

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

MID TERM EVALUATION

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1. LIST OF ACRONYMS

BoT	Board of Trustees
CARE	Cooperatives for Assistance and Relief Everywhere

CPM	Child Protection Mechanism
CDAs	Community Development Association
CP	Child Protection
CPM	Child Protection Mechanism
ER	Expected Result
EU	European Union
FGD	Focus Group Discussions
FGM	Female Genital Mutilation
EOU	Equal Opportunities Units
ITSPLEY	Innovation Through Sport: Promoting Leaders, Empowering Youth project
JBA	Jesuit Brothers Association
MOSS	Ministry of Social Solidarity
MoE	Ministry of Education
NCE	No-Cost-Extension
PTL	Power to Lead
PRA	Participatory Rapid Appraisal
QAU	Quality Assurance Unit
SIP	School Improvement Plans
SCUK	Save the Children UK
SU	Student Union
SW	Social Workers
ToT	Training of Trainers
TSU	Technical Support Unit
UNCRC	United Nations Convention on the Rights of Children
YADE	Youth Association for Environment and Development
NCE	No Cost Extension

2. EXECUTIVE SUMMARY

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

The Mid-term evaluation mission was commissioned by CARE to be completed within the time frame of 18 days. The evaluation covered activities carried out from the period starting from January 2011 to December 2012. The evaluator used literature review, field visits, FGDs, interviews as the main methodologies for the review process. The evaluation framework was mainly based on assessing the relevance, efficiency, effectiveness, impact and sustainability.

The results and quality of achievements realized by the project so far have superseded the indicators mentioned in the logical framework in terms of creating a culture of participation and rights in schools. Officials are buying-in the concepts and methodologies, and demonstrating accountability towards accomplishing the learning provided by the project. The process of interactions among all stakeholders guarantees ownership of the results and helps accelerate bringing about the anticipated change. **CARE's** long substantive experience in the field of education has helped in the buy in of new interventions, concepts, methodologies, and bringing solid understanding and trust among the Ministry of Education (MoE) players. **Partnership with SCUK** in the field of child protection brought a paradigm shift at the level of conceptualization and practices in schools towards child rights.

At the level of result one, a total number of 14,769 students participated in two rounds of SU elections, reaching 73% of the targeted group with active participation of girls who assumed leading positions, roles and clear plans. With regards to community actions, six community actions have been carried out and are expected to exceed the planned number of actions.

At the level of result two, the 36 schools have developed the School Improvement Plans (SIP) in the second year of the project. The students have participated in producing the child friendly tools for schools. Nevertheless, involving students in the SIP process needs to be consolidated by mainstreaming SIP into SUs plans and inventing new mechanisms for feedback. Rising knowledge about child protection and child rights started to take place with substantive awareness at the levels of schools' officials, students and Social Workers (SW), however, at the very beginning with some resistance from Lead Teachers (LTs).

At the level of result three, work is still ongoing at the replication of the model, which should be coherent in nature without limiting the scope to one component, such as SU only.

The project has proved to be **relevant** in most of its interventions except in neglecting the integration of community members in addressing child protection issues. Interventions and methodologies proved their **effectiveness**. However, capacity building methodologies (TOT and cascading) need to be consolidated. Besides, work should be directed more to benefit from the Board of Trustees (BOT), the Equal Opportunities Units (EOU) and the Steering Committees, as already existing structures to maximize the effect of interventions. At the level of **efficiency**, the level of effort of the Technical Advisor should be 100% since the project is using capacity building as a crosscutting strategy to empower and enable stakeholders. The Technical Advisor should be also involved in SCUK capacity building interventions to bring coherence and maximize the learning between the two organizations. The 611,775 budget surplus produced due to different reasons could be used in consolidating the community dimension, TOT and cascading. Working towards producing **impact** is unveiled in getting the know-how and learning needed to create effective SUs and bringing the culture of child rights and protection to the surface. Work is still needed to house this know-how within the MoE and replicate the model in other schools to produce the long term impact and **sustainability** of results. The institutional **sustainability** is fulfilled through working within already existing structures. While financial sustainability is quite ensured in the governmental schools that were constructed by CARE, there is still a need to work on the other governmental schools that are facing a financial problem as a result of applying the "unified account".¹

Lessons learned

1. Student unions as an entry point is an effective and sustainable mechanism through which the principle of participation is enrooted in the culture of schools and is the appropriate mechanism to teach democracy, freedom of choice and the right and value of voting.
2. Child empowerment and child protection are two interrelated processes that work on building capacities, create an enabling environment, building trust and change of behaviour. Thus, it needs more time to consolidate interventions and results.

¹ The unified account is a centralized account created very recently to collect all revenues of schools in one account to control expenses of schools and facilitate deducting 20% of school transfer to help the government in managing the economic crisis after the revolution. The implications on schools are that schools lose their autonomy. Schools are subject now to very lengthy bureaucratic procedures. Governmental schools constructed by CARE have deposits, getting interest in return that neither fall under schools revenues nor the control of the government. Thus, those schools have financial autonomy to finance their activities.

3. Child protect mechanisms, policies and gender approaches cannot be effective without involving the community members and institutions (ex. Community Development Associations; CDAs);
4. Developing child friendly tools is a perquisite approach while addressing children. It is equally important to choose the appropriate language and terminology for each age bracket;
5. The fact that CARE and partners chose schools that had previous experience with CARE with specific focus on "Innovation Through Sport: Promoting Leaders, Empowering Youth project" (ITSPLEY) and Power To Lead (PTL), is a good approach that helps to ensure realizing results and to consolidate the impact;
6. Thematic summer camps are an excellent methodology that combines knowledge with practices. Summer camps are allowing for interaction and break social barriers among boys and girls at the local level;
7. Exchange visits are an effective tool for show cases whether at the level of showing the model of SU or at the level of consolidating the concept of gender equality;
8. TOT and Cascade are effective capacity building interventions. However, there is a need to use the typical methodology of TOT and not only the concept and the term;
9. Partnerships should ensure equal shared responsibilities with clear division of labour.

The following are the main recommendations:

At the level of the MoE

1. There are a number of issues that the project management should bring to the surface to help overcome challenges, consolidate results and sustain interventions. First, the distribution of SWs is still unfair as there are some schools that suffer from a shortage in SWs while others are enjoying excess in SWs numbers with no clear criteria for distribution. Second, the project should discuss the issue of the unified account.
2. There is a need to institutionalize tools and manuals and the whole SU model to ensure sustainability.
3. The project cannot establish Child Protection (CP) focal points as part of the mechanism for child protection without having this institutionalized within the MoE.

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

1. **Logical Framework:** To consider revising the logical framework to be more realistic reflecting the context of the project (capacities, interventions and resources), needs of the target group, anticipated results with specific measurable indicators and assumptions that mirror the reality of local communities and developments undergoing at the MoE.

2. **Approaches:** To consolidate the work on gender and advocacy issues by addressing issues related to cultural discrimination and lobby for change at the policy level through the already existing structures namely the Steering committee (for SU and school financial issues) and EOU (for discrimination issues). Meanwhile, it is suggested as well to integrate the consequences based approach² while approaching community problems.
3. **Community:** To design a package of community awareness (dialogue) to be led by the BoT with the involvement of the school's other stakeholders. These community dialogues should take into account the engagement of the CDA. Community dialogues should consider as well all debatable issues related to child protection and gender equality within their respective communities.
4. **Mainstreaming Child Protection:** To mainstream the concepts of child protection into all the interventions of the project. Besides, it is highly recommended to differentiate between the language and terminology geared to primary stage and that targeted preparatory stage. Moreover, community groups should be integrated into the equation of child protection to maximize the benefit.
5. **Capacity Building:** To develop a package of the typical methodology of TOT that targets training and SWs at the MoE such as the Social Educational Department at the Directorate and District levels and school based training units.
6. **Replications:** To design a set of activities and strategies for replication, including the exchange visit methodology that proved its effectiveness as a role model of the SU and expanding the student exposure.
7. **Advocacy:** A set of advocacy activities that are geared to bring a change (short term/long term) on the rising issues within the context of the project. For instance, the project team could alert members of the steering committee and lobby for the importance of assigning female sports teachers in mixed schools to help allow girls practice sports like their school mates. The activation of sports and other extra curricula activities promotes the work of the SU's five thematic committees. Besides, the project team could bring the financial constrains to the surface to facilitate maintaining activities. The project's team could use the steering committees in both governorates in influencing decision makers or even alert their attention towards the implications of these issues on the sustainability and impact of the project. The advocacy activities may include but are not limited to meetings

² Consequences based approach: It is an analytical approach that assesses the implications of a specific problem/ community phenomenon (ex. Female Genital Mutilations FGM) on the individual and the society. It would be relevant to the interventions of child protections (including addressing community concerns) and gender issues (all the discriminatory norms within the school and the community). Moreover, it is best used in assessment and training exercises such as orientation, training and summer camps to help participants realize by themselves the problems, analyze problems or phenomena and come up with solutions.

with officials, community dialogue for lobbying, students summer camps and conferences.

8. **Community actions:** To relate community initiatives with the new approaches and concepts introduced by the project. In this regards, a set of criteria should be identified to help avoid stereotyping of interventions and allow efficient use of the project's fund.
9. **Documentation:** To document best practices at the level of the SU, non-traditional community initiatives, child protection and the SIP implementation (to choose the ones that best involved children, integrated child protection, SU activities and child rights). Each best thematic practice should be depicted according to specific criteria, to be set by the project team to meet the objectives and results of the project.
10. **Visibility:** to develop a plan to maximize the benefit of visibility items through producing documentary items, using the already produced videos and materials developed by schools. Those items could be used in promoting the SU model in new schools or disseminating new messages about the importance of child protection.

