

Final Report - Mid-term Evaluation for Education Projects

Evaluation Conducted by CID Consulting

Submitted to Global Affairs Canada

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Acronyms:

ACE	Active Citizenship Engagement for Good Governance
ACSFT	Arab Council Supporting Free Trials
BOT	Board of Trustees
CAD	Canadian Dollars
CARE	Cooperative for Assistance and Relief Everywhere
CAPS	Critical Thinking and Problem Solving
CDA	Community Development Association
CIDA	Canadian International Development Agency
CMRS	Center for Migration and Refugee Studies
CP	Child Protection
CSO	Civil Society Organization
DO	Development Officer
EiH	Education In Harmony (Plan project)
FGD	Focus Group Discussion
GAC	Global Affairs, Canada
GE	Gender Equality
GoE	Government of Egypt
ICCA	Islamic Charity Complex Association (NGO)
IDI	In-Depth Interviews
IOM	International Organization for Migration
IRW	Islamic Relief Worldwide
M&E	Monitoring & Evaluation
MENA	Middle East and North Africa
MoE	Ministry of Education

MoH	Ministry of Health
MoU	Memorandum of Understanding
MSF	Medecins Sans Frontieres - Doctors without Borders
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NGO	Non-governmental Organization
PAT	Professional Academy for Teachers
PE	Physical Education
PIP	Program Implementation Plan
PMF	Performance Measurement Framework
PSTIC	Psycho-Social Services and Training Institute Cairo
SCI	Save the Children International
SEG	Sustainable Economic Growth
SIP	School Improvement Plans
SMT	School Management Team
SU	Students Union
SW	Social Worker
ToR	Terms of Reference
UACY	Unaccompanied Children and Youth
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WFP	World Food Program

Executive Summary

Global Affairs Canada (GAC) funded three projects implemented by Save the Children Canada, CARE Canada, and Plan Canada. The three projects aim at improving access to quality education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt through improving the quality of formal and non-formal education and by promoting social cohesion, in and outside of schools. The NGOs coordinated their work as follows: CARE engaged in Giza (6th of October, Sheikh Zayed), Qalyoubia (Obour), Cairo (East Nasr City and Shorouk) and Sharkeya (10th of Ramadan), while Plan covered Giza (6th of October), Alexandria and Damietta, and Save the Children focused on Giza (6th of October), Qalyoubia (Obour) Cairo (East Nasr City) and Sharkeya (10th of Ramadan).

The Plan project Education in Harmony (EIH) budget was CAD 4,278,872 of which CAD 3,765,407 was GAC's contribution while PLAN's contribution amounted to CAD 513,464. Over the course of the project, approximately 59,044 direct beneficiaries (around 50% girls/women and 50% boys/men) and 235,000 indirect beneficiaries were the planned target for a total reach of 294,044 (147,022 girls/women and 147,022 boys/men).

The CARE project targets directly a total number of 26,144 beneficiaries; 20,000 students (3,000 Syrian girls, 3,000 Syrian boys, 7,000 Egyptian girls, and 7,000 Egyptian boys), as well as 5,600 parents (1,000 Syrian women, 1,000 Syrian men, 1,800 Egyptian women and 1,800 Egyptian men). It further targets 196 BoT members (at least 30% women), 152 teachers (at least 50% women), 56 social workers (at least 50% women), 56 MoE supervisors (at least 30% women) and 84 school management members (at least 30% women). The project has an allocated budget of CAD 2,631,864.

The SCI project directly reached 32,531 beneficiaries; 30,984 children (18,812 girls and 12,172 boys) from the 20 public primary and preparatory schools. In addition to the 836 teachers and administrators that were trained, 61 social workers. Thirty eight (38) school psychologists have also benefited from capacity building programs and technical assistance plus 516 parents (caregivers). The project will have reached 96 members of Board of Trustees by the end of April 2017, and expects to reach 34 health officers between May and August 2017. SCI's budget is CAD 3,589,264.

Project stakeholders included the Ministry of Education (MoE); the Community Education Department, the Basic Education Directorate, the General Education Directorate, and the Professional Academy for Teachers (PAT), the Training Directorate, and the Early Grade Reading Directorate (Readability). Partners at the governorate level included the local District and Governorate Education Directorates in the four governorates (Cairo, Giza Sharkeya, Damietta, Alexandria and Qalyoubiya), Boards of Trustees in the targeted schools, students,

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teachers, social workers, school administrators, student unions, parents, local CDAs and NGOs, etc.

The evaluation methodology involved a mix of tools including desk review of project documents, secondary sources and other relevant documents, as well as primary field research including in-depth interviews (IDIs), focus group discussions (FGDs), and on site observations through attendance at events. The assessment did not include surveys in compliance with Ministry of Education guidelines.

Key findings are reported in a manner which reflects the relevance, effectiveness, efficiency and sustainability of the three major project components:

1. Access to Education: (Infrastructure improvements, WASH activities and distribution of educational kits)
2. Quality of Education: (Training, capacity building and application of teaching methods/classroom practice)
3. Improved social cohesion/inclusion and child protection: (Activities and camps, etc.)

All three NGOs used similar approaches: for improved access the three NGOs undertook school renovations and provided students with educational kits; to enhance education quality they conducted a variety of training workshops; and to enforce inclusion they conducted extra-curricular activities such as camps, sports days and others.

The sampling methodology for this evaluation was undertaken through the stratified sampling technique. Schools were categorized according to their geographical areas and the interventions that were completed to date in these schools by the three organizations. Based on school categorization, a sample was drawn comprising around 22% of the total number of schools for each of the three organizations.

Common challenges faced by all three NGOs revolve around delays in obtaining requisite official approvals to commence implementation, changes in MoE counterparts, and changes in administrative processes required by authorities, communication channels with the central levels of the ministry, crowded classroom situations, and the difficulty of reaching Syrian students who attend formal school intermittently. The NGOs addressed these challenges by designing a variety of methods and using different tools. They formed steering committees with the various MoE directorates, submitted reports, scheduled meetings and exchanged information with MoE counterparts, reached out to Syrians in their learning centers and NGOs, partnered with local CDAs, and offered remedial classes to smaller groups or learners.

Key findings and conclusions affirm the highly relevant and effective social cohesion/inclusion activities conducted by all three NGOs, the inadequate physical improvements and infrastructure inputs, the lack of WASH activities to accompany the physical interventions, and the need to

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supplement training and capacity building for improved instruction with further teacher professional development inputs and the building of a school leadership team.

Recommendations cover both project wide and specific NGO aspects. The former include:

- Plan and conduct a concrete, and comprehensive WASH program as an integral and inseparable part of the hygiene and sanitation infrastructure works and as a pivotal aspect of school safety in and around toilets, water sources, drainage pipes, etc.
- Review the quality of infrastructure works and take corrective actions to bring the quality of the works to acceptable standards. Work with the school BOTs to develop an actual resource mobilization plan to spend on maintenance and school cleanliness.
- Discontinue further activities planned for distributing educational kits, uniforms or shoes to Egyptian and Syrian students. Direct the allotted budget for educational kits to more inclusion activities to reach out to more Egyptian and Syrian students serving the project's access to education objectives.
- Draw a capacity building strategy to outline how teachers, social workers and school administrators, BOTs and Student Unions can support one another in applying their training so that behavior change becomes a school-wide **culture**. Supportive school-wide systems that attract Syrian children to school and retain them require concerted actions on positive discipline, quality instruction, safe and hygienic toilets, safe and unthreatening physical spaces in the school, and attractive extracurricular activities. Build a focal group of school leaders able to maintain the project reform rationale in their schools.
- Focus in the remaining period on day camps, sports days (provided physical education instructors and equipment is made available), cultural events, etc. while building the engagement of BoTs, student unions, administrators, social workers and communities to sustain these activities. Conduct social inclusion activities more frequently in schools and involve a greater number of students in each event.
- Involve all levels of the ministry as well as school-based training units and school administrators in the planning of training workshops. Start follow-up and coaching to all teachers and social workers trained. Introduce alternative methods such as teacher collaboration, peer coaching and modeling. This should include structured opportunities for teachers to meet and plan together, as well as training and opportunities for peer observations, both within and across schools.

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- Embark on project sustainability plans highlighting what the project will leave behind, who will take over at the MoE, school or any other level.

Recommendation to GAC: The three projects are in a stage where they are consolidating their lessons learned, maturing their project management practices, and building on the rapport they have established with the MOE at central and district levels. They have recently embarked on a series of crucial activities that will enhance the effectiveness of what the project has already accomplished. For all these reasons, it is highly recommended to grant the three projects an extension, giving them the time needed to adapt their approach and project activities in light of the evaluation findings and recommendations.

Purpose of the Evaluation

Global Affairs Canada (GAC) projects have supported the education sector for the past 20 years. The “Addressing Immediate Education Needs in Refugee-hosting Communities in Egypt” aims to address and mitigate the impact of the Syrian crisis. The programming of this project addresses humanitarian and development challenges expressed by the Government of Egypt (GoE) and the international community to increase access to quality education for both Syrian refugees and Egyptians. GAC is building the resilience of the GoE and the host communities in the education sector through funding three projects implemented by Save the Children Canada, CARE Canada, and Plan Canada. The three projects aim at improving access to quality education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt.

The overall project rationale is that by improving the quality of formal and non-formal education and by promoting social cohesion, in and outside of schools, the project will create favorable conditions for Egyptians and Syrians alike to remain in school successfully complete their basic education and ensure that Syrians are better integrated into Egyptian society.

The Government of Egypt estimates the Syrian population in Egypt to be anywhere from 250,000 to 300,000. They have mostly settled in urban parts of the country, are not in camps but are integrated into the urban fabric of their neighborhoods. Within Greater Cairo, large clusters can be found in the 6th of October, Sheikh Zayed, Al Obour, Nasr City, Al Rehab and in Sharkeya in the 10th of Ramadan. Additionally they have settled in and around Alexandria and Damietta.

The Projects target children aged (6-14), with a specific focus on girls, teachers, social workers, supervisors, and parents through Board of Trustees (BoTs) and Student Unions. Partners in the Ministry of Education (MoE) include the Community Education Department, the Basic Education Directorate, the General Education Directorate, and the Professional Academy for Teachers (PAT), the Training Directorate, and the Early Grade reading Directorate (Readability). Partners at the governorate level include local directorates (idaaras), supervisors, social workers directorates, and local level MoE units.

Since the three projects are at their mid-point, GAC has assigned CID Consulting to

- Assess what results have been produced so far,
- Whether these results represent sufficient progress toward the results expected at the end of the three projects,
- Determine what changes or adjustments will be required to achieve the expected results of the three projects and to sustain them.

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This included assessing the progress on achieving each project's targets and results, identifying results to date as well as lessons learned which can feed into the enhancement of the performance of the three projects.

The Review was guided by four evaluation criteria: relevance, effectiveness, efficiency, sustainability. The duration of one and a half year implementation with a six month delay at the onset, was not sufficient to allow for an impact assessment.

Each criterion is associated with a number of key evaluation questions that were addressed and explored.

Specific Objectives of the Evaluation

The specific objectives of this assignment are to:

1. Assess the degree to which each project is relevant in terms of the needs to which it is intended to respond;
2. Assess progress of the projects' performance to date in terms of achieving the intended results at the output and outcome levels;
3. Assess the effectiveness and results of the integration of the four cross-cutting themes into programming: Gender Equality (GE), Environmental Sustainability(ES), Active Citizenship Engagement for Good Governance (ACE) and Child Protection (CP);
4. Assess the efficiency and effectiveness of the delivery mechanisms in achieving each project results;
5. Assess each project's progress and contribution to quality education and in creating an enabling environment for child protection;
6. Conduct a thorough analysis of the approach of the three projects, the implementation strategies, achievements, challenges and common policy issues;
7. Assess the degree of the projects readiness to respond to the Syrian crisis and the inflow of the Syrian refugees as well as the new emerging needs after the Egyptian revolution;
8. Assess the sustainability of the three projects' activities and results beyond the projects' life ;
9. Identify lessons learned from the projects and provide recommendations for future programming.

On the basis of this evaluation, GAC would be able to:

- Assess the partnership with the Ministry of Education (MoE); identify lessons learned and recommendations on how to target and maximize the mutual benefit of this partnership for the MoE;

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- Assess the progress of the projects towards achieving the results outlined in their work plans;
- Assess the effectiveness and sustainability of the renovated facilities (sanitation, classroom, playgrounds);
- Assess the three organizations' (SAVE, CARE and PLAN) level of commitment and support to the intervention schools and the effectiveness of the support provided during the past year;
- Assess the level of the students' satisfaction of the quality of education provided by the trained teachers and its impact on students' performance;
- Assess the impact of the program on students;
- Decide whether or not to exercise the option to extend the project into a third year; and, if so, determine whether it would be advantageous to modify approaches to implementing this project, given the resources, time and staff available, in order to better ensure that project results meet GAC's development goals;
- As a monitoring tool, this mid-term evaluation should be used to evaluate project strengths, weakness and opportunities and to make specific recommendations for future programming/management options;
- Provide recommendations for improved performance
- Document challenges, weaknesses, and progress made to date. Provide management/administrative and technical recommendations based on evaluation findings;
- Identify inadequacies, gaps or areas that need strengthening, if any in the projects' methodologies and programming;
- Identify performance delays against indicators and articulate causes for these delays, and recommend remedial action;

Development Context

The GAC Egypt Development Program is currently focusing on two thematic priorities: namely Sustainable Economic Growth (SEG) and building resilience of the Government of Egypt (GoE) and the Syrian refugees to address and mitigate the impact of the Syrian crisis. For the latter, programming addresses emergency needs expressed by the GoE and the international community to increase access to quality education for both Syrian refugees and Egyptians. GAC is building the resilience of the GoE and the host communities in the education sector through funding three projects implemented by Save the Children Canada, CARE Canada, and Plan Canada. The three projects aim at improving access to quality education in a protective learning environment for vulnerable school-aged girls and boys from Syria and Egypt.

