact change within the school environment and in changing students' attitudes and behaviours. However, interviews with social workers and teachers within schools revealed that although the majority can recognise discriminatory behaviour towards girls, they were unable to link such behaviours with issues of gender equality. The recommendations suggested by this group to address discriminatory behaviours fit under a framework of entrenched community norms and as part of protecting social values. Taken together, this suggests that although social workers and teachers are the best placed to work with students and address issues of protection and discrimination, CARE must work with these groups to enhance their knowledge, understanding and skills to appropriately do so.

In terms of recommendations, the baseline study indicated that there is a need to provide a much stronger focus on integration activities as well as structural issues that constitute barriers towards non-discrimination and increasing school resources, including class capacity, human resources and equipment. More specifically, four key areas that require greater attention include: gender (in addressing discrimination, inclusion and exclusion, stereotyping and gender representation); Syrian's refraining from using sanitation facilities; the engagement of BoTs (in discussing the improvement of learning facilities through School Improvement Plans and adequate budget allocation); and raising the level of awareness and building skills to develop and apply child protection measures.

In light of this baseline report and these recommendations, CARE has been able to refine and improve the project as per the following changes:

- Gender awareness was mainstreamed into all activities, and has been incorporated into trainings that were considered as unrelated to gender, such as active learning, among other things;

- The BoTs were engaged much more intensely in activities and played a much more significant role in the planning of the maintenance activities within schools;

- A renewed focus was placed on improving sanitation facilities as part of the maintenance and renovation activities; and

- In addition to the child protection specific activities (1322, 1331 and 1332 in the work plan), the child protection theme has been mainstreamed more generally in other activities, including theatre, trainings, workshops and open days, and will be reflected in the priorities for the maintenance and renovation.

Annexes

Field Plan for Baseline Study

Data	Idara	School	Sample / Researchers	Tools								
				Meeting with school management members	Interview with Social workers	FGD with Students	Questionnaire with the Egyptian Students	Questionnaire with the Syrian Students	Meeting with the teachers	FGD with BoT members	FGD with Parents	
The first day 6th or 7th of December	10th of Ramadan	Zohour	Sample	2 Members	1 S. Worker	10 Egyptian Students	5 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Egyptian Parents	
			(Team 1) (6 Persons) Documentation: Nada	Mohamed Daabas	Shaima Khalid	Douaa Hussain & Mohamed Yosry	Hend	Lama	Sara CARE	Douaa Hussain & Mohamed Yosry	Mohamed Daabas & Sara CARE	
			Time (To - from)	1 hour	1 hour	2 Hours	3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	
		Osman Ibn Affan	Sample	2 Members	1 Social Worker	10 Syrian Students	5 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Syrian Parents	
			(Team 2) (6 Persons) Documentation: Moh yousri	Mohamed Farouk	Hatem Zayed	Ayman Badr & Mohamed Farouk	Amira	Aya/ Orjwan	Shereen CARE	Mohamed Farouk & Hatem	Ayman Badr & Shereen CARE	
			Time (To - from)	1 hour	1 hour	2 Hours	3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	
The second Day	Obour City		Sample	2 Members	1 S. Worker	10 Egyptian Students	5 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Egyptian Parents	

Data	Idara	School	Sample / Researchers	Tools								
				Meeting with school management members	Interview with Social workers	FGD with Students	Questionnaire with the Egyptian Students	Questionnaire with the Syrian Students	Meeting with the teachers	FGD with BoT members	FGD with Parents	
8th of December			(Team 1) (6 Persons)	Douaa Hussain	Mohamed Daabas	Sara CARE + Moh Yosry	Hend	Lama	Douaa Hussain	Mohamed Daabas + Yosry	Shaima Khalid+ Hatem	
			Time	1 hour	1 hour	2 Hours	3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	
			Sample	2 Members	1 Social Worker	10 Syrian Students	5 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Syrian Parents	
			(Team 2) (6 Persons) Documentation: Nada	Ayman Badr	Mohamed Farouk	Shereen CARE	Amira	Aya/ Orjwan	Ayman Badr	Mohamed Farouk	Sherine	
			Time (To - from)	1 hour	1 hour	2 Hours	3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	
The third day	East Nasr City	Farouk	Sample	2 Members	1 S. Worker		10 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Egyptian Parents	2 Members
9th of December			(Team 1) (6 Persons) Documentation: Nada	Sara CARE	Douaa Hussain		Hend	Lama	Mohamed Daabas	Sara CARE	Shaima Khalid+ Hatem	Douaa Hussain
			Time (To - from)	1 hour	1 hour		3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	1 hour
		Taba	Sample	2 Members	1 Social Worker		10 Egyptian Students	5 Syrian Students	2 Teachers	8 Members	10 Syrian Parents	

Data	Idara	School	Sample / Researchers	Tools								
				Meeting with school management members	Interview with Social workers	FGD with Students	Questionnaire with the Egyptian Students	Questionnaire with the Syrian Students	Meeting with the teachers	FGD with BoT members	FGD with Parents	
			(Team 2) (6 Persons) Documentation: Shaimaa khalid	Shereen CARE	Ayman Badr		Amira+ sherine	Aya/Orjwan	Mohamed Farouk	Ayman Badr	Mohamed Farouk	
			Time (To - from)	1 hour	1 hour		3 Hours	3 Hours	2 Hours	2 Hours	2 Hours	
The fourth day 10th or 13th of December	Sheikh Zayed	16th District or Amal	Sample	2 Members	1 S. Worker		5 Egyptian Students	5 Syrian Students	2 Teachers		10 Egyptian Parents	
			(Team 1) (6 Persons)	Mohamed Daabas	Sara CARE		Hend	Lama	Mohamed Daabas		Douaa Hussain	
			Time (To - from)	1 hour	1 hour		3 Hours	3 Hours	2 Hours		2 Hours	
	6th of October	12th District	Sample	2 Members	1 Social Worker		5 Egyptian Students	5 Syrian Students	2 Teachers		10 Syrian Parents	2 Members
			(Team 2) (6 Persons)	Mohamed Farouk	Ayman Badr		Amira	Aya/Orjwan	Mohamed Farouk		Shereen CARE	Ayman Badr
			Time (To - from)	1 hour	1 hour		3 Hours	3 Hours	2 Hours		2 Hours	1 hour
Total				16 Management Members	8 Social Workers	20 Egyptian Students + 20 Syrian Students	50 Egyptian Students	40 Syrian Students	16 Teachers	48 BoT Members	40 Egyptian Parents + 40 Syrian Parents	