3. INTRODUCTION

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

PROJECT'S OVERALL OBJECTIVE:

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

PROJECT'S SPECIFIC OBJECTIVE:

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

PROJECT'S EXPECTED RESULTS:

Result #1:

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

Result #2:

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

Result #3:

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

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

The Mid-term evaluation mission was commissioned by CARE to be completed within the time frame of 18 days. The evaluation covers activities carried out from the period from January 2011 to December 2012 (details see TOR in annex 1).

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

4. METHODOLOGY

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

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

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

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

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

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

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

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

The sampling was mainly relying on the simple random sampling used for the focus group discussions with students. The evaluator has targeted ten schools randomly. The evaluator conducted ten FGDs; one in each school. The average number of students who attended the FGD was 15 students. The planned field work according to the TOR was five days but the evaluator found it essential to extend the field visits to seven days to accommodate the wide scope of stakeholders. The evaluator spent four days in Minia and three days in Beni Suef. The first day was devoted to meeting with governmental officials, partner NGO and CARE staff in the governorate. The other days were allocated to the field visits of schools, conducting the FGDs and interviewing the school management, SWs, LTs and members of BoT. The field visits were preceded by meetings with the project's team (CARE and SCUUK in Cairo). After finishing the field visits, the evaluator presented the preliminary findings to the project team during their periodical planning meeting (for further details please see annex 2 - the list of schools; annex 3 - people met; and annex 4 - Mid-term evaluation plan and stakeholders interviewed).

Limitations to the evaluation mission: Given the wide scope of stakeholders, players, partners and number of schools, the time frame indicated in the TOR for the whole mission did not match this scope. The field visits timeframe should have been extended to ten days instead of five.

5. CONCEPTUAL LEGAL FRAMEWORK

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

Articles 12 and 31: According to the General Comment no.12, Article 12 presents one of the four pillars upon which the Convention rests which is the right to be heard, taking into consideration that it is a long process that entails how to form a free view, information sharing and initiating a dialogue between children and adults, considering their different experiences and perspectives in decision-making and providing a supportive environment that enables the child to exercise the right to express his/ her views and to be heard. Although the Article did not clearly mention the term participation, the process through which the child goes is called participation. Thus it is not the ultimate goal for any project but a methodology to realize other rights. Article 12 is consolidated by Article 31(2) , which highlights the importance of the right of children to participate in cultural and artistic activities.

Within the context of the project, the implementers and school officials demonstrated a full understanding of the concept of participation and the process itself and students became aware of their right and became proactive within this scope. However, the fact that the empowerment process and students participation is central to protection strategies but neither reflected neither in the design nor in the literature of the project or interviews; is a matter that affects the project's coherence as will be clarified hereinafter.

Article 19: General Comment no. 13 on Article 19 of the Convention illustrated that securing and promoting children's fundamental right to respect for their human dignity and physical and psychological integrity through the prevention of all forms of violence is essential for promoting the full set of child rights in the Convention. Children, especially at an early age, should be enabled to express their views and to be heard by concerned people/entities. Child protection interventions should include strategies to involve children in the development of prevention strategies. Within this context, barriers to participation should be studied and addressed.

Moreover, eliminating all forms of violence and maintaining the psychological and physical integrity entails addressing the cultural norms and practices and involving families, the primary caregivers of the students (boys and girls) in the process.

Within the scope of the project, the information about forms of abuses and child rights are new and all groups were excited about the new knowledge they got. Meanwhile, the interventions did not allow sharing this knowledge with community groups; a matter which resulted in discrepancy in the conceptualization of protection between students and parents and between students and teachers especially with

regards to the corporal punishment and the mechanism by which schools could apply the needed protection procedures. The cultural norms and practices inside the school need more time to identify with the protection conceptualization.

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

Ministerial Decree #203 states the purposes and goals for student unions in terms such as democracy/student participation, human rights, student responsibility to participate with school administration, etc. It gives specifics of structure (leadership roles & subcommittees) and timing for student union elections at school, district, governorate and national levels. Within the framework of the Ministerial Decree, the schools have witnessed for the first time actual democratic elections with full participation from children in all its stages and actual engagement in planning and decision-making processes. While writing this report, an amended decree has been developed and released under No.62 for the year 2013 with some changes on top of which is the number of SU members who increased to be seven instead of five.

Within the same national context and specifically within the framework of the MoE, schools are abiding by two other Decrees that contribute to the enhancement of the SU. Decree No. 289 for the year 2011 regarding "the reorganization of the Board of Trustees" mentioned in Article 2 namely that the BoT aims at promoting democratic practices among students and helps them acquire knowledge, information and values.

Meanwhile, the project is operating within the framework of Decree No.354 for the year 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 cooperation with the Unit was not planned but arises as an opportunity especially in Beni Suef. The EOU is a very recent established unit in Minia and could be used as a catalyst to bridge the gap and address gender issues.

6. OVERVIEW ON THE PROJECT'S RESULTS, ACTIVITIES, AND CONTEXT

The project started officially in January 2011, but because of the events of the January 25th Revolution, the actual start was effective as of April 1st 2011. **The first phase** of the project which developed during the first year was devoted to concluding agreements with partners NGOs; the JBA and YADE, setting the structure of the project at the governorate level, recruitment of the staff and setting plans. This phase has witnessed as well substantive communication, orientation and coordination with all MoE officials. Steering committees that focused on facilitating the activities of the project have been formed as well.

During the first phase of the project, local partners (partner NGOs) received capacity building training. These included developing case studies, time management, reporting, following up on activities and problem solving. Three trainings would have been useful if added to this package namely; the result based-.management (including nontraditional methodologies for monitoring such as peer review), gender mainstreaming (including gender analysis) and child protection to be extended to CARE managerial team including staff at the local level as well.

Moreover, the baseline study has taken place during the first year and was released on January 25th, 2012. The baseline highlighted a number of findings that relate to the project's interventions, on top of which is the fact that students are not aware of the election process of the SU except two schools of the study sample. All participants of the sample did not have knowledge of the concept and meaning of the child protection policies, a matter that has changed dramatically during this period as will be illustrated herein after.

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

Profile of school selected

Total no of schools	# of Gov. schools constructed by CARE	# of Gov. schools	# of girls schools	# of mixed schools	# of primary schools	# of schools applying CPM
36	20	16	11	25	18	8

Two important rising events took place during this phase that affect the effective progress of the project. Firstly, Save the Children (UK) and Save the Children (US) had been merged into one entity (SCUK) and in return, a restructuring process took place. As a consequence, the manager of the child's rights and protection component left the organization and was replaced by the acting manager based in Assuit with a

level of effort of 40% and a full-time coordinator based in Minia while the accountant is based in Cairo, affecting the quality of communication and management of interventions. The second significant event is that the MOSS did not approve the JBA agreements with CARE and SCUUK. This in return affected the release of funds to JBA and required shifting of financial management issues to CARE, thus adding to the level of effort of the coordinator in Minia (until the time of writing this mid-term evaluation report).

The second phase, which marks the second year of the implementation, started by January 2012 till the time of writing this report and it includes all interventions that fall under the three results of the project.

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

1. All 36 target schools demonstrate active and dynamic SUs
2. Increase in awareness among school stakeholders and MoE district units (through training provided), of relevant policies and practices regarding SUs
3. 50% increase in the # of students/ girls active in SUs and communities
4. # of community actions taken to support SUs in schools under this action
5. # of student union initiated community action plans agreed upon and operational by the end of year 3

Within the Logical framework, the project has superseded the result indicators, mentioned in the log frame on top of which are:

Since the commencement of the project, two rounds of SU elections have been implemented in 36 schools. It is important to note that there had been an active participation of girls who assumed leading positions and roles within the SU and plans. A third round is expected to take place during the coming school year (2013/14):

Students, of the schools visited during the evaluation mission, have demonstrated leading roles in solving school problems and setting schools accountable for their duties;

At community level, six community actions have been implemented and it is expected that the planned number of actions will even exceed until the project ends.

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

1. All 36 target schools develop SIPs with participatory monitoring and review mechanisms involving children
2. # of target schools formally including SUs as part of the SIP development/monitoring process by the end of Year 2 and Year 3

3. # of government sector stakeholders (school administrators, school SWs and district TSU and QAU Units) trained under this action to promote child participation in SIPs
4. Increase in awareness (through training provided), of child rights, child participation and child protection
5. In all target schools, SIPs specifically provide for children's involvement in reviewing/ developing/ monitoring child protection policies and systems - by the end of Year 2

Within this scope, the 36 schools have developed their SIPs in the second year of the project. Students have participated in producing child friendly tools for the self-monitoring of their schools along with carrying out needs assessments. At the level of outcome, these achievements need to be consolidated by integrating SU activities and child protection into SIPs along with extensive follow up on the SIP by children. A clear conceptualization needs to be mainstreamed at the level of the school about the relationship between SIPs, SUs and child protection. Monitoring SIPs should be part of the SU plans as well. While technical Support Units (TSU) and Quality Assurance Units (QAU) were involved in the process of producing the child friendly tools and approved these, there is still a need to adopt them at the MoE level.

Rising knowledge about child protection and a culture of child rights started to take place at the school level with a substantive rise in awareness on the side of school officials, SWs and students. Nevertheless, most LTs met during the evaluation (field visits) demonstrated a sort of resistance to the concept of child protection. There is a need to simplify the language of child protection and make it culturally sensitive to local communities. It would be salient to impart additionally the knowledge to community members to support conceptualization and practices in daily life within the communities.

At the level of ER3, indicators are geared towards the following:

1. Direct engagement of Student Union representatives with the Ministry of Education policy units at district, governorate and national levels in proposals for improving implementation of decree 203 concerning SUs and ensuring greater participation of children in SIPs development,
2. % of non-target schools adopting /replicating at least one component of the models in the same district by the end of Year 3
3. Increased awareness of surveyed school administrators, SWs, MoE stakeholders and students on (a) appreciation of the need for active SUs under decree 203 and (b) on the need to improve implementation of child protection under law 126,
4. # of TV children programmes, articles, press or electronic media that disseminate any of the communication and campaigning materials developed by children

5. High satisfaction levels of children about the inclusion of issues raised in their reports on violation of children rights in their schools and communities in the UNCRC Shadow Report

Within the scope of **ER3**, work is still undergoing at the replication of the SU model taking into consideration that it should be coherent in nature. That is to say not to take one part only of the SU model as being mentioned in the indicator " % of non-target schools adopting /replicating at least one component of the models in the same district by the end of Year 3". On the other hand, some activities have taken place such as advocacy training workshops for SWs and LTs, and cascading them in camps.