UNHCR has registered 119,665 Syrian refugees in the country to date, of which 49% are female and approximately 43% are children. Some civil society organizations believe the actual

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numbers of refugees to be significantly higher, due to the inability or unwillingness of vulnerable Syrians to register, based upon an average family size of 5 members, including beneficiaries.

(UNHCR, accessed on March 31, 2016 at

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

The latest total projections put the number at around 300,000 but the Egyptian government itself now estimates the number of Syrian refugees in Egypt at closer to 500,000.

The current Egyptian public school system is required to cater to the increased number of Syrian refugee students and their specific learning and psychosocial needs in a context which is proving quite challenging: overstretched classroom capacity, limited number of teachers, authoritarian classroom practices of teachers, lack of safe and hygienic WASH facilities, practical barriers such as lack of separate latrine blocks, unsanitary conditions of the facilities creating risks of infection, and lack of privacy and safety in schools. All three NGOs document these challenges and barriers in their baseline assessments and have designed their interventions to address them.

These problematic realities are compounded by further challenges such as differences in curriculum and dialect of instruction, threat of physical violence and bullying against boys and threat of sexual harassment and abuse against girls and corporal punishment of students. Gender stereotyping by teachers and school management in teaching and learning practices further compound the situation, with corporal punishment practiced on a widespread scale in all schools. Boys face potential pressures to drop out in order to supplement family income, while girls face the pressure of early marriage.

Intervention Logic

The project is implemented in the Greater Cairo area (Giza, Greater Cairo, and Qalyoubiya), Alexandria, Damietta and Sharkeya (10th of Ramadan) due to their comparatively high concentration of Syrian refugee schools. These were selected in collaboration with the MoE and in coordination with the other agencies funded through this initiative. Reinforcing the public school system intervention logic is its compatibility with the resiliency approach as outlined in the Regional Refugee and Resilience Plan (3RP).

The baseline studies determined that the majority of Syrian families are dependent on a parallel education system through "informal or learning centers" to fulfill the needs of their children. However families rely on public schooling for certification/academic qualifications in the absence of licensing of these centers by the MoE. Thus Syrian children were documented to attend both avenues of learning: the learning centers and the formal public schools on a part time basis.

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The proposed initiative was planned to be implemented in full coordination among three international NGOs: CARE International, Plan International and Save the Children International (SCI). It was agreed among all three organizations that in order to expand the three proposed initiatives' geographical outreach, CARE would work in Giza (6th of October, Sheikh Zayed), Qalyoubia (Obour), Cairo (East Nasr City and Shorouk) and Sharkeya (10th of Ramadan), while Plan would cover Giza (6th of October), Alexandria and Damietta, and Save the Children would focus on Giza (6th of October), Qalyoubia (Obour) Cairo (East Nasr City) and Sharkeya (10th of Ramadan). This would allow the three initiatives to cover the top 6 Egyptian governorates (Giza, Alexandria, Cairo, Qalyoubiya, Damietta, and Sharkeya) with the highest influx of Syrian refugees according to the UNHCR reports as of October 2014. Lists of schools with the highest numbers of Syrian refugees were obtained from the MoE to ensure that collectively the three organizations would target the schools with the highest numbers of Syrian primary and preparatory students. Consultations were held with UNHCR and the MoE who made suggestions of activities included in the project (specifically, giving out school uniforms and educational supplies).

The Steering Committee is formed of the three partner organizations (Save the Children, CARE, and Plan), representatives from the Ministry of Education (MoE), the Ministry of International Cooperation, and representatives from Global Affairs of Canada. The aim of this committee is to give approvals on the work plan, to maximize the effect of interventions, share information, success stories, as well as challenges, and to overcome challenges and to clarify any concerns of the MoE.

The Plan project Education in Harmony (EIH) was to be implemented from April 2015 – June 2017. GAC's contribution to Plan amounted to CAD 3,765,407. Plan's contribution of CAD 513,464, brings the total budget to CAD 4,278,872. Over the course of the project, approximately 59,044 direct beneficiaries (around 50% girls/women and 50% boys/men) and 235,000 indirect beneficiaries were the planned target for a total reach of 294,044 (147,022 girls/women and 147,022 boys/men).

The CARE project targets directly a total number of 26,144 beneficiaries; 20,000 students **directly** (3,000 Syrian girls, 3,000 Syrian boys, 7,000 Egyptian girls, and 7000 Egyptian boys), as well as 5,600 parents (1,000 Syrian women, 1,000 Syrian men, 1,800 Egyptian women and 1,800 Egyptian men). It further targets 196 BoT members (at least 30% women), 152 teachers (at least 50% women), 56 social workers (at least 50% women), 56 MoE supervisors (at least 30% women) and 84 school management members (at least 30% women). The project has an allocated budget of CAD 2,631,864. CARE had to change its original plan of working with 'learning centers' established by Syrian and Egyptian NGOs as this was not approved by the MoE. The dilemma posed by this is that some Syrian parents in a few of the specific project communities are more comfortable sending their children to informal learning centers where Syrian teachers deliver instruction – Egyptian content in Syrian dialect - but Syrian students are

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eager to establish their attendance in formal government schools at least once or twice a week in order to safeguard their right to sit for official examinations.

The SCI project directly targets 32,531 beneficiaries; 30,984 children (18,812 girls and 12,172 boys) from the 20 public primary and preparatory schools. In addition to the 836 teachers and administrators that were trained, 61 social workers, 38 school psychologists have also benefited from capacity building programs and technical assistance plus 516 parents (caregivers). The project will have reached 96 members of Board of Trustees by the end of April 2017, and expects to reach 34 health officers between May and August 2017. SCI's budget is CAD 3,589,264.

Table 1 below illustrates the three budgets:

NGO	DFAT contribution	NGO's contribution	Total Budget	Total Beneficiaries
CARE	CAD 2,631,864 (100%)	0	CAD 2,631,864	26,144 (direct)
PLAN	CAD 3,765,407 (88%)	CAD 513,464 (12%)	CAD 4,278,872	59,044 (direct); 235,000 (indirect); 294,044 (total)
SAVE	CAD 3,589,264 (100%)	0	CAD 3,589,264	32,531 (direct);

Annex 4 presents the specific interventions designed and planned by each implementing NGO.

Stakeholders

Stakeholders include the Ministry of Education (MoE); the Community Education Department, the Basic Education Directorate, the General Education Directorate, and the Professional Academy for Teachers (PAT), the Training Directorate, and the Early Grade Reading Directorate (Readability). Partners at the governorate level include local directorates (idaaras), supervisors, social workers directorates, and local level MoE units.

The Egyptian Ministry of Education, Local District and Governorate Education Directorates in the four governorates (Cairo, Giza Sharkeya, Damietta, Alexandria and Qalyoubiya), Boards of

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Trustees in the targeted schools, students, teachers, social workers, school administrators, student unions, parents, local CDAs and NGOs, etc.

Evaluation Approach and Methodology

CID's methodology was based on a participatory approach for stakeholder identification and engagement, data collection and verification, utilizing multiple sources of data to ensure a comprehensive evaluation of the three projects in question. The evaluation methodology involved a mix of tools including desk review of project documents, secondary sources and other relevant documents, as well as primary field research including in-depth interviews (IDIs), focus group discussions (FGDs), and on site observations through attendance at events.

The diversity of sources has supported the collection of qualitative and quantitative data to assess project performance against outcomes, based on four key criteria: (1) relevance, (2) effectiveness, (3) efficiency, and (4) sustainability. The assessment proceeded according to the following phases:

I. Stakeholder Identification and Engagement

The team undertook the following activities to ensure a comprehensive identification of stakeholders and commence an early engagement with them.

1. Engaged regularly with GAC, Save the Children Canada, CARE Canada, and Plan Canada
2. Established contacts among the implementing agencies for extensive data collection
3. Mapped relevant stakeholders at the beneficiary level, for further targeting

Scope of Work

The CID team worked closely with both internal¹ and external² partners in planning and conducting the evaluation. CID worked with GAC's Senior Development Officer (DO) to organize all internal stakeholder meetings, beginning with a kick-off meeting with the DO and the GAC to receive a briefing on the evaluation, jointly review the scope of the assignment, finalize evaluation methodology, review key research questions, and set the assignment meeting schedule. CID utilized this meeting to gain a deeper understanding of GAC's agenda and portfolio in Egypt, the rationale behind funding these projects, and the specifics of the Terms of Reference (ToR's) issued. This was essential to ensure alignment regarding the expectations and outputs of the mid-term evaluation.

GAC facilitated an introductory meeting with the three project teams to obtain project relevant data, ensure alignment over expectations and input of each party, and launch implementation.

¹ GAC and the implementing partners

² Project beneficiaries and stakeholders

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GAC further facilitated meetings with its senior consultants on Gender, Education and Environment.

During these meetings the team supplemented the general list of stakeholders and key partners, and expanded upon it based on its (1) knowledge of the education and child protection sectors, (2) experience working with the MoE at all levels (central, governorate, district and school), and (3) its experience of community based, gender sensitive development.

Meetings conducted throughout project implementation included, but were not be limited to:

	What	Who	When
Mid-evaluation meeting	<ul style="list-style-type: none"> • Review progress • Troubleshoot obstacles • Present proposed report outline, draft evaluation findings, and recommendations to date 	<ul style="list-style-type: none"> • GAC DO • CID Consulting 	Mid-way through the evaluation
Two debrief meetings	<ul style="list-style-type: none"> • Present preliminary findings and recommendations (draft report and PPT) 	<ul style="list-style-type: none"> • GAC • CID Consulting 	At conclusion of evaluation
Project partner debriefing sessions	<ul style="list-style-type: none"> • Validation of findings • Receiving feedback 	<ul style="list-style-type: none"> • Save the Children Canada • CARE Canada • Plan Canada 	At the launch of the assessment; throughout the field work; at the completion of the final draft; at the completion of the GAC approved final report

II. Literature Review and Secondary Data

In parallel with the identification of stakeholders phase, the team

1. Conducted a literature review in order to operate within a contextualized framework

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2. Reviewed baseline reports, progress reports, training plans, workshop reports, renovation works reports, minutes of meetings with ministry counterparts, mid-term and annual reports and annual plans.
3. Identified each project's problem definition, rationale, approach/methodology, and metrics
4. Reviewed each project's baseline report, Project Implementation Plans (PIP) and Project Measurement Framework (PMF)
5. Reviewed each of the Project structures.

Structure of the project - CARE				
Program Manager: Amira Hussein				
Project Manager: Samar Diwidar				
	New Cairo/ Nasr City	Obour/ Sherouk	6 October/ Zayed	10 Ramadan
Area Coordinator	Amr Abdallah	Sarah Ibrahim	Mohamed Debas	Mohamed Farouk
Technical advisors	Part time education officer: Ashraf Anwar			
	Part time M&E officer: Hatem Zayed			

Structure of the project - Plan			
Program Manager: Arjimand Hussain			
Program Area Manager: Jacinthe Ibrahim (Supporting)			
Senior Project Manager: Hamdy Kenawy (Was absent for personal reasons)			
	Alexandria	Damietta	6 October
Area Coordinator	Noha Samir	-----	Younna Ghaleb
Project Officer	-----	Mohamed Morsy	Mohamed Al Meligui
Field officer	2	2	1
M & E Officer	Yousra Mohamed (was acting as project manager)		
Logistics	Mohamed		

Structure of the project – Save the Children
Program Manager: Basant Montaser

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Project Manager: Eman Shaban				
	Nasr City	Obour	6 October	10 Ramadan
Area Coordinator	Rana Ashraf		Mohamed Shawky	Mohamed Tablawy
Education Officer	Walid Rabiee		Hanna Ibrahim	
Psychologist	Heba Saber		Nehad Rashad	Nour Radwan
M & E Officer	Yasmine El Garf			
Child protection Officer	Abdel Latif Halmy			
Community Schools Officer	Wael Magdy (Nasr City – Abdeen – Atfih), still in the assessment phase			

From the three structures, we can see that the absence of a Project Manager and other staff members might be among the reasons of the delays encountered in the implementation of Plan's project. Recently the Program Area manager has begun to dedicate more time and effort to make for these gaps. This has greatly improved the momentum of implementation and is expected to be reflected in a more effective execution of project components. However, to date the current situation poses challenges: there is no dedicated project manager which has led to the M& officer to fill in that role. Since Plan has three separate offices in the three governorates, they need to ensure the close coordination and communication among all three.