The second phase witnessed a number of developments at the level of the MoE as a result of the economic and political events taking place in Egypt after the 25th of January revolution. These are as follows:

- **All schools revenues** have been collected in what is called a "unified account" which is a central account. This modification in the financial system is affecting the school autonomy in managing financial resources which in return affects the development of the SU activities. Thus, the project management should be aware that at least ten governmental schools (not CARE schools) will be affected and will likely face finance related problems.
- **Protests of teachers** have resulted in two new rising issues. First, a large number of SWs become appointed without consideration of personnel needs in the schools, leaving some schools with an oversupply of SWs while others with shortage. Second, most of the primary schools teachers have been promoted to preparatory schools, leaving primary schools with no replacements affecting class principals who are supervising the SUs.
- **The presidential elections** and the Constitution referendum took place during the implementation of activities of this phase, and this contributed to the delay of some activities related to capacity building and summer camps.
- **A new SU Decree** was issued under No. 62 with some amendments on top of which is the increase in the number of SU members from five to seven. Such an amendment implies that there should be a new session of orientation for the different stakeholders. Accordingly, this new development should be incorporated in the manual of the SW.

7. EVALUATION FINDINGS

7.1. Relevance

The project addresses one of the five main components set by the EU-Egypt cooperation strategy defined in the 2007-2013 Country Strategy Paper that was followed by a financial agreement in 2009 for the Programme titled "Promotion and Protection of Human Rights and Civil Society". Component III covers projects addressing child's rights. In the meantime, the project reflects the international and national laws that enhance child rights (CRC and Egypt's Child law 12), the Ministerial decree 203 and its amendment in 2013. Such a legal system promotes the role of the student union in initiating participation and democratic practices within the school environment, among students (boys and girls) and between students and school leaders/officials.

7.1.1. Relevance of interventions and logical framework

The project focuses on three areas of concern namely, activation of SUs, SIPs and child protection along with capacity building as a cross cutting strategy.

Student Unions reflect the real needs of children that were not taken into account before. The lack of channels of participations at the school level, besides, there are no mechanisms that allow children to express their views and concerns. Despite the fact that there was a ministerial decree to establish student unions as a hub for participation and a venue through which students are practicing their rights to vote, freedom of choice, to be heard, freedom of expression, and to exercise accountability towards their promises and duties within the scope of the student union, the SU was in the past a non-active body/structure. SWs and teachers described the new approach taken for the SU elections and activities initiated by CARE as a prerequisite for carrying out democratic practices. However, the project team should have considered the coordination with teachers responsible of the extracurricular activities, which constitute the themes of the SU five committees.

Activation of the SIP is crucial to the whole cycle of SU activation and seems to be complementing and consolidating the activation of SUs. The nine domains of SIP include the Teacher, the Learner, the School Environment, the Curricula, School Accountability, Community Participation, Leadership and Governance, Mission and Vision, and school human and material Resources. They reflect relevance to the areas through which children are involved. However, the implications of SIPs on schools improvement, children and the connection with SUs need to be consolidated to reflect the interdependence and interrelations between SU plans and SIP.

Child protection component reflects a new knowledge domain for students, teachers and MOE officials and addresses the culture of violence and child abuse that the school institution suffer from as a result of lack of awareness and the absence of alternative mechanism for punishment. It represents an actual paradigm shift in the

conceptualization towards child rights and respect for their humanity. However, sexual abuse or sexual violence does not seem to be a relevant topic especially within the primary schools. In some of the preparatory schools, the topic should not sound culturally sensitive for their communities; a matter that needs to be re-considered by adopting a more culturally sensitive approach for the contextual background, language and terminology. It should be noted that all concerns were being expressed by the LTs. For instance, issues of sexual abuse were identified as not relevant to the stage of primary school. LTs gave also an example of the film that used the "look" as a way to practice sexual harassment. Teachers mentioned that this may result in an opposite reaction on the part of the girls who will be suspicious at every single look from their teachers.

On the other hand, addressing child protection within the community of schools only without approaching the family produced a discrepancy in the conceptualization of protection. During the FGDs, girls mentioned that the father had the right to beat them while the teacher did not have the same right. Thus there was a need to approach the family through the BoT whose membership was comprised of parents. Addressing child protection and related issues to the community was a relevant component to be considered by the project through using the already existing structure of BoT.

At the level of the logical framework, the objectives, results, interventions and indicators seem not to be sufficiently relevant. It needed to be realistic, reflecting the current development in Egypt as a country in transition and be aware of the project's context. In this respect, result #1 assumed that "attitudes in society do not stifle the extension of child leadership to wider community issues etc." The assumption had no basis whether at the design level nor at the level of the baseline survey; given the fact that the project was being implemented in Upper Egypt in conservative communities. The participation of boys and girls in summer camps was not a sufficient indicator that the community welcomed leadership roles of children especially girls. Interviews revealed that there were some resistances to some new concepts within the framework of child protection.

Meanwhile, the assumption that suggested the SU's budgets were adequate and flexible turned to be an invalid assumption within the context of Egypt as a country in transition. That is to say that state's policies are changing very rapidly. Besides, the country is passing through an economic crisis that made the government and the Ministry of Education issue an instruction that all schools' budgets and income should be put in what is called the unified account, getting back to the financial centralized system and leaving schools to a lengthy bureaucratic process. Moreover, the government decided to take 20% out of any school transfer to help in the country's economy, reducing the budget of the SU at the end.

Indicators need to be reconsidered in the light of the actual context of the project. For instance, "50% increase in # of student/girls active in SUs and communities" is

not a relevant indicator for a project that already targets girls and mixed schools. Thus the 50% will be attained automatically. It would be more appropriate to mention that a % of girls are assuming leading roles at the level of SU, taking into account the baseline information such as the number of girls in the targeted schools.

Within the scope of focusing on girls' participation and child rights, the project has used the disaggregated data to show to what extent girls are participating. It considered as well the selection of girls' schools and mixed schools to enhance girls' engagement. However, there are neither specific gender interventions nor advocacy activities that are geared towards paving the way for changing the attitude towards girls' education and their learning journey through community dialogues that could be initiated by BOT.

Two examples could be highlighted in this regard. First, the fact that the project is working in villages that have only primary and preparatory schools only raises the question of completing the district-based secondary stage for girls at stake. At the time that girls have recognized their right to education, they are stuck by the fact that once they complete the preparatory stage, most of them are subjected to stay at home because of the unavailability of secondary schools at the village level, a matter that requires advocacy efforts with the MoE through the steering committee to build schools at the village level along with community dialogues to persuade families to allow girls to continue their schooling years. Some schools officials provided solutions to this problem through building two secondary classes for girls. Schools officials mentioned that resource mobilization is useful in such cases. Meanwhile, alerting the attention of the members of the steering committee is needed.

Second, although the project has contributed substantively to the engagement of girls in student unions, the design did not address problems of cultural discrimination that girls experienced during recreation time or sport classes that gave privilege for boys to play while girls were staying at the corner. It could be one of the issues to be raised within BoT meetings

Within the scope of indicators, the school system included the SIP as a prerequisite for getting the approval of quality and assurance. Thus, the project has no credit in developing the SIP. The actual achievement of the project is to involve children in the process of SIPs (assessment, implementation and monitoring). Thus, the indicator should reflect the % and level of participation of children in the SIP³. Another indicator should be formulated around to what extent the SIP reflects the mission of the SU within the framework of child rights and child protection.

7.1.2. Relevance of strategies/ approaches

The project has used a number of approaches that are relevant to the context of the project and appropriate to the target group and the scope it serves.

³ Percentage could be set against the actual number of students in the school.

Child-rights based approach

Since the project is working on empowering children, then it is appropriate and relevant to choose the rights based approach as a core crosscutting approach to the project interventions. The approach has contributed to building the personality and mindset of children as rights bearers rather than perceiving them as beneficiaries, respecting their psychological and physical integrity. The approach is quite manifested in the leading roles the children are playing in the processes of the SU and child protection concepts they are starting to absorb.

Participatory approach

To ensure ownership and the buy-in of the different interventions, concepts and tools, practices, the project has substantially succeeded in applying and integrating the participatory approach into all interventions with partners, MoE officials, school management, teachers and with students. The project used orientation meetings, planning meetings, participatory monitoring, camps and open days to allow for the engagement of all players.

Capacity building strategies

The project uses capacity building as a crosscutting strategy to empower children, partners and stakeholders. The strategy involved TOT and Cascading as the two methodologies used to ensure disseminating knowledge, skills and practices while the project uses other methodologies that were not mentioned in the document of capacity building strategy as will be clarified hereinafter.

Gender approach

The project uses the gender approach to the design through ensuring working with a % of girls schools and mixed schools and adopting disaggregated data which are quite relevant but the design needs not only to be sensitive but responsive as well, as has been illustrated earlier.

Advocacy approach:

Advocacy activities are used as one of the interventions under result #3. However, it would be more relevant to use it as an approach to bring a change at the policy level on issues related to the student union such as fair distribution for social workers in schools so as to ensure an adequate number of social workers, having female sport teachers for girls of the preparatory school as well as issues pertaining to child rights such as establishing secondary schools for girls in villages of the project to allow girls to continue their secondary stage, and protect them from early marriage after completing the preparatory stage. Some of these issues would not be changed within the time frame of the project. However, bringing them to the surface would be relevant through steering committees.