The full team of SCI was engaged in the various project components and thus was able to contribute in numerous activities in parallel. This made for an effective implementation approach. The presence of an education officer, a child protection officer, a psychologist and M&E officer has led to a comprehensive team that has been able to address project components in an effective manner.

The dedication of a coordinator for each area in the CARE structure helped build strong relationships in the different Idaras. This assisted in effecting timely responses to specific, local aspects of the project.

The evaluation team's assessment is that the two approaches used by CARE and SCI seem to have led to efficient project management and represent two alternative approaches to project structure

The baseline and literature reviews were critical for the evaluation team to gain a deeper understanding of the rationale each implementing partner utilized when designing the project. These insights were used to assess the relevance of the projects. Baseline information assisted the evaluation team in compiling metrics that were used to evaluate performance, while progress reports were used to leverage existing data to assess the level of efficient use of resources within this evaluation.

Each country deals differently with the Syrian refugees' influx according to country-specific environment, historical, political or economic factors. As this study focuses on access to Education offered to Syrian children, including child protection, quality education, and social inclusion, a look into Syrian children's education in major host-countries in the MENA region gives an insight on the status of Syrian refugees in terms of the above-mentioned themes.

Education of Syrian children was one of the major trials of the war in Syria. It led to a severe decline in school enrollment rates not only in Syria, but also among children who sought refuge in other countries. Host countries responded with initiatives to facilitate access of education to Syrian children; however, they were challenged to adequately integrate Syrian children into formal education systems³.

Annex 5 presents a comprehensive discussion of the literature review on this issue.

Lessons Learned From Turkey, Lebanon, and Jordan

Reducing barriers to education is critical for the assistance of Syrian children recovering from the trauma of war. Adequate education will give them the privileges of realizing their rights, being effective to host communities, as well as help in rebuilding Syria. Donor-funding has been channeled to host countries in response to barriers facing Syrian children's entry into education. Donor funds help in increasing classroom spaces, building and renovating schools, training and hiring teachers, as well as developing programs addressed to Syrian children's Non-formal education.

Based on the experiences of the three host-countries in the MENA region, a number of policy modifications were recommended to ensure adequate access to education by Syrian children. The recommendations include⁴:

- i. Ensuring that lack of "Identification Documents" is not a barrier to education
 - Flexibility in the required documents needed to obtain education
- ii. Addressing disincentives to education and causes of dropouts
 - Provide language-support programs
 - Strengthen child protection mechanisms
 - Improve teacher training
 - Utilize qualified Syrian teachers
- iii. Acknowledging the role of nongovernmental groups in non-formal education

³ "Education for Syrian Refugee Children: What Donors and Host Countries Should Do" *Human Rights Watch article* (2016)

⁴ "Education for Syrian Refugee Children: What Donors and Host Countries Should Do" *Human Rights Watch article* (2016)

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- Recognize NGOs as partners in providing education, especially the non-formal
- iv. Reducing child labor and dropouts by increasing adults' access to work
- Allow refugees to apply for work permits directly rather than wait for an employer's sponsorship
 - Expand the support for income-creation programs
 - Create access to local labor markets with clear specified targets

Refugees Law and Policy in Egypt

According to the UNHCR Egypt hosts refugees of Syrian, Sudanese, Ethiopian, Somali, and Eritrean, Palestinian, and Iraqi origins. The numbers of refugees currently residing in Egypt is estimated to be significantly higher than the number of registered refugees. Refugees in Egypt live in urban contexts rather than in camps. They face a number of challenges that afflict Egypt's poor, in addition to refugee-specific challenges.

Egyptian authorities have adopted a number of domestic legislative initiatives to regulate the legal status of refugees and asylum seekers⁵:

- The Egyptian Constitution of 2014 provides protection to refugees and asylum seekers; article 91 prohibits the extradition of political refugees.
- Law No. 154 of 2004, amending Law No. 26 of 1975 on nationality, prohibits the children of foreigners who are born on Egyptian soil from acquiring citizenship, as Egyptian nationality is granted only on the basis of descent.
- Presidential Decree No. 331 of 1980 adopted the Refugee Convention as domestic law.
- Presidential Decree No. 89 of 1960 on the Residency and Entry of Foreigners bans foreigners who do not have valid travel documents from entering the country.
- Law No. 124 of 1958 prevents foreigners from owning agricultural land in Egyptian territory for security reasons.
- Law No. 15 of 1963 makes Palestinian refugees an exception to the provisions of Law No. 124.

Refugee support

The Egyptian government's social benefits to refugees encompass access to education in public schools and health care in public hospitals. Other social benefits are provided by Egypt's UNHCR office. Refugee populations have highly differential access to state services. The current situation of Syrian refugees is set apart from that of other long standing refugee populations in Egypt (mainly Iraqis and Africans), as they are formally guaranteed access to

⁵ Loc.gov. (2017). *Refugee Law and Policy: Egypt*. [online] Available at: <http://www.loc.gov/law/help/refugee-law/egypt.php> [Accessed 3 Jan. 2017].

formal education and health care. For many refugees Egypt represents only a stepping stone to Europe. Indeed, in interviews held by the Center for Migration and Refugee Studies (CMRS) many refugees expressed the willingness to embark on dangerous journeys across the Mediterranean, incurring the risk of death, detention and deportation. It is youth who are most likely to undertake such perilous journeys.

Education

The right to an education is enshrined in the 1951 Convention on the Status of Refugees, of which Egypt is a signatory. The Egyptian Minister of Education issued Ministerial Decree No. 24 in 1992, allowing the children of recognized refugees, which includes Syrians, to attend public schools. However, as a consequence of insufficient material support, the majority of refugee children are not enrolled in schools or do not attend consistently.

As of September 2013, the Ministry of Education granted Syrian refugees the same education rights as Egyptian students. The influx of Syrian refugees negatively impacted other refugee populations, who now face further difficulties gaining access to an increasingly overstretched government schooling system. Below is a table showing the costs of free public schooling provision to Syrians in Egypt, during the school years (2012/2013) and (2013/2014):

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Costs associated with providing free public schooling to Syrians in the 2012/2013 school year are as follows:

Schools/Class	Number of Syrians Students Enrolled in Public Schools	Education Cost Per Student (in L.E)	Total Cost (in L.E)
Kindergarten and Elementary	4389	1100	4, 827, 900
Preparatory	1808	1200	2, 169, 600
High School	1522	1500	2, 283, 000
Technical High School	106	1000	106, 000
Total	7,825		9, 386, 500

Costs associated with providing free public schooling to Syrians in the 2013/2014 school year (school fees were also waived this year):

Schools/Class	Number of Syrians Students Enrolled in Public Schools	Education Costs Per Student+School Fees (in L.E)	Total (in L.E)
Kindergarten and Elementary	8966	1100+45	10, 266, 070
Preparatory	3884	1200+45	4, 835, 580
High School	3212	1500+65	5, 026, 780
Technical High School	119	1000+55	125, 545
Total	16,181		20, 253, 975

Table 2 - Source Egyptian Ministry of Foreign Affairs

With the lack of resources and over crowdedness of classes Syrian children face serious difficulties accessing quality education.⁶ According to UNICEF, only 53 percent of Syrian children that are eligible to enroll in schools attend, due to the lack of sufficient kindergartens and the inability of other schools to absorb more students.

There remain differences in the Egyptian and Syrian dialects which have caused bullying between children. Many Syrian kids refuse to go to school due a lack of a feeling of belonging⁷. A lack of equivalency certifications from their previous schools is another challenge that delays their insertion into the public schooling system.

Refugees are faced with a number of problems in public schools, including language barriers, differences in dialect and curriculum, teacher-student relationship problems, the common practice of private tutoring as an alternative education system and discrimination both from teachers and fellow students (this is particularly relevant to the case of Sudanese refugee children). Refugee populations often run parallel education systems to serve their constituencies.

⁶ Nouredin, Ola. "Syrian Refugees in Egypt Despair At Dire Conditions And See Europe As Their Only Hope". *International Business Times UK*. N.p., 2015. Web. 3 Jan. 2017.

⁷ Samman, Eyad. "Egypt: More than Just a Refuge for Syrians". *Egyptian Streets*. N.p., 2015. Web. 3 Jan. 2017.

NGOs such as ‘Tadamon’ [the Egyptian Refugee Multicultural Center] seek to address the refugee schooling problem, offering, for instance, alternative schooling. There is a serious shortage of pre-school care for all refugee children after school hours.

Child Protection

Unaccompanied children and youth (UACY) face a high level of protection risk, as they are not included in care agreements made by the Egyptian state and NGOs. They are entirely supported by the UNHCR. However, the allowance they receive is insufficient (est. 400LE/month), which forces many UACY to live in inadequate and over-crowded accommodations. As a consequence, UACY are highly vulnerable to abuse and exploitation. The most vulnerable individuals are those of non-Arabic /non-English background.

Due to economic hardships, many refugee minors are employed in different forms of child labor (in domestic labor, factories, restaurants, etc.). With the influx of Syrian refugees over the past six years, other NGOs are becoming increasingly concerned with the provision of psychosocial support to all refugee youth.

Syrian Refugees in Egypt

Estimates of Syrian refugees registered in Egypt with the UNHCR approach 119,665, but the actual number of Syrian refugees in Egypt is estimated to be approximately 300,000. Syrian refugees have been found to reside in almost all of Egypt's governorates, but are mostly concentrated in Greater Cairo, Alexandria, and Damietta (UNHCR, 2013). Furthermore, the Syrian community in Egypt includes all age and family groups. The UNHCR estimates that Syrians living in Egypt need a minimum of LE592.40 (around \$75) per capita per month to meet basic needs. Ninety per cent (90%) of Syrians are effectively living on or below the poverty line set by UNHCR.

Male	Age	Female
50.70%	-	49.30%
5.80%	0 to 4	5.50%
10.20%	5 to 11	9.70%
6.50%	12 to 17	6.00%
25.90%	18 to 59	26.00%
2.30%	60 +	2.20%

Table 3 - Syrian Refugees in Egypt – UNHCR Data

Why Egypt?

Syrians choose to reside in Egypt over neighboring countries for several reasons. Firstly, until recently, Egypt did not require Syrians to have visas, whereby the crossing of the border was greatly facilitated. Secondly, Egypt is considered more politically stable than other countries. Jordan and Turkey are considered to be too expensive, while northern Iraq attracts Kurdish Syrians⁸. A few individuals refer to family connections in Egypt, but in general the ability to cross the border without much difficulty, the comparatively reasonable cost of living, and the perceived higher degree of safety are the main motivations which draw Syrians to seek refuge in Egypt. Moreover, many Syrians consider Egypt a transit destination to Europe⁹.

Donors, NGOs and Private Support Initiatives

Although a number of supporting-bodies are available to assist Syrian refugees, yet additional support from donors, the national government, and Egyptians themselves is required. Funding shortages, combined with a number of restrictions that Egypt has imposed on local and international non-governmental organizations (NGOs) constrains the efforts of the UN, international and local NGOs, and government services to keep up with the needs of these refugees. Consequently, Syrians struggle with the daily demands of life, such as paying rent, buying food, and receiving medical care¹⁰.

The list of relevant donors, NGOs and private bodies supporting the Syrian refugees in Egypt includes:

Donors:

- i. “UNICEF Egypt”: UNICEF is the main UN organization that helps build a world where the rights of children are realized. Their focus areas include education, protection, and development.
- ii. “World Food Program (WFP) Egypt”: As of December 2012, there were 10,106 Syrian refugees registered with UNHCR and the Government of Egypt has officially requested WFP to provide food assistance to these refugees. As part of the Regional Emergency Operation along with Iraq, Turkey, Lebanon and Syria, WFP Egypt plans to provide

⁸ Grisgraber, Daryl and Jeff Crisp. "Tough Times For Syrian Refugees In Egypt". *Refugees International*. N.p., 2014. Web. 3 Jan. 2017.

⁹ Nouredin, Ola. "Syrian Refugees In Egypt Despair At Dire Conditions And See Europe As Their Only Hope". *International Business Times UK*. N.p., 2015. Web. 3 Jan. 2017.

¹⁰ Grisgraber, D. & Crisp, J. (2014) “Tough Times For Syrian Refugees In Egypt” Field Report. *Refugees International*

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targeted food assistance to the most vulnerable Syrian refugees through value-based food voucher.

- iii. “International Organization for Migration - MENA Egypt”: on a regional response, has declared the Syria crisis an L3 corporate emergency which facilitates immediate funding for life saving programs. IOM continues to maintain staff presence and operational capacity in Syria and neighboring states, alongside with close coordination of activities with UN, host governments and partner agencies.

NGOs and Private Charities:

- i. “Syria Al-Ghad”: a Syrian NGO in Egypt offering assistance to Syrians in focus areas of: relief, health, community development, and education.
- ii. “ACSFT Egypt”: an Egyptian NGO that provides refugees in Egypt, including Syrians, with legal support.
- iii. “CARITAS Egypt”: Caritas Egypt is implementing UNHCR programs regarding provision of financial assistance, and subsidized primary healthcare to Syrian refugees through its clinics. Secondary and tertiary health cases are referred through Caritas to specialized hospitals.
- iv. “Catholic Relief Services Egypt”: CRS Egypt provides UNHCR educational grants to Syrian refugees in Egypt.
- v. “IRW Egypt”: IRW manages the Assistance for Syrian Refugees in Cairo Project. The project is funded by UNHCR offers cash assistance for Syrian refugees in Greater Cairo.
- vi. “PSTIC Egypt”: The Psycho-Social Services and Training Institute in Cairo trains, supervises and facilitates community based psychosocial workers from the refugee communities to provide assistance to their communities. PSTIC has 9 Syrian Psychosocial Workers available to provide services for adults, youth and children including psychosocial support, basic counseling, 24-7 crisis intervention, mental health assessment, referral and when needed accompaniment to available health, social welfare and other resources.
- vii. “REFUGE Egypt”: Refuge-Egypt provides antenatal, maternal, neonatal healthcare to refugees including Syrians. It provides Tuberculosis and HIV/AIDS treatment as part of the same program.

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- viii. “TADAMON Egypt”: Tadamon is a new independent, non-political network of civil society organizations working to promote the welfare of refugees and their mutual co-existence with Egyptians through networking and coordination of cooperative efforts.
- ix. “Terre Des Hommes Egypt”: TDH carries its activities in Lower and Upper Egypt regions by supporting, monitoring and coordinating local NGOs and projects in order to improve the child situation. TDH in Egypt focuses on the following areas of operation: Child Protection and Socio-educative integration of children with special needs.
- x. “Refugees International”: is a global independent humanitarian and advocacy organization that advocates for better support for displaced people. The organization has no field office in Egypt; however, it has been reporting on the Syria crisis since it began, traveling to the region 13 times to assess the situation in Syria, Lebanon, Jordan, Iraq, Egypt, Turkey, and Greece.
- xi. “Africa & Middle East Refugee Assistance – Amera”: provides legal assistance and psychological assistance to Syrians.
- xii. “MSF-Doctors without borders”: Medecins Sans Frontieres provides health and psychological assistance to Syrian refugees.
- xiii. “Al Ber w Al Takwa Charity”: provides financial support assistance for Syrian refugees.
- xiv. “Dr. Osama El Resawy”: provides health services assistance for Syrian children.
- xv. “Dale’l Al Khairat Charity”: provides nutritional support to Syrian refugees.
- xvi. “Al Zohor Charity”: provides nutritional support to Syrian refugees.
- xvii. “Mostafa Mahmoud Charity”: provides healthcare services for Syrian refugees.
- xviii. “Ibn Khaldoun Charity”: provides monthly financial assistance to Syrian refugees.
- xix. “Al Rakeeb Charity”: provides basic support services to Syrian refugees.
- xx. “Al Oun Al Mubasher Charity”: provides basic support services to Syrian refugees.
- xxi. “Hamza Al Khateeb Charity”: provides financial assistance services to Syrian refugees.

- xxii. “Al Gam’eya Al Shara’ya Charity”: assists with relief convoys to in-need Syrian refugees.

III. Data Collection Phase

This phase included the following:

1. Determined sampling methodology
2. Identified the appropriate data collection tools to ensure maximum sample size, in light of resource efficiency and time constraints
3. Designed validated tools (e.g. focus groups, in-depth interviews, surveys) for data collection

Sampling Methodology

The sampling methodology for this evaluation was undertaken through the stratified sampling technique. Schools were categorized according to their geographical areas and the interventions that were completed to date in these schools by the three organizations.

Based on school categorization, a sample was drawn comprising around 22% of the total number of schools for each of the three organizations. The categories of interventions that the schools were categorized according to are:

- 1) Completed Renovation Work
- 2) Distribution of Educational Kits
- 3) School Amenities
- 4) Teacher Training
- 5) Social Workers Training
- 6) Student Training
- 7) Inclusion Activities
- 8) Students Union Activities
- 9) BOTs Activities

The distribution of the evaluation sample is shown in the table below. Random Sampling at 20% resulted in the selection of seventeen (17) public schools and four (4) community schools. These were selected based on their status on the stratified categories.

NGO	Governorate	# Public Schools	Sample	School Name	Idaara	# Community Schools	Sample	School Name	Idara
Plan	Alexandria	10	2	Aly Al Masry Morning School	Montaza	8	2	Atef El Sadat Community School	Montaza
				Abou Bakr El Razy Afternoon School	Agamy			Wady El Kamar Community School	Agamy
	Greater Cairo	5	1	Gamal Hemdan School	6 th of October				
	Damiatta	10	2	Khaled Ibn Al Walid Primary	New Damietta	7	2	Shata	New Damietta
				Ahmed Zewail Prep				El Tawfekya	
Save the Children	Greater Cairo	5	1	Abo Baker Esadek	6 th of October				
		5	1	Refaa Eltahtawy	Nasr City				
		4	1	Al Oubor El Gededa	Obour				
	Sharkeya	6	2	El Shohada	10 th of Ramadan				
				Hayat Abo Ghaly					

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CARE	Greater Cairo	20	5	Fatma El Zahraa	New Cairo				
				El Malek Fahd	Nasr City				
				El Amal	Sheikh Zayed				
				Khaled Ibn El Waleed	Obour				
				Hoda Sharawy	Shorouk				
	Sharkeya	8	2	Mohamed Fraid Khamis	10 th of Ramadan				
				El Zouhor					
Total		73	17			15	4		

Table 4 – Sampling Distribution

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In addition, data collection teams attended activities and interventions held by the three projects during the mid-term break. They held numerous focus group meetings with four groups of stakeholders who attended these interventions; namely, teachers, students, supervisors and parents. This availability sampling technique allowed the assessment team to have access to much bigger groups of project beneficiaries.

The sampling methodology for this evaluation was undertaken in three steps:

Step 1: Random Sampling (at 20%)

Since the three projects have implemented the renovation work, school amenities, educational kits distribution in all their targeted schools, a simple random sampling approach was applied to randomly choose 20 % of the targeted public schools and 20% of the targeted community schools to visit.

All the randomly selected schools were visited to evaluate the use, quality, and level of satisfaction with the renovation work, school amenities and education kits using four data collection tools:

- School Observation checklist (WASH, learning facilities)
- Students focus group (on WASH, learning facilities)
- Social worker interview (on educational kit distribution)
- School principal interview

NGO	Governorates	Target Schools	Sample at 20%
SAVE THE CHILDREN	<ol style="list-style-type: none"> 1. 6th of October 2. 10th of Ramadan 3. Nasr City 4. Obour 	20 Basic Education public school Total: 19 schools	5 Public schools
PLAN	<ol style="list-style-type: none"> 1. Cairo : Giza & 6 of October 2. Alexandria: Aagami & Montaza 3. Damietta: New Damietta 	-25 Formal pre and primary public schools -15 community schools Total: 40 schools	5 Public schools 4 Community schools

CARE	<ol style="list-style-type: none"> 1. Cairo: New Cairo 2. Giza: 6th of October 3. Qalyoubia : Obour 4. Sharkeya: 10th of Ramadan 	<p>-28 public schools</p> <p>-5 community schools</p> <p>Total: 33 Schools</p>	<p>7 Public schools</p>
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Table 5 – Random Sampling

Step 2: Stratified Sampling

The randomly selected schools were classified according to the interventions held so far with teachers, social workers, and students and accordingly additional data collection tools were administered/not administered during the school visit

- Classroom Observation (on active learning, students/teacher relationship)
- Teachers’ Focus group meeting (on training received /activities participated in)
- Students’ Focus Group (on teaching approach, teachers’ treatment)
- Inclusion student Focus Group (on inclusion activities)
- Student Union Focus group (on training received/roles played)
- Social worker Interview (on training delivered to social workers)

Step 3: Availability Sampling

Data collection teams participated in the interventions held by the three projects during the mid-term break and held numerous focus group meetings with four groups namely:

- Teachers
- Supervisors
- Students
- Parents

Techniques for data collection and analysis: data collection tools for this assignment included the following:

- **In-depth interviews (IDIs):** these were used to gain deeper insights from select stakeholders at the macro-level, including Ministry of Education (MoE) representatives, teachers, school administrators, and community members.

- **Focus group discussion (FGDs):** were used to collect qualitative information from key stakeholder groups. CID conducted FGDs with students, teachers, school administrators, members of the Board of Trustees, parents, and selected members of the community.
- **Surveys:** the MoE did not provide approvals for the team to conduct quantitative surveys thus this was compensated for by increasing the number of focus group discussions and interviews.

CID drafted interview protocols and focus group protocols in Annexes to this report.

(Please refer to Annex 1 for the interview protocols, and Annex 2 for the focus group protocols)

IV. Field Research

This phase of the assignment:

1. Verified primary data collection in the project areas (i.e. Alexandria, Damietta, Cairo, Giza, Qalyoubiya, Sharkeya)
2. Ensured quality control measures around primary data collection

Scope of Work

Given time constraints, field research was planned and rolled out in the most timely and cost-effective manner. CID grouped the relevant stakeholders as follows:

- **Internal project stakeholders:** GAC, implementing agencies (head office/project management team and field team),
- **School-level stakeholders:** school administration, students, teachers, Board of Trustees
- **Community-level stakeholders:** parents, civil society organizations, community leaders
- **Policy-level stakeholders:** Ministry of Education, UNHCR, etc.
- Stakeholders at the Ministerial and school administration level were approached using **in-depth interviews**. **Focus group discussions** were held on the grounds of the selected schools in order to save costs and to create a comfortable and familiar environment for respondents without the additional financial burden of transportation to an alternative venue. CID consultants spent two days at each school, during which they conducted focus groups with students, teachers, social workers, administrators (principals and supervisors) and members of the Board of Trustees and NGOs.
- Project committees formed to facilitate approvals, ownership and coordination. Examples of these committees from the Plan project are presented below:
 - 1- National and sub-national level coordination committees: The National Coordination Committee comprises the central-level representatives of the MoE who oversee the coordination of the different components of the project whereas the Sub-National Coordination Committees are organised to support and coordinate the implementation of

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a particular component/activity (e.g. meetings with the Preschool and Basic Education central- and governorate-level representatives for the preschool teachers training under 1224). Plan organizes these meetings whereas the MoE ensures sufficient participation and contributes to meeting agendas and key decisions made on agenda items.

- 2- Governorate level coordination committees in leadership, and the monitoring and evaluation of education services in public and community schools: Three governorate-level coordination committees were established in Damietta, Alexandria and Greater Cairo. These are coordinated by Plan and the committees comprise MoE Directorate - and Idara-level representatives in each of the 3 project governorates, as relevant to the implementation of the different activities of the project.
- 3- School management coordination teams in leadership and planning, including monitoring of vulnerable children: Three governorate-level coordination teams in each location. This activity, as a coordination mechanism, supports the implementation of activities; and as one of the many levels at which Plan engages with the MoE, feeds into the discussions and action planning at the governorate, subnational and national levels for better coordination sed.

Members of project committees included MOE officials, project staff and stakeholders who were met as part of the evaluation methodology

In order to capture insights from the community, CID included partner civil society organizations (CSOs), community leaders, social workers, and other members of the community in each respective project target in its field work.

(Please refer to Annex 3 for a breakdown of IDI and FGD participants)

Implementing NGOs participated in the selection of schools, and the facilitation of communication with the schools, the idaras and mudireyyas in each respective governorate.

V. Data Analysis

The following tasks were covered in this phase:

1. Compile and collate primary data collected during field research
2. Identify challenges and lessons learned from each project, along with those that are cross-cutting
3. Identify the value proposition of the projects, including how to sustain them
4. Provide recommendations for the remaining period of all three projects

Scope of Work

Data analysis was two-fold. Each project was evaluated based on its own rationale, intended outcome, and performance. Subsequently, a global evaluation was conducted in order to codify

lessons learned from each project, their applicability across other projects, and cross-cutting challenges or limitations. CID believes this is vital information for GAC, and will be beneficial in guiding its future programming in this field.

Limitations of the evaluation

The evaluation team conducted two rounds of focus group meetings with each of the three implementing organizations. The first round of meetings was in January 2017 before the field visits. The evaluation team met with the project senior management, field supervisors and monitoring and evaluation officer for each of the three projects. The second round of meetings was in March 2017 after completing the field visits. Both rounds of meetings aimed at discussing with the project management and staff in each of the three organizations their perspectives about project progress, achievements, challenges and sustainability. Moreover, after completing the field visits, the evaluation team brought some observations from the field to the second round of focus group meetings. This gave the project senior management a further opportunity to elaborate on their work strategy and interventions. It was difficult for the evaluation team though to give room to verify or evaluate new activities that had just started as the evaluation was wrapping up.

Key Findings

The key findings for this evaluation have been grouped under three distinct areas of project interventions, namely school renovation, training and capacity building, and social cohesion/inclusion activities.