7.1.3. Relevance of Stakeholders

The project has succeeded in depicting the most influential relevant players to the context of SU namely, SWs, BoT, LTs, school training units, educational directorate, QAU and TSU. EOUs were not among the selected stakeholders during the planning phase. The EOU of Beni-Suef (its mandate is to eliminate discrimination) is cooperating now with the project while in Minia, the unit is still new and the team did not start working with them. Since the project is working within the framework of child's rights and non-discrimination; it is quite relevant to consolidate interventions regarding enhancing girls' roles and participation.

7.2. Effectiveness

The results and quality of achievements realized by the project so far have superseded the indicators mentioned in the logical framework. The project succeeded in creating a culture of participation and rights in schools. Officials are buying-in the concepts and methodologies, demonstrating accountability towards accomplishing the learning provided by the project. The process of interactions among all stakeholders guarantees ownership and helps accelerate bringing the anticipated change. CARE's long substantive experience in the field of education has helped in the buy in of new interventions, concepts, methodologies, bringing solid understanding and trust among MoE players.

The fact that the process of setting criteria for schools selection was participatory with officials of the MoE has ensured ownership of the whole project from the very beginning. The selection criteria of schools contributed to the effective performance of the project activities. The criteria are identified as follows: (please refer to the School Profile table)

- A certain percentage for girls in schools;
- previous experience with the education program;
- active social workers & active BOTs;
- and desire to work on the project,

On the other hand, the selection criteria included CARE's schools (schools constructed by the support of CARE with a bank deposit to maintain activities in schools) and a number of schools that participated in CARE's ITPSLEY and PTL projects. The last two criteria have helped schools absorb the new interventions and concepts and resulted in an effective performance. Meanwhile, the selection of partner NGOs was based on previous experience in the field of education with specific focus on experience with CARE.

7.2.1. Effectiveness of Result # 1

Result # 1 is geared towards

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

The 36 schools have gone through SU elections twice (2011-2012) and a third round is expected with the new school year (2013/2014). A total number of 14,769 students participated in the SU elections, reaching 73% of the targeted group. In Beni- Suef, 8,444 students (3,803 male and 4,641 female) applied for office of the SU while in Minia 6,325 students (1,355 males and 4,970 females) participated in the elections. The percentage of girls reached so far amounts to 65.8%; exceeding the expected verifiable indicator mentioned in the logical framework (50%) by 15.8%. It is expected by the end of the project that the number of students and girls will exceed the target number planned namely, 20,000 students as there will be another round of SU elections and new students will be approaching the SU.

Most of the schools visited demonstrated effective SUs in terms of the election processes and plans. Students are able to identify their areas of interest, develop an election program, create their own promotional means, and go through the polling process. They developed their plans, and became engaged in identifying and solving a number of school related problems.

MoE officials, school SWs and management officials demonstrated substantive awareness of the effective process of elections provided by CARE and partner NGOs, and they started to be convinced that children are bringing a real change to the learning process at the school level. It has been noted that schools that have deputy directors have a solid and sustainable buy in.

Concepts, Roles and Rules enshrined in the MoE's 203 Decree

The ten schools visited demonstrated clear understanding of the role of the SU either at the level of students, SWs, LTs or schools' officials. The latter mentioned that students have brought a paradigm shift to the school system through their rights-oriented active participation in the activities of the SU.

During FGDs, students described the process of SU elections at the class and school levels. They are quite aware of the rules regulating the SU. They listed a number of reasons that drove them to join the SU as follows:

1. To express my views
2. To learn new knowledge
3. To solve the school's problems
4. To convey the students' voices to the schools' leaders

5. To cooperate with each other

Process of elections and plans

SWs and school officials mentioned that before the project interventions, students were not leading the SU. Students were chosen on the basis of the most powerful and most influential ones at the class level. SWs and class principal teachers were leading the whole process. Teachers were involved in counting votes but now the tripartite committee, which is composed of students, becomes responsible of carrying out this task. In the past, there were neither election programs nor election promotions.

Within the new interventions introduced by the project's implementers, students assured that the SU's process is a stimulation model for the parliamentary elections in the future. Students took the lead in managing the whole process under the supervision of SWs and LTs. Students became aware of the areas where they were able to serve most of the type of interventions they have to develop for each type of committee. Students have created different means to promote for their program such as school broadcasting, using recreational time to take a tour among students, write messages on wall papers, promotion during spare time in classes, banners, poetry and songs.

All SUs have developed their plans. During the FGD, students were able to describe the process of planning in a systematic logical way and they took the lead in implementing the activities of the plan after being implemented by the SW in the past. For instance, if the SU had a plan to hold a seminar, students wrote invitations, sent them, prepared the place, and lead guests to their places.

Leadership actions, types of problems raised and accountability mechanisms:

Students of primary schools demonstrated more courage in conveying their views than those of the preparatory schools especially with regards to the views on their teachers' attitude towards corporal punishment and about their rights. Girls within the mixed schools showed leadership personality while boys demonstrated full support for non-discrimination and equal rights except for Al Awanah School (Beni Suef) whose girls and boys stood apart. Boys did not believe in the girls' capability of running activities.

Students have demonstrated outstanding awareness of their school's problems and they invented creative measures to raise their problems and solve them. One of the common problems in schools is the weak educational level of some students. Children used the child-to-child approach through which they provided their peers educational lessons in class. Another example is cleaning up the schools. The SU in the Ashtead School has organized and developed a clean-up plan that involves all children at the school. A third common problem is the lack of female sports teachers; a problem which resulted in excluding girls of the preparatory schools from practicing their right to sport. Students identified this problem to the SW and then wrote a memo to the

headmaster. On the same line, one female student started to teach and coach her schoolmates in drawing because the school did not have a drawing teacher.

One concern expressed by the students is that they neither have arts (drawing, sports and music etc.) nor sports because of lack of such teachers; a matter that affects the quality and expected outcome of their election programs. The five committees of the SU reflect the main extracurricular activities taken place in schools. However, there are no connections among them. Thus, the concern raises a question about the relationship between the SU activities and extracurricular activities during the design and planning of the project activities. Second, given the first concern, the effectiveness of SU activities and plans may be affected negatively after the termination of the project. Nevertheless, it is worth mentioning that the SUs, through the support of the project, are able to establish constructive connections with the library activity in schools. Meanwhile, connections with the library activity need to be extended to the other extracurricular activities in schools to support the five thematic committees affiliated to the SU.

In this respect, students started to use different mechanisms to raise problems and set officials accountable other than talking to the SW namely, using memos and petitions, school broadcasts and talking to the BoT during their meetings. Even when they found themselves affected by teachers' smoking, they started to write banners of "NO Smoking". It is worth documenting the types of problems and mechanisms as part of the work of the SUs and integrate them into the SW Manual.

Community actions/initiatives

It was planned to carry out four initiatives in each governorate with an overall total of eight initiatives. The processes through which these initiatives have been developed reflect the project cycle planning, which starts by assessment of needs, identifying priorities, implementation and monitoring. The fact that there were no criteria for community initiatives created a sort of stereotyping of actions that were geared to maintenance of schools despite the fact that schools have their own eligible funds and/or to mobilize resources. SIPs are dealing with maintenance issues under the domain of improving the environment. So, why should the project support such maintenance activities? To bring coherence and maximize the benefit of the project's interventions, it is recommended to relate community actions with child rights or child protection. The new projected round of community initiatives should be focusing on one of the new issues introduced by the project and that does not have budget within the school system such as activities related to child rights or child protection.

Methodologies and activities contributed to the effectiveness of ER1

In order to orient students to the process of the SU elections, 36 open days were held at the 36 schools. The open days paved the way for effective democratic elections and students were familiarized with rules, procedures, how to develop an election program and how to do promotion.

Over 29 exchange visits among schools have been conducted in both governorates. The exchange visits are a tool for changing the SU pattern through offering show cases. Students mentioned that these visits were very useful in terms of networking and exchanging ideas, as well as exploring the SU models. One of the unexpected results that these visits revealed is the fact that it is a tool to change the stereotyping pattern of the relationship between boys and girls.

About 35 periodical flyers have been produced to support the thematic awareness meetings organized and led by SUs on issues related to health education and history. Students have participated in developing these flyers. The process helps to increase the self-esteem of the students who start having a leading and effective role within their school community.

Training, ToT and cascade about the promising role of the SU in developing the learning environment in the school help to increase the scale up of information and knowledge to a wider number of teachers and students..

A total number of 23 meetings and 2 seminars with BoTs have taken place to establish common understanding between both the BoT and the SU in both governorates.

PRA and planning help SWs and students understand and control more the project cycle and how to identify priorities.

7.2.2. Effectiveness of Result # 2

Result # 2

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

ER2 is focusing on two main interventions namely the development of the SIP and child protection

The SIP is one of the unique areas that the project works on, contributing to the cycle of children engagement and empowerment. Development of the child friendly tools to help children engage in the assessment of their schools, problems and needs correspond to the actual needs to be addressed by the SIP. The 36 schools have

developed their SIPs and children have participated in the self-assessment tools. However, the outcome of this intervention has yet to give its fruits during the remaining time of the project in terms of integrating child protections issues into SIPs.

Child protection

The child protection component is working on different stages. First, disseminating concepts pertaining to child rights and protection to students based on the CRC's three reference Articles (12, 19 and 31). Second by building the capacities of school focal point people that are supposed to be creating and developing child protection policies and mechanisms. These are represented by teachers and SWs in eight schools. The third stage is the stage where every school shows its commitment towards establishing child protection systems through developing child protection policies, mechanisms and assignment of focal points that are responsible for following up on its integration within the school system.