School Renovation

Enhancing school infrastructure is a key pillar across the three projects under this evaluation. For projects that aim at improving access to quality formal and non-formal education in a protective learning environment for vulnerable school-aged girls and boys, the interrelation between school infrastructure and child protection on the one hand and the impact that school infrastructure imposes on accessibility to education on the other hand is of paramount significance. Given the wide array of infrastructure needs in public schools, and given the planned work of the MoE building authority General Authority for Educational Buildings – GAEB), the project implementers prioritized their work in schools in areas related to school renovations and amenities.

The UNICEF’s Child Friendly Schools manual¹¹ calls for “schools that are safe and protective, that offer potable drinking water, hand-washing facilities and clean, safe toilets. In child-friendly schools, children learn about hygiene and how to protect themselves and their families from infectious diseases”. Providing schools with safe drinking water, improved sanitation facilities and hygiene education that encourages the development of healthy behaviors for life is a strategic approach referred to as the WASH (Water, Sanitation, and Hygiene) approach. The WASH approach in schools has been given increasing attention over the past years as a result of the World Health Organization’s advocacy for the costs and benefits of Water and Sanitation improvements in schools stating that “an estimated 1.9 billion school days could be gained if the Millennium Development Goals (MDGs) related to safe water supply and sanitation are achieved and the incidence of diarrheal illness is reduced¹².

GAC has been advocating for the adoption of the WASH approach in schools with the understanding that the physical environment and cleanliness of schools can significantly affect the health and well-being of both Egyptian and Syrian students and hence their school attendance. The evaluation team used the WASH checklist in evaluating the design and implementation of the renovation activities under the three projects.

¹¹ Water, Sanitation, and Hygiene (WASH) in Schools, A Companion to the Child Friendly Schools Manual, UNICEF

¹² Evaluation of the Costs and Benefits of Water and Sanitation Improvements at the Global Level, World Health Organization, Geneva, 2004

CARE

The CARE project planned for two outcomes that are related to school renovation and its relevant relationship with child protection. The two outcomes are i) improved school learning and sanitation facilities, and ii) increased awareness of school-level protection issues by stakeholders.

Care undertook the renovation work in (12) out of its (28) public schools.

While the first outcome is completely appropriate under the school renovation pillar of the CARE project, the second outcome is perceived to be partially so on the basis that raising stakeholders' awareness of school-level protection issues is a way to educate them to approach school renovation from a child protection standpoint.

For the first outcome, CARE planned activities to renovate sanitation facilities in 20 target schools, renovating/purchasing desks, chairs, and computers in 20 public schools and 2 multi-grade schools, and providing training for BOT, school management, student union on sustaining renovated facilities. For the second outcome, CARE planned activities to train students (at least 60% girls), teachers, social workers, school management, and BOTs on child rights, participation and protection.

I. Renovation Work

CARE conducted a needs assessment to decide on priority renovation work at the targeted schools. The needs assessment committee included representatives from the Community Participation Unit (CPU), the Decentralization Unit in the MoE, the General Authority for Educational Buildings (GAEB), the school administration, CARE, and the consultant engineer hired by CARE to oversee the renovation. However, while CARE planned its school renovation priorities to serve the WASH approach in schools, school management had their priorities on repair work (e.g. windows, desks). From a child protection perspective, all the renovation work listed in the needs assessment was deemed relevant and important. For this reason, reaching consensus on priority renovation work at schools was challenging and resulted in a divided budget between WASH renovation and other renovation needs requested by the MOE. Types of renovations ranged from an upgrade of sanitation facilities (bathroom renovations, upgrade of water fountains and drinking areas, renovation of water pipelines), safety-related renovations (sealing of windows, security walls and doors in dangerous areas, fixing uncovered electrical sources), aesthetic upgrades (painting of classrooms, theatres, and the exterior of the building), playground upgrades (installing playground shades to protect students from the sun and to render the playground more useful during Physical Education classes), and carpentry (renovation of desks, chairs, doors, and windows).

CARE believes that it was vital to accommodate what was perceived by the MOE as priority renovation work in order to establish rapport with the schools and Idararas. The same motivation

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led CARE to accept the inclusion of three additional schools over its original 20 targeted schools in its renovation plan. Admittedly the three schools were in physically poor conditions. This resulted in spreading the renovation budget over 23 schools and covering more renovation work than the WASH-related renovation. This situation not only resulted in a budget constraint, but also in a time constraint since it was agreed with the MOE to conduct renovation work only during school holidays to observe students' safety.

It was noted, however, that The General Authority for Educational Building (GAEB) recently knocked down some of the renovation work done by CARE in one of the schools (a water dispenser) and rebuilt it. Reasons for this have not been specified to the evaluation team, but it raises questions in regard to the decision-making process of the renovation work done in schools.

On the other hand, commissioning and following up on these different types of renovations in 23 schools in four different governorates was at the expense of the time and effort the project could have directed towards raising the awareness of the school community on the use and maintenance of such renovations, most importantly creating a culture for WASH.

It is worth noting that interviews with school management, staff and BOTs indicated that they can still recall the needs assessment exercise that CARE conducted in their schools, but they couldn't quite elaborate on the basis upon which consensus was reached regarding the list of renovations that CARE ended up conducting at their schools, or not linking the renovation that took place in their schools to WASH concepts.

CARE is quite aware of the effect of its decision to spread its renovation budget on numerous renovation items and schools. In the focus group meeting that was conducted with CARE management and staff at the outset of this evaluation, they referred to the renovation work at schools as "renovations that are not very visible/impactful". Moreover, during the focus group meeting, CARE also referred to the sustainability of the renovation work, listing many challenges such as: taps are routinely taken out, students lacking ownership of the renovated items in schools, very few janitors (if any) at schools. It is the assessment of the evaluation team that many of these challenges can be addressed during the remaining time of the project.

CARE informed the evaluation team of its plan to conduct workshops for school workers on hygiene and the importance of the cleaning staff's role in schools. CARE also plans to train Grade 5 and 6 students on the basics of maintenance. Although such activities, together with other activities related to the hygiene practice, are integral to the WASH approach, it is unclear why CARE did not commence these activities early on shortly after the renovation work was completed in schools so that students and workers could be further coached to reinforce new WASH-related practices.

The evaluation team asked the three projects why they had postponed WASH-related awareness raising activities until later in their projects. Projects responses did not provide a specific answer that justifies that delay in commencing such crucial activities. However they referred to changes

in project management, the time taken in building rapport and trust with MOE officials and targeted schools, and for getting clearance on training materials as some of the reasons behind the delay.

During the team's visits to schools, renovation work for Water and Sanitation was assessed in light of the WASH checklist delivered to the evaluation team by GAC. Although WASH indicators in regard to access to water inside schools, water quality and quantity, and reliable drinking water were found to be fairly reasonable in the schools visited, a decision about the causality of these indicators and their contributing to the project renovation work is difficult to determine since the baseline document does not clearly indicate the status of these WASH indicators before the renovation works started in schools.

As for the other indicators on the WASH checklist in regard to private, secure, culturally-appropriate and clean toilets provided for school children and staff, toilets in the visited schools were found to provide a measure of privacy and security, have convenient hand washing facilities close by, appropriate to local culture. However, toilets were generally found to be not hygienic for use given the lack of cleaning and maintenance routines that ensure clean and functioning toilets are available at all times.

Furthermore, no hygiene promotion activities were conducted to orient students on the correct use and maintenance of water and sanitation facilities. Water and sanitation facilities are not explicitly used as resources for hygiene education. In light of what was observed in the schools visited, the poor level of cleanliness of the renovated toilets prevented many students (many of whom are girls) to use the toilets due to, as they stated "the horrible smell and dirtiness", even for the purpose of washing hands or drinking. In addition, in one of the visited schools in Sheikh Zaid, students complained that the renovated toilet is very far from the primary building and so they never used it. This stresses the absence of WASH principles in designing plans for renovation work at schools since hygiene awareness activities should have been interwoven in CARE activities with schools in order to maximize the benefit of the cost spent on the water and sanitation work undertaken in schools.

As for the other types of renovations observed in schools, there is clearly a severe lack of attention given to the renovated items on the part of students: writing on renovated chairs and desks, placing posters and teaching aids on painted walls with permanent adhesive material, and opening renovated windows by force. The types of renovations that are likely to be maintained longer are the ones under the supervision of the school management such as the security walls or doors. Students in one of the schools the team visited expressed their satisfaction with the metal fence that was built on the stair case in their school as they stated they felt really scared while using the stairs. They were pleased with the theater that CARE had renovated. They had begun using it for concerts and performances. Students noted that this had really affected their self-esteem in a positive way.

However, the playground shades installed to render the playground more useful for students to play did not alter the fact that the playground was dusty and unpaved causing many injuries during recess.

In light of the evaluation findings, CARE spent around 96,000 CAD on the renovation work in 23 schools without effectively linking these renovations to child protection and WASH practices given the delay in conducting a number of child protection and hygiene awareness activities with students and the whole school community.

There is a high risk of losing the renovation work over time due to the lack of a school strategy for maintenance and cleanliness and students' orientation, and sense of ownership of the renovated items. It is highly recommended for CARE to work immediately on two tracks in order to maximize the utilization of the renovated work: A) Deliberately improve the hygiene culture at the school, assist the school management team put rules in place, conduct orientation sessions for students, teachers and management on hygiene practices and apply them during the school day; B) organize focused meetings with school management and BOTs on sustainable resources mobilization and maintenance plans. This should be done with the aim of improving the hygiene culture of the schools and planning the needed action for this. CARE has already conducted training for BOTs on mobilizing resources in general. There should be follow-up meetings with the BOTs for the actual planning of resource mobilization to spend on the cleanliness and maintenance of the renovated items, and other school needs.

II. School amenities:

In addition to the renovation work CARE spent around 92,000 CAD on purchasing amenities such as desks, chairs, sports equipment and computers, as well as renovating the school theatre in some schools. While the new desks and chairs are likely to receive the same level of negligence as the renovated ones due to students' lack of orientation and school's lack of a maintenance plan, some students complained that the new desks were one-size and were far too small for use of Grades 4-6 students.

Students were mostly not aware of the computers that were purchased by the project. This possibly indicates that they are not used for teaching and learning purposes in schools. It was noticed that no ICT training was listed in the CARE capacity building activities for teachers or social workers to ensure the effective use of the purchased computers in a way that would impact students.

CARE plans to conduct an assessment of students' awareness and use of these amenities. This assessment should be conducted soon for CARE to ensure the utility of these amenities by, or for students. The assessment should also include subject teachers, IT teachers and school management on the use of the purchased computers and the value-added these new computers have made to the teaching and learning process.

CARE expenditure on school renovation and learning amenities amounts to almost 8% of the total project budget. This is a limited budget to serve the challenges that were identified in the schools needs assessment for the renovation work needed in schools to serve students' health, protection and participation in school activities.

Such a limited budget risks the use of poor quality material, especially given that CARE works exclusively in primary schools with high density classrooms. This means that more attention should have been given to the quality of the renovation work and purchased amenities to endure the use of young children. For the remaining period of the project, CARE should work on a plan to maximize the utilization of its renovation and learning amenities in the targeted schools with a maintenance plan for its renovation. CARE needs also to work with schools to ensure the utilization of the learning amenities in extra-curricular activities. ICT Training needs to be planned to ensure utilization of purchased computers in CARE schools. These activities could be linked to CARE's planned training for the BOTs, school management, and student unions on sustaining renovated facilities and training students, teachers, social workers, school management, and BOTs on child rights, participation and protection.

PLAN:

One of the project outcomes is the improved school facilities that respond to health, protection and quality learning needs of boys and girls. To this end, PLAN worked towards a set of project outputs to support public and community schools with additional educational materials, supplies, basic furniture, play materials, classrooms/playgrounds repaired to ensure basic safety and capacity to hold additional students, water and sanitation facilities sensitive to girls' needs upgraded, and sanitation and hygiene groups established and trained to promote sanitation and hygiene awareness.

In light of the needs assessment that PLAN conducted in its targeted schools, priority renovations were made to include toilets with door locks, sink taps, toilet floor tiles, sanitary drainage pipes, and upgrade water and sanitation facilities. These priority renovations were decided upon to improve the level of cleanliness and hygiene in the school environment, as well as to provide safety and security particularly for girls in using toilets at school. The needs assessment also led to the prioritization of a list of supplies, furniture and other play material for the targeted schools. Plan undertook the renovation work in (24) out of its (25) public schools and all 15 community schools.

I. Renovation Work

Renovation work for Water and Sanitation was assessed in light of the WASH guidelines. WASH indicators in regard to access to water inside schools, water quality and quantity, and

reliable drinking water were found to be barely acceptable in the visited schools. A decision regarding the causality of these indicators to be contributed to the project renovation work is difficult to make since the baseline document does not clearly indicate the status of these WASH indicators before the renovation works started in schools.

As for the other indicators on the WASH checklist in regard to private, secure, culturally-appropriate and clean toilets provided for school children and staff, toilets in the visited schools were generally found to be appropriate to local culture with hand washing facilities close by. However, the toilets were generally found to be **not** hygienic for use given the lack of cleaning and maintenance routines required to provide clean and functioning toilets at all times. Furthermore, many toilets were found to have broken knobs and locks. Likewise, no hygiene promotion activities had been conducted to orient students on the correct use and maintenance of water and sanitation facilities in their schools.

The evaluation team was made aware of the problem with the contractor that PLAN had selected for the renovation work in the schools in Damietta. A couple of schools were visited in Damietta and the evaluation team observed many problems with the renovation work there: leaks in the toilets, water overflows in the hallways through the walls, poor paint quality, broken taps and door handles, painting classroom doors only without painting the walls, installing a metal gate that was installed in the wrong way around blocking the exit, among others.

In the focus group meetings with PLAN management and staff, they explained that they had to change the contractor in Damietta as a result of the poor quality renovation work. However, the magnitude of poor-quality renovation work observed in the schools visited by the evaluation team in Damietta indicates flaws in the way the contractor was monitored during his completing a long list of low-quality renovation work in schools before he was changed. In discussing this issue with PLAN management and senior staff, they repeatedly referred to the difficulty of finding reliable contractors in Damietta as the main challenge that caused the poor quality of renovation work as well as the delay in completing renovations in Damietta schools. Similarly, in one of the schools visited in Alexandria, the school administration commented on the low quality of paint used to paint doors and walls in the school.

The lack of cleanliness was repeatedly observed in the schools the evaluation team visited: in the classrooms, playground and the toilets. There seems to have been no orientation given to students on the good use of the renovated toilets and classrooms. The problem was blamed on the lack of school budget to buy cleaning material and hire more cleaning staff (if any). This problem seems to jeopardize the renovation work done in schools and detract from the WASH concepts that the project aims to promote among children. Renovation work was done in schools for purposes related to students' health, protection and safety. The delay in the orientation activities that promote sanitation and hygiene awareness jeopardizes the renovation work. A member of the school administration commented that it would have been much better for the renovated toilets if PLAN had helped with their cleanliness by providing soap and cleaning

material. However, a more sustainable way for the cleanliness and maintenance of the renovated water and sanitation facilities in schools, is for PLAN to work with school BOTs, school management and student unions to raise resources and concrete actions towards the provision of maintenance materials, plans and staff.

II. School Amenities

Some aspects of the renovation work PLAN undertook in schools points to a lack of clear plans in renovating and equipping schools according to identified needs. We cite two examples: the purchase of an expensive copying machine that necessitated expensive ink that school couldn't provide, and the distribution of educational kits to the same students two years in a row, or distributing shoes of wrong sizes and poor quality to students.

The approval of the renovation works is given by a committee formed of a representative of the building authority, a representative of the decentralization maintenance (Al lamarkazeya), an engineer consultant provided by the implementing NGO, and a representative from the community participation department at the MoE.

On another front, it seems that the priority of renovation and supplies had not been clearly communicated to schools. In one of the schools that the evaluation team visited in Alexandria, the school administration commented that nothing was done to improve the playground in spite of the school's having requested that and that no material had been provided for the Physical Education activities as had been planned. Additionally, the school administration commented on the insufficient number of chairs and PCs that were purchased (i.e. 25 chairs and 2 PCs). The administrators wondered about the list of priority needs that they had submitted. One school in the 6th of October mentioned that although the principal and teachers had prioritized the renovation of the playground area as well as the theatre as a priority need, yet PLAN provided the school with labs, printers, and sound systems instead.

The understanding of the evaluation team is that needs assessment at schools were conducted by a committee that included a member from the MoE building authority, school management, and the projects' engineering consultant. Save the Children mentioned the involvement of members of the BOT in that committee as well. The three projects mentioned that their renovation work was approved by the building authority and official submission is documented. However, no documents demonstrate the hand over to the school of the infrastructure completion.

Although hygiene and sanitation renovations were a priority of all three projects, there was no unified priority list drawn among the three projects in terms of the school amenities and other renovations. Each project made its priority list of amenities in light of its project design referring to their list of school amenities in their monitoring reports to GAC.

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In evaluating school renovations and amenities, the evaluation team highlighted two significant issues: the absence of teachers in the needs assessment, and the lack of relevant training to maximize the use of the purchased amenities in schools.

Three points were highlighted by Plan:

1. The project renovation budget is different from the school supplies budget. Once it is set, PLAN cannot substitute one budget for another. For example a school in 6th of October was constrained by needing to renovate bathrooms as well as playground and theater. However the approved budget allowed only for the renovation of bathrooms. This situation existed at the same time that the entire supplies list had been provided and hence no excess could be diverted from the supplies budget to the renovation budget.
2. For each budget, the schools made a list of priorities so sometimes the last items on that list could not be purchased at the requisite quantities.
3. The engineer consultant had a role to identify the urgent infrastructure renovations from the point of view of child protection and hazard. His recommendations were not always aligned with the school's priorities but they were considered more important.

PLAN provided community schools with new amenities such as desks, chairs, refrigerator, stove, computers, sewing machine, board and a fan. Needs assessments were conducted directly with community school facilitators who voiced theirs and their students' needs. Students in the community schools visited in Damietta were very happy with the new facilities since they allowed students to learn cooking and sewing skills, and rendered their experience at school much more positive. The teachers in the community school were appreciative of the fact that they were asked about their needs and that PLAN had supplied them with what they had requested. A community school teacher recommended that PLAN adopt the same approach and priority to the remaining 34 community schools in the area.

PLAN spent around 620,000 CAD in total on upgrading water and sanitation facilities, conducting renovation work and providing educational supplies to its public and community schools. This amount represents about 16% of the project budget. With the number of targeted schools and the type of renovation work observed, a higher budget should have been allocated to ensure more quality and purposeful work done in schools to serve the purposes of responding to health, protection and quality leaning needs of boys and girls in PLAN targeted schools. PLAN's sanitation and hygiene awareness activities had not been conducted by the time this evaluation took place.

In light of the expected related outputs that PLAN mapped out in its project design, there is a delay in establishing hygiene groups in schools that are trained to promote sanitation and hygiene awareness in schools. These groups are highly needed in order to maximize the benefits of the renovation work done in the water and sanitation facilities in schools. In addition, PLAN renovation work and provision of learning amenities in schools needs a much more integrated

approach to link these renovations and learning facilities to activities planned for students that address social cohesion, active learning and hygiene awareness.

SAVE THE CHILDREN:

One of the expected results in the Save the Children (SC) project is that the targeted schools are renovated and equipped to enable a protective learning environment for children. This result is mapped out to contribute to one of the project's three pillars; namely the "increased and equitable access to educational opportunities for girls and boys" outcome. SC undertook the renovation work in (13) out of its (20) schools. A needs assessment was conducted through a renovation committee that included a representative of the building authority (GAEB), the decentralization department, and SC's consultant engineer. The needs assessment surveyed schools' and students' priorities identifying general students' needs for upgrading the status of basic infrastructure in schools and girls' needs for privacy. Due to expensive contractors' offers, SC gave priority to three most needy districts, namely the 6th of October, Nasr City and Al Obour. They compiled a priority list for renovation to include: Water and Sanitation, Electricity, Classroom Doors, Windows and Painting. SC compiled a list of challenges that encountered the renovation work in schools such as the high density of students which resulted in some renovated items being stolen or broken, a lack of janitors/cleaning workers, a limited budget for renovation, lack of quality service providers, as well as MOE regulations that impede building and infrastructure activities in schools.

I. Renovation Work

During the evaluation team's visits to schools, the team conducted an assessment of the renovated items. Renovation work for Water and Sanitation was assessed in light of the WASH guidelines. Although WASH indicators in regard to access to water inside schools, water quality and quantity, and reliable drinking water were found to be fairly reasonable in most schools, a decision for the causality of these indicators to have contributed to the project renovation work is difficult to make since the baseline document does not clearly indicate the status of these WASH indicators before the renovation works were begun in schools.

As for the other indicators on the WASH checklist in regard to private, secure, culturally-appropriate and clean toilets provided for school children and staff, toilets in the visited schools were mostly found to provide privacy and security. As examples of the consequences of the lack of maintenance and cleaning plans at schools, some toilets had broken locks that had not been fixed. Furthermore, toilets were generally found to be **not** hygienic given the lack of cleaning and maintenance routines that are required to guarantee clean and functioning toilets are available at all times. Students in focus groups in the visited schools complained that there were no door locks on some toilets.

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No hygiene promotion activities had been conducted to orient students on the correct use and maintenance of water and sanitation facilities. Water and sanitation facilities are not explicitly used as resources for hygiene education. Some hygiene orientation occurred during camps, but no hygiene orientation was being practiced for school students during day-to-day activities at school.

As for the other areas of renovation conducted in the targeted schools, the painted walls in the visited classes were often covered with posters and visual aids using strong adhesive material which was likely to affect the new paint. Students in the visited schools commented in the focus group meetings that they were happy with the renovated classrooms in their schools, but did not know how to maintain them while using them.

The challenges that faced SC in conducting the renovation work in schools should not impact the utilization and protection of the present investment. SC needs to work on 1) Hygiene promotion activities that ultimately reach all students in the targeted schools and provides students with practical tips on personal hygiene as well as tips on how to keep classes, toilets and the school at large clean as well; 2) Work with school management and BOTs on maintenance plans for the renovation conducted in schools. This should probably be done as part of the participatory mapping and safety plans that SC is planning to conduct in schools.

According to SC reports, there is a plan underway to train school workers and provide schools with cleaning tools. However, a more sustainable and integrated approach needs to be in place. SC plans to form and train Hygiene Groups from among students. This should be done with a comprehensive strategy of spreading WASH concepts in schools through the Hygiene groups since simple one-shot awareness-raising or orientation activities with selected groups of students proved insufficient to cascade new WASH-related practices among all students in schools in a way that would serve them and their families outside school.

A clean environment was one of the issues addressed in the students' summer camps organized by SC. However, participants in these camps did not seem to spread the concepts they had received awareness on during the camps with their peers at schools. More action-oriented and comprehensive practical plans are needed to support in these awareness raising activities. Selecting a certain number of students to attend an activity should be done as part of an overall strategy that guides the selection criteria of those students, what they will be asked to do after they complete the activity they attend with SC, and how they will be coached after the activity to perform what is expected from them.

II. School amenities

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SC purchased learning amenities to targeted schools including computers, furniture, boards, desks and chairs. In one of the schools, SC helped to prepare a separate hall for girls to undertake physical education activities. Interviewed female students in that school expressed their approval with the fact that they can now play without feeling embarrassed in front of the boys.

Some schools confirmed that SC had purchased musical and physical education (PE) equipment, while others requested that SC amenities include such instruments for students to carry out music and PE activities in schools. It is not understood on what basis SC supplied some schools rather than others with music and PE instruments, particularly in the case of one school that did not have a music teacher yet was provided with musical instruments.

This was determined by the list of priorities drawn by the school so in some schools it was among the first priorities and in others among the lesser important ones. Another reason is that some schools asked for these supplies subsequent to the training so SC informed them that these would be provided in the second round.

According to its breakdown budget, SC spent 300,000 CAD on school furniture and 60,000 CAD on school equipment. During visits to schools, the new desks which are placed next to old ones in the classrooms had become damaged by students to the extent that some of them no longer differed from the old ones. It was observed that the desks are too small for big students. In addition, having chairs fixed to the desks doesn't easily allow for the re-arrangement of students seats for interactive instruction.

In one of the SC schools in El Obour, SC purchased one computer only for the social worker while ten (10) computers were provided through another source. The latter are placed in the resource room with their cover on. Neither the ICT teacher, nor the resource room facilitator received any training on the use of ICT in teaching and learning. On interviewing the ICT teacher and resource room facilitator, the evaluation team found that the school administration had decided to use the computers in school administrative work. While it is hoped that these computers fulfill a need, yet that was not their intended use.

The SC budget for school renovations of 745,000 CAD, represents almost 30% of the project budget and is significantly sizable. This is a huge budget share to be left with no utilization or maintenance plans. The team was not able to ascertain the relevance or effectiveness of spending that budget on renovating and equipping targeted schools in relation to the objective of "increased and equitable access to educational opportunities for girls and boys". SCI pointed to the fact that infrastructure outlays of 30 % could not be reduced while other activities, such as day camps, were able to attract contributions from other stakeholders and thus could be reduced. It appeared that the renovation work and the purchased equipment were not well integrated in teaching and learning activities in schools or being used to serve learning activities such as hygiene promotion activities. SC needs to work on a plan to maximize the utilization of the

learning amenities either in curricular or extra-curricular activities. Teacher and staff training needed for planning and conducting these activities are to be mapped out and integrated in SC capacity building plans for the remaining period. In addition, SC needs to work on a plan to increase students' maintenance of the new and renovated furniture.

Training and Capacity Building

Overview:

Training is one of the main components of the three projects. It has been used to achieve the three main objectives of the project and ensure sustainability of results. On the other hand, training seems to be one of the MOE priorities in this project. Although training alone cannot fulfill reform, as there needs to be a lot of policy change to support any reform attempt, training does help in qualifying teachers for new approaches as suggested by the MoE.

Accordingly a handsome portion of the projects budget was dedicated to training. Activity numbers and beneficiaries for each training topic are included in Annex 4 in the PMF compiled by the evaluation team; it shows intended targets and actual targets achieved. Table 5 shows how much of the budget was allocated to trainings.