Each of these aspects/dimensions passed through a process that contributed effectively to the empowerment of the different groups. The first stage that engaged the students of the 36 schools involved open days, summer activities and camps, using child friendly activities such as making dolls out of beads, drawing and working groups. In the second stage, the project team used ToT, consultation sessions and cascading. The ToT targeted 43 facilitators on the relevant knowledge enshrined in the UNCRC and the content of the child protection mechanism as well as skills related to using the child friendly tools to convey the concepts to students. Training was delivered to youth facilitators to learn how to do consultative sessions with students on choosing the best focal points from their perspective. Youth facilitators conducted the consultative sessions through which students selected the focal point people who in turn received a ToT on core principles and articles of the UNCRC and CPM. Thereafter a two-days training was conducted on how to involve children in child protection processes, which was followed by training on referral mechanisms. The latter training involved representatives from the education directorate. The third stage is yet to take place namely, the production of a Code of Conduct for each of the eight schools.

In this regard, a number of issues that contributed to the effectiveness of child protection should be highlighted:

- Child rights and child protection concepts and principles are the most useful new knowledge for both MoE officials (including school leaders) and students as being asserted by different players during interviews and FGDs. Thus, the project, through SCUK expertise, has brought new concepts that will shape a new culture in these communities. However, it should be pointed out that despite the fact that the amended Law 12, 2008 has incorporated a governorate-level protection committee, it was never active since then and has no institutional basis at the MoE.

- Despite the fact that the concept of protection is interrelated substantially with the principle of participation, as had been referred to earlier within the scope of the UNCRC, addressing child protection as a separate component instead of a mainstreamed concept has affected the coherence and effectiveness of results especially at the conceptualization level among teachers and SW. Accordingly, the SU plans have been developed without integrating child protection activities. The outline of the manual of the SU, which is still in process, adopted child protection as one component at the end while there are many areas where child protection concepts and issues could be incorporated.
- The project has succeeded in creating awareness about rights and forms of abuse that the child may be subject to in the community of the school. However, starting with the child rights component without tackling the other aspect of rights values, i.e. duties towards school teachers, has offended teachers and created a sort of resistance towards the application of the mechanism because they felt that the students were being empowered over them.
- The project has conducted a baseline study on the concepts and interventions related to the project, nevertheless, some of the child protection concepts came to some communities without being culturally sensitive. For instance, the term "sexual abuse" is not quite acceptable to some of the schools visited. Teachers mentioned that it is alerting girls' attention to a practice that may not exist in their communities along with the fact that it may destroy the relationship between female students and their teachers because girls will misinterpret and be always sensitive towards any behaviour from the side of their male teachers.
- On the other hand, teachers have mentioned as well that within the primary stage, concepts are advanced to their understanding and it is not appropriate to this stage. They proposed to develop simplified concepts and a culturally sensitive terminology for every school stage (a simplified one for primary stage and another for preparatory).
- Since child protection concepts and practices underline a cultural background that are enrooted in the lives of local communities, it is not applicable to have an effective protection mechanism without approaching community members and families to create an enabling environment that allow for its adoption at the school level. During focus group discussions, students mentioned that beating is not allowed for teachers while parents have the right to do so. Thus, involving community members is essential for the effective incorporation of the concepts and mechanism of child protection. In this respect, two potentials seem to be applicable. First, to involve the community members of the BoT in this process, providing them with a package of knowledge and skill building to be able to disseminate to a wider scale outside the school. Second, there is an option to involve the community development association in each community in child protection issues.

- In this respect, it is recommended to weave the consequences based-approach into the content of baseline studies, ToT and children activities such as summer camps to raise awareness of community actors and beneficiaries of the consequences of having a prevailing phenomenon on the individual and the society such as early marriage and physical or sexual abuse
- To maximize the ownership among all schools and not only the eight schools, it would have been more useful to call schools to present their own Code of Conduct/ child protection mechanism to ensure commitment and willingness at one hand and to practice developing a code of conduct on the other. The project could have then done a screening based upon specific criteria and chosen afterwards eight codes of conduct instead of selecting the schools before hand. Interviews with school teachers showed that they need to have a community driven Code of Conduct that is not to be limited to the scope of school environment as there are other external factors that affect the school community such as child labour and early marriage.
- While the child friendly tools manual constitutes a valuable reference in the area of ToT on child protection, it is too lengthy (170 pages) for the target group to be used. Besides, the next steps are not clear yet, i.e. how to have the manual adopted by the MoE for future replications in both governorates.

7.2.3. Effectiveness of Result # 3

Since work is still on-going on Result #3, it is too early to assess any of the interventions.

7.2.4. Assessment of the capacity building strategy in the project

Capacity building is a cross cutting issue throughout all components and interventions of the project.

CARE has developed a strategy that describes the objectives and methodology of the capacity building. The strategy document is not exhaustive in nature. The methodology is based on ToT followed by cascading while the project has used more than a methodology that is important to describe and assess its effectiveness to the empowerment process and enabling approach. The gradual development of knowledge and capacities of the stakeholders and their continuous engagement in the actions of the project were crucial to the empowerment process. The process has taken the shape of a cycle that starts with building a platform of information and knowledge which entail assessing needs at some stages and extend this platform to a wider scope of players, then moving to building skills, getting into the action and finally lead to empowerment – which is a well-designed process that has proven to be effective for building capacities of stakeholders, partners etc.

The following are the main capacity building methodologies used to engage and empower stakeholders:

Orientation workshops: are being used to provide stakeholders with information about new interventions and build common understanding about the implementation modalities. Orientation is being used as well for knowledge building issues such as related child laws and rules regulating SU.

Planning meetings: are being used to engage different players in the planning process in a participatory manner, a step towards building ownership. These meetings are done on quarterly basis between the project partners to discuss obstacles and challenges of implementation and provide relevant solutions. The planning meetings provide hands on real needs and relevant interventions.

Training workshops: to provide skills and knowledge on specific topics such as resource mobilization and advocacy campaigns...etc, this had been useful to schools.

Coaching: is mainly used to provide SWs, psychiatrists workers, principal teachers and school managers with technical assistance during field visits of the project coordinators

ToT: CARE's Technical Advisor and the project team is using the term ToT for any training they gave for the project stakeholders, as opposed to the common definition and understanding of the ToT methodology, which assumes that capacity building of trainers is firstly done (building the capacity of the trainer as a trainer, provide knowledge platform on specific topics, to be followed by on the job training for classified cadre of trainers). ToT in the sense of this project is mainly geared towards building the knowledge of SWs, LTs in the areas of SU, producing child friendly and self monitoring tools, child rights and protection mechanism. Since the project's documents and the team are using the term ToT, they should have applied the methodology of ToT. It could have been used more effectively in the sense of identifying core groups from the four levels of MoE namely, the General Department of Social Education (central level), educational directorate at the governorate level, educational department at the district level and the school level. Please refer to the model of the UNICEF in applying the ToT in the area of SU.

Cascade: is the transmission of knowledge and skills after completing the ToT. While the methodology seems to be relevant, it is left to the trainers to cascade the training without specific methodology to repeat the training, plans or follow up from the side of consultants and the technical advisor except in the camps activities. Field coordinators are supposed to follow up on the cascading activities but they did not receive the ToT to be able to do the follow up. During the interviews with SWs and LTs, they described the way they transmitted the knowledge and skills. They mentioned that they either set a meeting to transmit the knowledge or involve their colleagues in the activities to show them how activities should be implemented. In principle, cascade is an important tool in disseminating knowledge. Accordingly, it is very important to have a specific modality that the new trainer should follow and there should be a monitoring plan that includes coaching sessions. Field coordinators do not have the capacity to carry out this role.

Exchange visits and thematic camps are a sort of "on the job-training" that SWs and LTs are conducting after having received training on how to implement such camps. These two methodologies are the most influential tool to the learning journey of all players.

Within the framework of expected replications of the model as one of the indicators in the log frame and to ensure institutionalization and sustainability of capacity building modalities, there is a need to focus in the coming period on setting the know-how within the Educational Department and schools' training units. The Educational

Department is the hub for social workers and the entity responsible for providing technical assistance for social workers in all schools. The training unit is based inside the school and is responsible for delivering training for newcomers, provide refreshment training and monitor the impact of training.

Within the project's commitment to enhance girls' participation, it is recommended to develop a gender sensitive capacity building strategy that takes into account not only the integration of balanced gender representation during workshops but also uses the consequences based approach while introducing related topics. For instance, during training, it is quite important to review the implications of girls' participation in SUs and camps.

7.3. Efficiency

The project has successfully managed to implement the activities and outputs efficiently despite all the challenges that arose from time to time during the life-span of the project within a country in transition.

7.3.1. Efficiency of implementation according to plans

The project was able to meet most planned activities since its start, however there were some exceptions, which can be listed as follows:

- *Documentation of roles and responsibilities in MoUs with partners* started to take place in October 2011. The agreement between YADE and MOSS was signed in August 2011. The approval for the JBA was obtained during the time of writing this report.
- The baseline study was delayed as a result of the delay of school selections. The findings of the study were released on the 25th of January 2012 while activities were taking place in schools affecting the design of specific activities.
- Civic actions activities started to take place in August 2012.
- The SIP training process was delayed to October 2012 due to the delay in receiving approvals on the Child friendly tools.
- Child protection activities started after the development of SU plans; a matter that did not allow for integration of child protection into the plans.

Although the project team managed to reschedule the postponed activities, the delay affected the progress towards impact. For instance, SU plans came out without reflecting child rights and child protections issues. The project team needs to build all interventions with the start of the school year. There is a need to study the effect of every single activity and its relation with the other activity to ensure coherence, relevance and effective result.

It should be noted that the Minia team seem to implement the work plan in a timelier manner than the Beni Suef team. This is likely due to the fact that the nature of the decisions of the Educational Directorate has restricted the conduction of training time-

wise - it is supposed to start only after 12 o'clock. As a matter of fact, the Minia project team had implemented activities at the time of conducting the evaluation four community initiatives and they are currently implementing another set of initiatives, while Beni-Suef had only implemented one.