NGO	Budget Allocated
CARE	Pending from CARE
PLAN	CAD 47,999
SAVE THE CHILDREN	CAD 66,009

While Ms. Randa Halwa, the MoE project coordinator, assessed the training as having had a positive impact on a number of teachers, other MOE members expressed different views. Ms. Randa Halawa as well as Mr. Soliman Kamal, head of the social participation department, at the Cairo governorate (Muderia), believed that the most successful aspect of the project was taking teachers out of classes and interrupting their daily routine which made them more excited to go back to school and work. Mr. Khaled and Mr. Mohamed, members of the Planning and Quality Assurance Department at the Ministry of Education mentioned that money could have been used more efficiently rather than allocating around 80% of the budget to training materials and venues. These opinions reflect the differing perspectives of MoE staff vis a vis education priorities.

Furthermore, MOE personnel have discussed the sustainability of project results and expressed the need to involve the School Based Training Units in capacity building. They stressed the

importance of training supervisors and conducting ToTs so that they can replicate the training and support teachers with post training inputs. The head of the Giza governorate suggested that teachers who receive training be obliged to sign a paper stating that they will continue working at their schools and attempt to transfer their training, because most teachers get trained and work elsewhere.

It is worthy to note that interviews at the local level, especially with Idaras, indicated that the project was managed centrally with little coordination among the various departments at the MoE. Even the selection of the limited number of teachers from each school was done by the Mudireya. Oftentimes the training department had no prior knowledge of training taking place. Training was not designed to equip teachers with trainers' skills. This is another type of training which now needs to take place in order to aim for post-project sustainability. Selection of trainees occurred in varying methods:

- CARE communicated the criteria of the teachers to the mudireya who was supposed to coordinate with the Idaras and send them the lists. CARE subsequently obtained approval on the list from the MoE
- Plan invited teachers of the EiH-targeted schools by subject category. They communicated this list to the mudireya, who in turn was supposed to coordinate with Idaras and Idaras with schools to nominate according to the availability of teachers
- It appears that the main criteria for selection of training participants are categories of teachers based on subject matter taught. This applies to all three NGOs.

Strategy and Approach:

While each implementing agency has developed its own training material that was approved by PAT and conducted its own training based on its approach and strategy, training topics planned and/or conducted were very similar across the board with very little variations.

Save the Children adopted a systemic approach: in order to build on previous experiences within the MoE it implemented the project through the existing MoE systems. For example it worked very closely with PAT in developing training material, involved MoE personnel at all levels such as the Quality Assurance Unit at Idara and Mudireya level. On the other hand, Plan's approach was based on Plan International's approach which is a "child-centered community development" (CCCD) approach. A global approach that Plan adopts in all of its projects where different projects - even if funded from different donors - complement each other to create a holistic impact on the targeted community. Hence, "Education in Harmony" project, funded by GAC is an activity that is part of its 15-year long Education Program. CARE, on the other hand adopted a school based reform approach; it targeted all of the school community in its training.

All three approaches are valid approaches. According to research, working from within the system, builds ownership of the reform and hence probability of sustaining results is much higher. Yet it may cause a shift of focus or complicate matters, such is the case with SCI getting caught up in the politics between MoE and PAT, or its work towards school accreditation. On the other hand, school based reform has been proven to be the best approach for creating a 'reform model' that can eventually be replicated. Yet with the large numbers CARE had to address and the short duration of the project it is doubtful that a replicable model would be created as activities were spread too thin both in numbers and in depth. As for Plan's CCCD approach, though sound in principal it takes away from the focus on education per se and implies very long term results, way beyond this projects duration.

The training offered by the three implementers can be clustered under the three main goals of the program as follows:

I. Quality Education:

Improved teaching is mandatory for achieving quality education therefore qualifying teachers with innovative teaching skills and methods was necessary. Therefore, the three NGOs developed training material and conducted teacher training workshops.

The two main topics of training that were conducted across the board with some variations are:

1. **Active learning** strategies such as project based instruction and developing critical thinking skills. However, each NGO focused on a different element of quality teaching to give itself edge such as Care's focus on literacy (readability) and SCI's focus on critical thinking Critical Thinking and Problem Solving (CAPS). Though each has its own merits and its value seems to be an added element to an already overloaded project. It might have been a better use of resources to focus more on basic strategies and address more teachers.

2. **Positive discipline** which was addressed to a sample of all categories of school personnel and in some cases parents, but did not encompass the entire school community, thus did not translate to a noticeable school based practice.

II. Improved Physical Environment:

Whereas school renovations were done by the projects, the sustainability of these can only be attained through the school itself. School administrators, BOTs (which comprises school directors, social workers, teachers and parents) and student unions training on sustaining renovations are planned. Though these plans have not yet been implemented they are planned for the forthcoming period.

III. Social Cohesion and Protection:

All three NGOs planned training on the following topics:

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1. Social workers training on psychological support: this was implemented by CARE and SCI. Plan has still to roll it out.
2. Social workers training on extra-curricular activities: these are planned by Care and SCI and both NGOs report that they are in the process of implementing that component. Plan has yet to address this training need.
3. Teachers, BOTs, social workers and students training on child rights: all three NGOs implemented this training for various categories of stakeholders.

Assessment of Training:

Since it is too early to assess training results, especially that some trainings just took place as the midterm review was happening, the training will be assessed based on Guba and Lincoln's assessment criteria which is based on "merit" and "worth". **Merit** is the intrinsic value of the training independently of any applications. Merit is assessed based on four main factors: content accuracy, content depth and content scope. **Worth**, on the other hand, is the value of the training in reference to the particular context and specific application (Guba and Lincoln 1981).¹³

Merit and Worth were assessed by reviewing training material, training reports and participants' interviews.

CARE

Strategy and Approach

CARE works exclusively with primary schools. Its approach as stated in the proposal is a school based approach where different categories of staff personnel are targeted for specific trainings. Target groups include BoTs, teachers, social workers, MoE supervisors, and school management members.

Training as planned by CARE is as follows:

BOTs:

While there are three training programs planned for BoTs – sustaining renovations, mobilizing resources, and social accountability – only one training was delivered.

- Mobilizing resources.

Training on resource mobilization was implemented in two governorates. The other two governorates were delayed for logistical reasons with the schools and their respective districts.

¹³ Guba, E., & Lincoln, Y. (1981). *Effective evaluation: improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco: Jossey-Bass.

Merit:

The three-day training started with a discussion of roles and responsibilities as stated in the ministerial decree (a copy of which is included in the manual). It tackles resource mobilization by discussing different fund-raising strategies, planning fund-raising campaigns, and finally ends with the development of an action plan.

Training material has high merit as content is thorough and accurate and covers foundational concepts with a rich coverage and ample opportunities to explore depth of content.

Worth:

Although none of the BoTs have achieved their budget planned during the workshop, eight school improvement plans were drafted in 10th of Ramadan as a direct result of the training for BoTs, hence establishing the worth of the training. It remains to be seen to what degree that training has effectively led to resources being mobilized for the maintenance of school sanitation services, for social cohesion programs and for the sustainability of school based improvements.

Supervisors:

Building the capacity of supervisors both at Idaara and Mudireya level is vital for replication and sustainability. Supervisors' mandated is not only to evaluate teachers but also to providing technical support to teachers. Since Idara and Mudireya supervisors conduct classroom observations for all schools, trained supervisors' will not only support trained teachers at targeted schools, but will also be able to transfer their knowledge to other non-beneficiary schools creating a ripple effect.

- Developmental Supervisory Skills

Supervisors received training on how to support and better monitor teachers' use of active learning methodology in a three-day workshop. All training is PAT certified. It is important to note that supervisors are key for up scaling and supporting new teaching methodology.

Merit:

The training starts with an explanation of job responsibility followed by a review of existing and new monitoring tools and systems, the purpose of supervision, coaching, methods of providing constructive feedback, and reviewing existing criteria of teachers' assessments.

The training material has high merit as content is thorough and accurate and covers foundational concepts with ample coverage and numerous opportunities to explore depth of content.

Worth:

Although there are no reports on follow up yet supervisors interviewed indicated that this training made them conscious of the role they will play in the future and that they will be using the newly acquired skills in the future.

Teachers:

Training for teachers was designed to build their capacity in order to be able to deliver quality education in a protective environment.

- Active Learning

A three-day workshop entitled “skill development camp” was conducted to train teachers on active learning.

Merit:

Training material seems to have a high merit as content covers foundational concepts of active learning derived from several theories such as Piaget’s developmental theory, VARK learning styles and de Bono’s thinking hats. This was enforced through numerous practical activities and classroom application in the last session of the day in what is called “Activities Café”. It is also enriched with reading material adding depth to content.

Worth:

All teachers interviewed agreed that the training they had received was really helpful as it had increased their knowledge but, like other teachers from other projects, they indicated that active learning may be difficult to implement in the Egyptian context of the crowded classroom. Whereas active learning is based on differentiated instruction and student activities it becomes difficult to address individual student need. Furthermore, class layout with an average of 80 students does not allow for rearrangement of desks to accommodate active learning activities.

- Behavior Management:

A two-day training that tackles child rights and effective classroom management techniques based on positive discipline principles. This was implemented by the NGO Educate Me.

Merit:

Training material seems to have high merit as content covers foundational concepts with ample opportunities to explore depth of content. It explores “the broken windows theory” in education and classroom management. It also explores ways of developing classroom rules and class management plans. Finally it addresses the ABC (Antecedent, Behavior, and Consequence) technique for analyzing and changing challenging behavior.

Worth:

While some teachers gave examples of how they have developed classroom rules and stated that they have refrained from using corporal punishment, students still complained about corporal punishment. However, since the selection of students interviewed was random there is no way to indicate if their teachers had been trained or not. Furthermore, changing that behavior management practices requires a change in school wide culture.

Comment:

Training five teachers from each school is not enough to eliminate corporal punishment in a school. If serious results are to be attained there needs to be a more comprehensive approach that does not only include a one-shot training to a few, but rather the involvement of at least a critical mass in the school and the influence of the school principal to enforce the ministerial laws that forbids corporal punishment.

- **Literacy (Readability):**

Teachers from both public schools and multi-grade schools received training in teaching reading and writing techniques. The purpose of the 4-day training was to orientate the participants on the readability program, including reasons why the program was created, the manuals that participants need to be familiar with, the different teaching methods that suit the program most, the schedule of implementation for each school, and an opportunity to gain practical experience through a practical training session. These training were direct training; it was not designed for cascade implementation amongst other teachers.

The feedback of the participants was generally positive. A training assessment was distributed among the participants in the training, which found an average of around 40-50% improvement in all of the skills targeted through this training.

The training was developed after assessing students' performance in reading and writing and the selection of teachers for the training was based on the results of this assessment. The number of teachers selected in each school for training was based on the number of students with lowest grades in each school. Since there was a shortage of teachers in some schools, readability coordinators were consulted and schools with an evident shortage of teachers were provided with teachers from other schools or readability coordinators.

Merit:

Training material was a compilation of previously developed material that had proven its merit under the national Early Grade Reading program developed in 2011 by USAID's Girls' Improved Learning Outcomes (GILO) project. This training focuses on using the phonological approach to teaching, where aspects of phonemes and syllables in the Arabic language are

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tackled. The merit of this approach has been attested to by research. According to research, phonemic understanding is a critical part of successful reading and consequently learning.

Worth:

Though the training was followed by the implementation of skills - as it was mainly a ministry requirement and was developed in collaboration with the ministry, CARE has had to adapt its strategy due to the changing MoE regulations

- Regulation #1: Instead of lengthy examinations, only the *dictation* part is taught and tested. This is due to MoE's limited budget, and despite CARE having taken on the costs of printing all readership books and material. No other assessment methods were designed.
- Regulation #2: Instead of holding an entire lesson, literacy was turned into a 15 minute-session, taken out of already scheduled/formal Arabic classes. This is counterproductive because teachers then have to teach the program to the 70 students present, instead of focusing on the weak students for whom the project was designed.

Comment:

These changes in regulations have impacted CARE's ability to assess the impact of Readability (Qera'eya) on students' level. Pre-exams were taken, but when the format of the exam changed, so that there is no way of comparing results. Although the original project proposal states that "trained teachers will be supported on cascading these trainings to other teachers in their schools" there needs to be a plan for the replication of training. Furthermore, training material available does not contain a trainer's manual that would yet need to be developed if training is to be replicated plus Training of Trainers (ToT) sessions.

Social Workers:

-Psychosocial Support to girls and boys in need:

A three-day workshop that starts by clarifying social workers' roles and responsibilities then delves into specialized skills and knowledge through case studies and group discussions. Issues of diagnosing and supporting children suffering from post war trauma are discussed. The main steps for providing psychological support and developing psychological support programs including sexual harassment are tackled in the workshop. Social workers participating in training were directed to develop action plans subsequent to the training.

Merit:

This training in particular seems to have been a very effective training. Dr. Fayrouz, the consultant for this training was praised by all participants interviewed. However, training material was not available to assess its depth and complexity.