7.3.2. Efficiency of budget allocations versus expenditure and plans

The total expenses of the project reached 37% with a balance of 611,775 till December 2012. The variance of objective one constitutes the highest among the three objectives as it amounts to 90,196 Euros. SCUK 's expenses ranged between 50 to 60 % of their total budget. The budget variance is according to project management as such because the exchange rate went up and resulted in budget gains regarding the Egyptian currency. Besides, the nature of activities such as videos and camps related to the child rights and protection component (objective two & three) are carried out by SCUK while CARE's activities which are focused on training, meetings and community actions, are subject to discrepancy in rates of the consultants and training room rent.

7.3.3. Project Management and Partnership

CARE has a managerial role in the project and acts as a partner with SCUK, the YADE and JBA. Within the scope of its partnership with SCUK, CARE is responsible for implementing and following up on the SU and SIP components manifested by result # 1 and part of result #2 while SCUK is responsible for the Child Protection component that is incorporated in Results # 2 and 3.

The two local partner NGOs, YADE and JBA, are responsible for the coordination and implementation at the governorate level. An official agreement was signed between CARE & YADE. YADE is the implementing partner in Beni Suef, while JBA is the implementing partner in Minia. Coordination between CARE & YADE is managed through CARE office at Beni Suef. The agreement with YADE was approved and authorized by the MoSS. JBA has got the approval of the grant from the MoSS during the time frame of writing this report. Before that, the CARE office in Minia was responsible of the financial management, a matter that put much load on the level of effort of CARE's Supervisor.

Each partner NGO concluded two separate contracts with both CARE and SCUK, thus splitting the project into two separate components, affecting the coherence of the project during the implementation, demonstrated in splitting the two components at the level of conceptualization. Staff members expressed their uneasiness with handling activities and coordination of planned events, putting much load on meeting the commitment of each contract.

Despite the fact that there are periodical planning meetings with all partners during which a common understanding is being established, interviews with both organizations showed that both entities were not involved in the activities of the other's components or engaged in the implementation. CARE's Technical Advisor is not involved in the development of manuals or training carried out by SCUK. Activities are sometimes implemented in a consecutive way and not in parallel or interrelated to each other. The field visit form reports only on the activities of the SU. The capacity building plan is a separate plan from that of the child protection component despite the fact that capacity building is a cross cutting strategy. Whereas it is recommended to have a clear division of labor between partners, the technical engagement is needed to bring coherence to results. There is a need to consolidate the coordinating role among the two partners.

The problem of turnover and promotion of some governmental officials set a question about handing over and transmitting knowledge and expertise in the project's specific areas. The promotion of the Head of the Quality Assurance Unit (QAU) at the Moderia level in Minia, after two years of extensive work with the project, to become Head of the Equal Opportunities Unit was a sudden move. While interviewing the head of QAU, she mentioned that she will orient the newcomer to the project's objectives, interventions and roles of the unit. Whereas orientation is vital, the nature of the project is different from any other project as it relies on the processes of empowerment and capacity building.

Monitoring of the project accomplishments is mainly through field visits or field reports (field reporting forms). The reporting system is composed of filling forms once every two months and once every six months. This project is mainly relying on empowerment and enabling target groups through a number of interrelated processes. Thus, the nature of such an activity needs other methodologies to catch up with these processes and successes such as focus group discussions with students and reflection sessions with SWs and LTs. Success stories are being written in a story telling way without having a clear standardized outline, leaving the space for every coordinator for his/her own style while it should be related to the objective or result of the project, highlighting the framing of the problem and how the project intervention solved this issue. On the other hand, since the project is using disaggregated data, there should be sections/ columns for the female and male figures to increase efficiency, accuracy and facilitate tracing the progress.

7.4. Impact

The active and creative participation of 14,769 students in the SU elections twice with new students applying every year within a new context of child rights that is consolidated by the legal structure of the SU, is a strong manifestation that the process of empowerment is irreversible. Children became aware of their rights to participate in the SU, of freedom of choice, of how to choose SU candidates and have learned to be proactive towards their school problems. SWs and school management realized

that this process is crucial for the improvement of the school and that children can bring a change.

Measuring the impact in the field of child rights and child protection is a process which requires time. Changes in behavioral patterns take some time to be consolidated. The project created an arena of debate among a variety of partners. The fact that a dialogue on such a delicate issue such as forms of abuse was created between CARE, SCUK, local partners and MoE can be viewed as an important and dynamic achievement.

Replication is one of the clear indicators that show the impact of different interventions and the adoption of the MoE of the effective modalities of the SU model created by the project. Replication includes the adoption of the different manuals developed by the project. It also extends to housing the skills within the concerned departments at the MoE. There is a need to develop a strategy for replication that includes specific interventions and measures.

There are a number of factors that may affect consolidating the results as follows

1. The project has created a culture of child rights within the context of schools. This culture of rights is constrained by the fact that the MoE mapping for secondary schools is limited to the scope of district level, leaving villages with no school for girls who will graduate from the preparatory schools. Girls are subject to stay at home or get married at early age because in some villages, the nearest secondary school is twenty kilometres away from their village. Such a constraint needs a multi-dimensional approach namely;
2. The unified account would be a threat for the schools that do not enjoy the specific privilege of other schools that have been constructed by CARE with a deposit to secure the continuity of activities and maintenance of utilities.
3. The absence of interventions at the community level makes the potential for the long term impact of child protection uncertain.
4. The MoE's delay in taking actions towards adopting and obtaining approvals on the produced tools and manuals within the time frame of the project makes the possibility to identify the impact of the project through replication of the model uncertain.

7.5. Sustainability

When beneficiaries are empowered, the momentum for change is unstoppable. Since there are signs that the officials in both governorates are starting to see the feasibility of the role of the SUs in enhancing the role of students and the learning environment of the school, the chances for upscaling the model to a wider scale of implementation

are quite possible. The MoE's role in the sustainability of interventions is immense. However, the MoE is linked to the changing policies that Egypt as a country in transition witnesses. Thus, the project management needs to start a wide dialogue on the model and how to institutionalize it with the Ministry through show cases and publicity plans, the efforts should focus on stakeholders via the steering committee as catalysts to reach policy makers at the central and top level.

7.5.1. The institutional and technical sustainability

The fact that the project is working through existing structures within the MoE, as well as with the school institution and legal binding frameworks, ensures the sustainability of functions and roles of the SU and increases the possibility to build on the momentum that has been created by the project. MoE departments at the governorate levels are adopting the concept and practices of the SU and there is a buy in for the modalities with special reference to the child friendly tools. Despite the fact that there are some concerns on the application of the ToT methodology, the training and extensive engagement of SWs and LTs in the activities has helped them to absorb and adopt tools, approaches and practices of the SUs. One of the social workers who is working in two schools (one is participating in the project while the other is not among the targeted schools) has applied the same modalities of the SU in the other school, outside the project. There are still some efforts needed to get an official approval for all tools and manuals. Meanwhile, the project has to work on accrediting core trainers at the level of the Educational Directorate.

All schools have SU plans and SIPs. However, the SU plans did not integrate child protection activities yet as the developing SU plans preceded the start-up of the child protection component. On the other hand, more time is needed to assess the application of the SIP and the level of children's participation not only in getting their feedback on the plans but in the SIP implementation.

Raising child protection issues has created an important and vital dialogue within conservative communities and within the new context of Egypt that is witnessing conflicting and tense views about rights. The new dialogue raises some questions about the old/new debate of what are universal rights and the appreciation of cultural relativism. Addressing child protection issues at the school level need to be associated with community interventions through BoT. Addressing the community is the safeguard and cornerstone for the sustainability of integration, adoption and replication of child protection within the MoE.

7.5.2. Financial Sustainability

The project has selected 20 schools that had been constructed in earlier years by CARE, thus enjoying the privilege of CARE's deposit, which is a separate account. The schools have the right to spend from the interest of the deposit on their activities

and maintenance. The financial sustainability for these schools is ensured while the other 16 schools will be left to face this problem without any guarantees.

7.5.3. Visibility:

The project has produced a number of visibility items including flyers on the project activities, stickers and a poster conveying two important messages namely "I love my school...I participate besides my study" and the second message emphasizes that "Participation in the community starts from school". These items highlight the EU as a supportive funder of this action, consolidated by the recognition of stakeholders of the contribution of all organizations not only the EU. The poster with the two messages maximised the benefit and added a value to both children and schools' officials, to make the cost more effective. In the same line, the project team could use the already produced material by schools as visibility items to reduce costs.

Visibility is not reflected in the plans of the project despite the fact that it could be used to disseminate more awareness on child rights and child protection. There is a need to have a constructed coherent plan for visibility, using the budget surplus of the project. The relationship between participation and child protection needs to be conveyed in a visibility message.

8. LESSONS LEARNED AND RECOMMENDATIONS:

8.1. Lessons learned

1. The student union as an entry point is an effective and sustainable mechanism through which the principle of participation is enrooted in the culture of school and is the appropriate mechanism to teach democracy, freedom of choice and the right and value of voting.
2. Child empowerment and child protection are two interrelated processes that work on building capacities, create an enabling environment, building trust and change of behaviour. Thus, more time is needed to consolidate interventions and results.
3. Child protection mechanisms, policies and gender approaches cannot be effective without involving the community members and institutions (ex. Community Development Associations; CDAs);
4. Developing child friendly tools is a perquisite approach while addressing children. It is equally important to choose the appropriate language and terminology for each age bracket;
5. The fact that CARE and partners chose schools that had previous experience with CARE with specific focus on "Innovation Through Sport: Promoting Leaders, Empowering Youth project" (ITSPLEY) and "Power To Lead" (PTL), is a good approach that helps to ensure realizing results and consolidating the impact;
6. Thematic camps are an excellent methodology that combines knowledge with practices. Camps are allowing for interaction and break social barriers among boys and girls at the local level;
7. Exchange visits are an effective tool for show cases whether at the level of showing the model of SU or at the level of consolidating the concept of gender equality;
8. TOT and Cascade are effective capacity building interventions. However, there is a need to use the typical methodology of TOT and not only the concept and the term;
9. Partnerships should ensure equal shared responsibilities with clear division of labour and coherence.

8.2. Recommendations

The following are the main recommendations:

At the level of MoE

1. There are a number of issues that the project management should bring to the surface to help overcome challenges, consolidate results and sustain interventions. First, the distribution of SWs is still unfair as there are some schools that suffer shortage in SWs while others are enjoying excess in SW numbers with no clear criteria for distribution. Second, the project should discuss the issue of the unified account.

2. There is a need to institutionalize tools and manuals and the whole model of Student Union to ensure sustainability.
3. The project cannot establish Child Protection (CP) focal points as part of the mechanism for child protection without having this institutionalized within the MoE.

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

4. **Logical Framework:** To consider revising the logical framework to be more realistic, reflecting the context of the project (capacities, interventions and resources), needs of the target group, anticipated results with specific measurable indicators and assumptions that mirror the reality of local communities and developments undergone at the MoE.
5. **Approaches:** To consolidate the work on gender and advocacy issues by addressing issues related to cultural discrimination and lobby for change at the policy level through the already existing structures namely the Steering committee (for SU and school financial issues) and EOU (for discrimination issues). Meanwhile, it is suggested as well to integrate the consequences based approach⁴ while approaching community problems.
6. **Community:** To design a package of community awareness (dialogue) to be led by the BoTs with the involvement of the school's other stakeholders. These community dialogues should take into account the engagement of the CDA. Community dialogues should consider as well all debatable issues related to child protection and gender equality within their respective communities.
7. **Mainstreaming Child Protection:** To mainstream the concepts of child protection into all the interventions of the project. Besides, it is highly recommended to differentiate between the language and terminology geared to primary stage and that is targeted to preparatory stage. Moreover, community groups should be integrated into the equation of child protection to maximize the benefit.
8. **Capacity Building:** To develop the package of a typical methodology of TOT that targets the hub of training and SWs at the MoE level such as the Social Educational Department at the Directorate and District levels and school based training units.
9. **Replications:** To design a set of activities and strategies for replication, including the exchange visit methodology that proved its effectiveness in showing a role model of the SU and expanding the student exposure.

⁴ Consequences based approach: It is an analytical approach that assesses the implications of specific problem/ community phenomenon (ex. Female Genital Mutilations FGM) on the individual and the society. It would be relevant to the interventions of child protections (including addressing community concerns) and gender issues (all the discriminatory norms within the school and the community). Moreover, it is best used in assessment and training exercises such the orientation, training and camps to help participants realize by themselves the problems, analyze problems or phenomenon and come up with solutions.

10. **Advocacy:** A set of advocacy activities that are geared towards bringing a change (short term/long term) on the rising issues within the context of the project. For instance, the project team could alert members of the steering committee and lobby for the importance of assigning female sport teachers in mixed schools to help allow girls practice sports like their schoolmates. The activation of sport and other extra curricula activities promotes the work of the SU five thematic committees. Besides, the project team could bring the financial constraints to the surface to facilitate maintaining activities. The project's team could use the steering committees in both governorates to influence decision makers or even alert their attentions towards the implications of these issues on the sustainability and impact of the project. The advocacy activities may include but will not be limited to meetings with officials, community dialogue for lobbying, student camps and conference.
11. **Community actions:** To relate community initiatives with the new approaches and concepts introduced by the project. In this regard, a set of criteria should be identified to help avoid stereotyping of interventions and efficient use of the project's fund.
12. **Documentation:** To document best practices at the level of the SU, non-traditional community initiatives, child protection and the SIP implementation (to choose the ones that best involve children, integrate child protection, SU activities and child rights). Each best thematic practice should be depicted according to specific criteria, to be set by the project team to meet the objectives and results of the project.
13. **Visibility:** to develop a plan to maximize the benefit of visibility items through producing documentary items, using the already produced videos and materials developed by schools. Those items could be used in promoting the SU model in new schools or disseminating new messages about the importance of child protection.
14. **No Cost extension:** A NCE should be granted to compensate the delay that took place in the beginning of the project, to enable the project to complete its planned activities – covering three full school years -, and to maximize the impact on the target groups.

9. ANNEXES

9.1. Annex One:

TOR for M&E Consultant

Background

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

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

Tasks

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

Working conditions and time schedule

The total number of working days required to execute all the above tasks is 18 days (eighteen working days) over the period of 6 weeks. The consultant will need to travel to Minya and Beni-Suef Governorates to meet with project staff and partners. CARE and SCUK will cover the expenses and accommodation according to the policies pertaining.

Outputs and Deliverables: All outputs are to be delivered in English

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

Qualifications:

- At least 5 years experience in conducting evaluation activities or M&E participatory monitoring and evaluation
- Experience with evaluation tools is a must
- Proficiency in Arabic and English

9.2. Annex Two

LIST OF SCHOOL

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

9.3. Annex Three

LIST OF PEOPLE MET

No	GOVERNORATE	NAME	TITLE	ORGANIZATION/SCHOOL
	Menia			
1		ELHAM ZAKARIA	SUPERVISOR	CARE'S OFFICE
2		Mervat Lotfy	project manager	JBA
3		Mo'men Goma	Field coordinator	JBA
4		Beyman faiek	Field coordinator	JBA
5		Azza Samir	Field coordinator	JBA
6		Abdel Rahman Marzouk	Director,	NGOs Department
7		Hala Hossam Eddin Mahmoud Hamza	Former Director of QAU, Head of EOU	Menia Education Directorate (Muderia)
8		Lamia abdel Kahlek	Head, NGO Unit,	Menia educational Department
9		Malak Wasili	Social Education Advisor	Malawi Educational Directorate
10		Nagah Salem	Director,	Aisha Bent Abi Bakr primary school
11		Klair Zaki	Deputy,	Aisha Bent Abi Bakr primary school
12		Nadi Isaac	Director,	Ibshetad School
13		Abdel Moniem aly	Head, BoT	Ibshetad School
14		Wael Mohamed Hussein	CP Focal point	Ibshetad School
15		Sonia Hassan	SW	Ibshetad School
16		Abdallah Eliwa	CP Focal Point	Ibshetad School

17		Abdallah Azooz	Director	Berka School
18		Ahmed Anwar	Senior advisor, social education,	Malawi Education Department
19		Hamed Hussein	Member, BoT	Berka school
20		Hassinin Ali	Principal Teacher	Berka school
21		Azhar Hamad	Coordinator	School 's based Quality Assurance, Berka school
22		Nora Moawad	SW	Berka School
23		Sahar Hamdi	Principal Teacher	Berka school
24		Inas Mohamed	Librarian	Berka school
25		Morad Mohamed	SW	Berka school
26		Yussif Yussif	Supervisor, library	Berka school
27		Sabah Mustaf	Director	Omar ben Khatab
28		Amal Mohamed	Deputy	Omar ben Khatab
29		Amer el-Sharkawi	Head,Bot	Omar ben Khatab
30		Emad Gomaa	Member, Bot	Omar ben Khatab
31		Badr Helmy	Principal Teacher	Omar ben Khatab
32		Atef Foly	Principal Teacher	Omar ben Khatab
33		Ahmed tawfik	Principal teacher	Omar ben Khatab
34		Refka wahba	SW	Omar ben Khatab
35		Medhat mohamed	director	Nahda school
36		Nouh farah	SW	Nahda school
37		Kamal Ahmed	Member, BoT, Principal Teacher	Nahda school
38		Gamal Ismail	Head, BoT	Nahda school
	Beni-Suef			
39		Mona Ismail	Supervisor	CARE's Offcie
40		Ahmed el-	Project	YADE

		Sayed	director	
41		Nashwa Abdel Hamid	Coordinato r	YADE
42		Abeer Kamal	coordinato r	YADE
43		Mohamed Nabil	coordinato r	YADE
44		Abu Hashima Abdallah	Director	Quality Assurance Department, Beni-Suef Education Directorate(Muderya)
45		Howaida Mohamed	Member	Quality Assurance department
46		Ayman Abdel wahab	head	Quality Assurance unit, El Fashn Educational Department
47		Ameen Abdel wahab	head	Quality Assurance unit, El Ahnasia Educational Department
48		Suad Helmy osman	General Advisor	Social Education
49		Om hashem Awad	Director	SU Department, Social Education Department
50		Azza Aly	Head	SU Department, Social Education Department
51		Sumya Hanafy	Director	NGOs Department
52		Iman Wali	Member	NGOs Department
53		Saber Asaad	Director	Nazlet el- Barki School
54		Walaa Gamal	SW	Nazlet el- Barki School
55		Gamal Ramadan	SW	Nazlet el- Barki School
56		Ramadan Abdel Latif	Liberarian	Nazlet el- Barki School
57		Omar Abu El Seba	Advisor	Social Education, Educational Department
58		Taha Moawad	Director	Nazlet Akfahs school
59		Iman Fayez	SW	Nazlet Akfahs school
60		Mohamed Ibrahim	Principa l Teacher	Nazlet Akfahs school
61		Mohamed Ahmed	Principal Teacher	Nazlet Akfahs school
62		Emad Riyad	Deputy	Sharhi school
63		Waleed Ramadan	Psychiatrist	Sharhi school

64		Mahmoud Sadik	SW	Sharhi school
65		Saad Ahmed	Director	El Awawna School
66		Eman Bahlool	SW	El Awawna School
67		Mohamed Ismail	Deputy	El Awawna School
68		Magdi Ahmed	SW	El Awawna School
	Cairo Office			SCUK
69		Radwa El-Mansi	Former Project Manager	
70		Christine Wagih	Coordinator	
71		Aly Abdel Mohsen	Project manager	
	Cairo Office			CARE
72		Amira Abdel Fatah	Initiatives Manager	
73		Nouhan Ghorab	M&E	
74		Ashraf	Technical Advisor	
75		Noheir Esmat	Senior Accountant	

9.4. Annex Four: Evaluation Scope and Methodology

Mid-Term Evaluation of EU funded project “Children and Student Participation in Schools and Communities”

Scope, Methodology, Plan

SCOPE

10. RELEVANCE:

The analysis of relevance will focus on the following questions in relation to the design of the project:

- the quality of the problem analysis and the project's intervention logic and logical framework matrix, appropriateness of the objectively verifiable indicators of achievement
- the extent to which the nature of the problems originally identified have changed (or remained)
- the degree of flexibility and adaptability to facilitate rapid responses to changes in circumstances;
- the analysis of assumptions and risks;
- the extent the approaches used by the project are appropriate to the different interventions and target groups.

11. EFFECTIVENESS:

- whether the planned benefits (e.g. SIP, active SU, capacity building interventions, adoption of child protection mechanism) have been delivered and received, as perceived by all key stakeholders
- whether a significant number of intended beneficiaries participated in the intervention
- whether behavioral patterns have changed in the beneficiary organizations or groups such as MoE, girls, SW, LT, BoT at various levels; and how far the changed institutional arrangements and characteristics have produced the planned improvements
- whether the balance of responsibilities between the various stakeholders was appropriate, and which accompanying measures have been taken by the partner authorities;

- how unintended results have affected the benefits received positively or negatively and how they could have been foreseen and/or managed.;
- whether any shortcomings were due to a failure to take account of cross-cutting or over-arching issues such as gender during implementation;

Specific focus:

- to what extent boys and girls are taking leadership roles within the scope of the SU, SIP, Schools' officials and civic actions to what extent there is a change in girls' stereotyping roles with the school and the community
- To what extent the school (SW, LT) accepts and is convinced of children's participation in SIPs
- To what extent students have developed SIPs, participated in their formulation? To what extent do SIP, developed by children, include child protection issues? To what extent do the children understand SIP and its importance.
- To what extent SIP draws a profile of schools' problems and to what extent it improved the learning context in the school
- to what extent MoE has adopted mechanisms and policies produced by the project
- to what extent capacity building interventions have enhanced the knowledge, skills of different players especially students (with focus of girls), SW and LT and other stakeholders such as officials from the Educational Directorate, Educational Department, NGOs,
- to what extent partner NGos are capable to manage interventions and reach the planned outcomes
- to what extent the community support has facilitated the production of results according to the Logical framework
- to what extent networking and synergies have affected the project's interventions
- The effectiveness of child rights and protection activities/SCUK activities is missing? To what extent are elements of child rights and protection included in the school, SU, administration, SW's awareness, teachers' awareness, SIP etc.?
- To what extent have student union members implemented the skills that they learned through capacity-building?

12. EFFICIENCY:

The assessment of Efficiency will focus on such issues as:

- The implemented activities versus the planned activities the quality of day-to-day management
- Extent to which the costs of the project have been justified by the benefits whether or not expressed in monetary terms
- Technical assistance and coaching: how well did it help to provide appropriate solutions and develop local capacities to define and produce results according to the log frame?

- Quality of monitoring: its existence, accuracy and flexibility, and the use made of it; adequacy of baseline information;
- Did any unplanned outputs arise from the activities so far?

13. IMPACT:

The consultant will make an analysis of the following aspects:

- whether there is a progress towards indicators as mentioned in the log frame
- whether the effects of the project:
 - a) have been facilitated/constrained by external factors: for instance the protection mechanism,
 - b) have produced any unintended or unexpected impacts, and if so how have these affected the overall impact.
 - c) have been facilitated/constrained by project/programme management, by co-ordination arrangements, by the participation of relevant stakeholders
 - d) have made a difference in terms of cross-cutting issues like gender equality and rights
- to what extent partnership, networking and synergies help in changing the mindset of the school institution towards the role of both boys and girls with reference to participation, leadership, rights and child protection mechanism

14. SUSTAINABILITY

The sustainability criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non funding support interventions

The Mid-term evaluation will make an assessment of the prospects for the sustainability of benefits on basis of the following issues:

to what extent different players in the project adopt the strategies and there is a progress towards scaling up and replication to other schools out of the scope of the project's schools

Are there any signs that MoE can adopt the several manuals produced by the project?

- To what extent the existing laws/policies will sustain results and activation in the current and other schools within MoE.

- To what extent the different structures such as SU and BOT will ensure the continuity of interventions
- To what extent the cultural norms will support girls participations and child protection's issues

Methodology

Target Group/	Methodology	Scope of questions ⁵
Student Unions (boys and girls)	<p>Using the simple random sample.</p> <p>About 10 focus group discussions with student will be conducted</p> <p>Each FGD will be attended by average 15 students</p>	<ol style="list-style-type: none"> 1. Process of SU formation, plans and leadership actions resulted as a result of interaction with LT, BOT, SIP and civic action 2. Choose a leadership action and describe it 3. When you have an issue within the SU, how do you solve it / take a decision about it? 4. How do you see the benefit of your participation in the SU 5. Level of knowledge of children on rights, protection concepts and mechanism 6. Level of skills on the project's cycle(planning, implementation and monitoring) 7. Level of awareness on the community problems(depict one problem that you feel is affecting your community 8. The process of cascade 9. What are the interventions that you benefited from What are the other interventions that they would like to have in the future
Social Workers	<p>In-depth interviews with SW Number of SW is based on the number of SW available in the 12 schools in both governorates.</p>	<ol style="list-style-type: none"> 1. Why do believe that SU are important for the school and for students 2. How do you see your role as social worker at the school level 3. and in the lives of students. 4. How do you see the benefits of the training you got to date/how does the training' knowledge and skills affect your work? 5. In what way does your work affect the SU? 6. How do you see the relationship and interaction between SU and other school's committees/board/activities such as BOT, SIP & CA? 7. What are the main challenges that SU face or may face in the future (after the project ends) 8. How do you see the validity of the protection mechanism in the school? What are the main

⁵ Each question will be probed to other sub-questions

Target Group/	Methodology	Scope of questions ⁵
		<p>challenges/ how can we address them?</p> <ol style="list-style-type: none"> 9. How do contribute to spreading awareness on child rights and protection issues? What are the best means to keep it up ? 10. How do you assess girls' participation, challenges and ways to address them? 11. If we need to design a similar project, what components that you believe that we should keep, remove or add to support your work and the SU? 12. How do you see the sustainability of the interventions? What is needed to ensure sustainability of the results? 13. Do you try to incorporate child rights and protection issues in activities that you conduct with students? 14. Can you recall any initiative that students pioneered related to child rights/child protection issue? 15. Is there a mechanism developed in the school for child rights/child protection? If no, do you think it is necessary? If yes, what is it? Is it being used? How frequently? What kind of child protection/child rights issues were identified? <p>The above questions about child rights/protection mechanisms can also be asked to SW, BOT, and children can be asked whether they use these mechanisms or know of their existence</p>
BOT	Focus group discussions/ interviews (need to be discussed in terms of their actual number in each school and the available timing)	<ol style="list-style-type: none"> 1. Why is it important to support the SU? How can you support them? How do you see their engagement in BoT meetings? How can we improve it ?Did you benefit from the orientation and training delivered by the project? In what way? Resources? <p>Sustainability, how could the BOT ensures implementation of these strategies after the end of the project ?</p>
QAU & TSU	Focus group discussions/ interviews (need to be discussed in terms of their actual number in each school and the available timing)	<ol style="list-style-type: none"> 1. How do you see the child friendly tools developed for SIP and the process of engaging children in developing SIP? What is the benefit of engaging students in this process? Is it effective? Did children really participate actively? What are some of their ideas? 2. Did the QA department take any actions to adopt the tools and accordingly scaling up the practice? Mention the progress so far? If the answer is no, please mention the reasons

Target Group/	Methodology	Scope of questions ⁵
		<p>3. To what extent the training you received were useful? Did you apply any of the skills learned? Please give examples</p> <p>4. To what extent the publications produced by the project are effective in enhancing the school learning processes? How can we maintain this kind of resources as a channel of awareness? Do you use these publications? Have you introduced them in new schools?</p>
Lead Teachers	Focus group discussions/ interviews(need to be discussed in terms of their actual number in each school and the available timing)	<p>1. Why is it important to support the SU?</p> <p>a. How do you see your role as LT at the school level and in the lives of students?</p> <p>2. How do you see the benefits of the training you got to date/how does the training' knowledge and skills affect your work?</p> <p>3. In what way does your work affect the SU?</p> <p>4. How do you see the relationship and interaction between SU and other school's committees/board/activities such as SIP & CA?</p> <p>5. What are the main challenges that SU face or may face in the future (after the project ends)</p> <p>6. How do you see the validity of the protection mechanism in the school? What are the main challenges/ how can we address them?</p> <p>7. How do contribute to spreading awareness on child rights and protection issues? What are the best means to keep it up ?</p> <p>8. Do you try to incorporate child rights and protection issues in activities that you conduct with students?</p> <p>9. Can you recall any initiative that students pioneered related to child rights/child protection issue?</p> <p>10. Is there a mechanism developed in the school for child rights/child protection? If no, do you think it is necessary? If yes, what is it? Is it being used? How frequently? What kind</p>

Target Group/	Methodology	Scope of questions ⁵
Partner NGOs (YADE & JBA)	Meeting/interview	<p>of child protection/child rights issues were identified?</p> <p>11.How do you assess girls' participation, challenges and ways to address them?</p> <p>12. If we need to design a similar project, what components that you believe that we should keep, remove or add to support your work and the SU?</p> <p>13.How do you see the sustainability of the interventions? What is needed to ensure sustainability of the results?</p> <p>THE QUESTIONS WILL MAINLY FOCUS ON THE FOLLOWING:</p> <p>Their role in supporting SUs, civic actions and training</p> <p>How does their participation in previous project with CARE enhance their role in this project?</p> <p>The management of the project in their respective governorate</p> <p>The financial status</p> <p>The sustainability o the project/ results</p> <p>Obstacles</p> <p>Recommendations</p>

Target Group/	Methodology	Scope of questions ⁵
Other groups from MoE such as steering committee CARE team in Menia and benisuef		