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Worth:

All social workers interviewed agreed that the training was very helpful and gave them ideas of how to deal with different problems some of the kids face such as bullying and trauma. They gave several examples of their implementation of the new skills and knowledge such as asking students to draw on a piece of paper anything they feel. They made Syrian students write on a piece of paper all the Egyptian words that they didn't understand and the social workers translated them.

Another example given was "Every Monday I take up to 20 Syrian students and poorly behaved Egyptian students during their break time to take part in activities that will help them express their feelings and be more comfortable around one another.

Both **gender training** and **planning and implementing innovative extra-curricular activities**, have not yet been implemented.

General comments:

- The fact that most training for all previous categories of stakeholders started with the elaboration of job responsibilities links the training to implementation and shows how it fills a required performance gap. Furthermore, action plans developed at the end of some of the training events is another way to encourage implementation.

Table 6 below shows the trainings that were implemented by CARE and their beneficiaries:

Training subject	Beneficiaries	Numbers
Training on sustaining renovated facilities for	220 BOTs 60 school management members, 60 Student Union representatives	340
Training on mobilizing resources for	BOTs	196
Training on promoting tolerance and diversity	Social workers	56
Reading and writing techniques training in 40 schools (28 public, 2 multi-grade and 10 studying centers)	Teachers	152
New teaching techniques and accountability	BOTs	196

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training		
Supervisory skills and active learning training 2 Trainings (one per year)	MOE Supervisors	56
Gender training	Social workers & Teachers	180
Psychosocial support training in 28 public schools	Social workers	56
Training on child rights, participation and protection	all beneficiaries	1960
Training on positive discipline	Teachers	152

PLAN

Strategy and approach:

Plan's approach to training is based on Plan International's approach which is "child-centered community development" (CCCD). The GAC project is one of a series of projects that fall into Plan's 15-year long Education Program, which targets the same areas. Therefore, they have a complimentary approach based on the child's needs.

Probably due to the delayed start and the change in management Plan implemented one training only, which is "Education in a Safe Environment". According to Plan this was originally the Peace Education material, yet as it was revised by PAT and renamed due to political sensitivities.

Education in a Safe Environment

The *program*, as Plan staff refers to it, is a five-day training that tackles:

- 1) Child rights, 2) Teaching in high density classes, 3) Child protection, 4) Communication skills and tolerance, and 5) Conflict resolution.

Material:

There is a comprehensive training kit that includes trainer and trainee guides. It also includes the monitoring and evaluations tools that go with it.

When Plan staff were asked about their originally planned "Peace Education" workshops it was indicated that some parts and activities of the above mentioned kit will be used by trained teachers to train others. It is expected to take place in the remaining implementation period.

Merit:

The merit of the training manual is relatively limited. Though it covers many key concepts, content coverage needs to go more deeply into the topic. The breadth of material gave little room for in-depth exploration of the different issues covered. Participants had difficulty in mastering and applying concepts. There was consensus that the training was too general and it was recommended that future training be more subject and category specific. However, teachers interviewed found the second module, “teaching in high density classes” particularly useful.

The training manual was developed to be delivered over a period of five days yet it was conducted over three days only. There is no indication if there were cuts from the original five-day plan. Training participants reported that the material was squeezed into a 3-day program.

Worth:

“Worth” cannot yet be judged as the training was conducted during the midyear vacation and teachers had not gone back to their classes yet. The training did not target a specific category of the school; that is teachers, social workers and school principals were all included in the same training. This makes it difficult to assess how the different groups would use it.

Other trainings that were mentioned as being planned for the subsequent phase are:

1. Sanitation and hygiene group members training.

The annual report states that two groups were formed and two meetings were held but there is no mention of training. In fact, interviews with different stakeholders showed that there is a need for such training.

2. School management coordination teams were established and trained in leadership and planning, including monitoring of vulnerable children.

Though the implementer considers end of project target to have been met yet based on the reports received by the evaluation team, committees have been formed and one (1)

meeting conducted. There is neither training nor training manual documented yet. Interviews with the project team indicate that this training will be covered in March - April 2017.

“The training offered by Plan does not target the school administration specifically; they invite all school staff together”
(Administrators and school principals interviewed)

4. ICT-based English learning sessions conducted for enhanced speaking and comprehension.

Be Brave: Use Technology in Teaching English

Another training program for which material was developed is “**Be Brave: Using technology in teaching English**” - a five-day technology based program that tackles all language skills and provides teachers with freely available resources. Furthermore, it focuses on using child-

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centered teaching and learning methods that incorporate ICT. The workshop is practical in nature as it requires participants to work on projects that are evaluated at the end of the workshop.

A training kit includes trainer and trainees' guides, evaluation tools and many resources such as videos and reading material.

Merit:

This material has a high level of merit. Content is thorough and accurate and provides many opportunities to explore depth of content. It thoroughly covers foundational concepts of teaching English, ICT and student-centered learning. A particular session of very high worth is the Skype conference with prof. Deborah Healey, one of the main authorities in this field, thus enriching the material and providing participants a concrete example of how to use ICT to enrich their students' learning experience.

Worth:

It is difficult to judge the worth of this program because it was recently implemented in March 2017. The requirements for implementing the skills acquired would be impossible without the availability of computers and fast speed internet which may not be available at all schools.

NGOs addressed this challenge by selecting activities that did not require internet connectivity in the school but rather explained to teachers, and encouraged them to download content at home and use in the school.

Comment:

Though the training does have a lot of merit, it is would be more effective to target all teachers rather than English language teachers only. This component can contribute to a tangible improvement in the quality of education given the need for widespread use of technology and the acquisition of a large cohort of teachers the skills and familiarity with technology to affect such an impact.

Table 7 below shows the trainings that took place by PLAN and their beneficiaries:

Training subject	Beneficiaries	Targets¹⁴	Achieved to Date
“Education in Harmony” Manual: <i>On Child Rights; Large Classroom Management;</i>	<ul style="list-style-type: none">• Teachers (primarily Arabic and Social Studies teachers) – and inspectors• Social and Psychological	Total target: 860	Damietta: 341 Alexandria: 152 Giza: 136

¹⁴ All EiH targets aim at including at least 50% females.

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<i>Positive Discipline and Child Protection; and Accepting Others and Conflict Resolution</i>	<ul style="list-style-type: none"> Workers – and inspectors Activities teachers (arts, music, sports, etc.) Directorate- and Idara-Levels Supervisors 		
<p>“Peace Education” Workshops:</p> <p><i>These workshops will be conducted by teachers trained on the “Education in Harmony” manual. They will implement selected activities from the training.</i></p>	<ul style="list-style-type: none"> Children from EiH-targeted schools 	Total target: 5,450 children	<p>Damietta: ----</p> <p>Alexandria: ----</p> <p>Giza: -----</p>
<p>Early Childhood Care and Development Teaching Methodologies; and Child Protection and Development</p>	<ul style="list-style-type: none"> Preschool teachers in EiH-targeted schools – and inspectors Directorate- and Idara-Levels Supervisors of Basic Education and Preschool Departments 	Total target: 100 preschool teachers	<p>Damietta: 40</p> <p>Alexandria: 40</p> <p>Giza: 20</p>
<p>ICT-Based English Learning</p>	<ul style="list-style-type: none"> English teachers in EiH-targeted schools – and inspectors Directorate- and Idara-Levels Supervisors of English 	Total target: 115 English teachers	<p>Damietta: 36</p> <p>Alexandria: 33</p> <p>Giza: 21</p>
<p>Parental awareness raising on importance of enrolment of girls and boys, and issues of protection like early marriage and child labor</p>	<ul style="list-style-type: none"> Parents of the EiH-targeted students 	Total target: 5,000 parents	<p>Damietta: 575</p> <p>Alexandria: 1080</p> <p>Giza: 647</p>
<p>Parent days and sessions to promote Syrian-Egyptian parent interaction, relationship building, GE, and Child Protection</p>	<ul style="list-style-type: none"> Parents of the EiH-targeted students 	Total target: 1,000 parents	<p>Damietta: 199</p> <p>Alexandria: 260</p> <p>Giza: 88</p>

<p>Recreational activities for children’s psychosocial wellbeing; and life skills education</p>	<ul style="list-style-type: none"> Recreational activities are one-day activities for children of the EiH-targeted schools 	<p>Total target: 5,450 children</p>	<p>Damietta: 583 Alexandria: 1430 Giza: 244</p>
<p>Out-of-school day camps and mentorship for girls and boys on GE, peace building and leadership</p>	<ul style="list-style-type: none"> Children of the EiH-targeted schools who have been selected as Champions by the 	<p>Total target: 1,550 children</p>	<p>Damietta: 242 Alexandria: 330 Giza: 415</p>
<p>Sanitation and hygiene awareness through schools Hygiene Clubs that aim at WASH awareness, mainstreaming Child Rights, Child Protection and Gender Equality</p>	<ul style="list-style-type: none"> Children of the School-Based Hygiene Clubs Cleaners/Janitors; Teachers; and Social Workers 	<p>Total target: 725 children</p>	<p>Damietta: 150 Alexandria: 125 Giza: 125</p>
<p>Training on leadership, planning and monitoring for school management coordination teams</p>	<ul style="list-style-type: none"> School Management Teams: School Principals and/or Deputies; Teachers; and Social Workers 	<p>Total target: 125 SMT members</p>	<p>Damietta: 53 Alexandria: 30 Giza: 20</p>

SAVE THE CHILDREN

Strategy and Approach

Save the Children followed a systemic approach from the start, which though developmentally sound, led to several delays in implementation. In order to build on previous experiences within the MoE, SCI had planned to develop the material with the Professional Academy of Teachers (PAT) the entity that is mandated to endorse training material. However, the MoE refused the involvement of PAT which led to delays in the development and the implementation of planned training. The Child Protection Manual and Positive Discipline Manual was shared by SCI with Plan and CARE.

The SCI proposal states its capacity development strategy as follows:

“Capacity development programs will be implemented through a series of progressive activities that build on the available knowledge and skills and provide follow-up support to ensure successful application of the knowledge outcomes. *Indeed research shows that training that is separated from application has limited impact and training that is separated from the place of work has only temporary impact.* Therefore, ... capacity

development interventions are not merely a series of workshops but rather activities that are carefully designed to effect positive change in performance through *ongoing on-the-job training, coaching and peer group support* that reinforces newly acquired knowledge” (emphasis added).

However, all training that was mentioned in reports, and evaluators’ observations did not include anything about “*on-the-job training, coaching and peer group support*”.

Yet it is worthy to note that the SCI proposal addresses all of the different stakeholders with different training packages relevant to their needs: teachers, supervisors, administrators, social workers, Student Unions, and BoTs. All categories, except BoTs have commenced training.

Supervisors

- Effective Supervision Skills:

Supervisors play a key role in teachers’ professional development as they are the ones who support and evaluate teachers. Basic subject supervisors received a two-day workshop that included effective supervision skills and coaching. It also tackled critical thinking, effective monitoring and roles and responsibilities.

Merit:

Training material as reviewed shows content that covers foundational concepts with ample opportunities to explore depth of content. However, the only material available for review was a trainee manual, which is a compilation of handouts and work sheets.

Worth:

There were no available training reports, yet supervisors interviewed noted that there is much confusion around the content of the teachers’ training versus the supervisors’ training, as supervisors were not invited to attend the teachers’ training sessions. There was consensus that the supervisor’s job would benefit greatly from joint trainings with the teachers (“so we can be on the same page and cooperate”).

Teachers

Active Learning:

Three-day training on active learning strategies. The training included several active learning strategies such as addressing multiple intelligence, using concept maps, brainstorming, problem solving, etc. Training reports show a high level of participant satisfaction.

Merit:

Training material developed for this training covers key concepts and provides for opportunities to explore the depth of content. It is a comprehensive training pack that is approved and certified

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by PAT. It includes a trainee manual, a trainer's manual and power point presentations ensuring the material's "merit".

Worth:

Though a few examples of active learning have been observed like student-teacher role play and some group work yet there seemed to be consensus among teachers, supervisors and school principals that implementation of "these innovative" techniques was very difficult in the school context. A few of them attempted to reflect these in their classroom practice. The main reasons they gave for difficulties was the high class density and short class time.

- Teachers ToT

Teachers received a five-day workshop on effective facilitation skills and classroom management.

The first 3 days focused on Facilitation skills such as different ways of presenting material, managing participants and conducting training needs assessment. The subsequent two days focused on classroom management.

Merit:

Content covered key principles with numerous sessions for application. The training covered facilitation/training skills such as characteristics of adult learners, designing training sessions, dealing with problem participants and effective communication. The second part deals with classroom management techniques and positive discipline.

Worth:

The same group of participants was given refresher training in addition to critical thinking and problem solving after which rollout workshops were conducted (see below).

- Critical Thinking ToT:

Teachers, supervisors and PAT trainers received a four-day workshop on critical thinking and problem solving and its application in creating a safe learning environment. PAT trainers expressed an interest to attend training that was delivered by an external consultant and to conduct training in their capacity as PAT certified trainers as well.

Merit:

The first session tackles facilitation skills then moves to critical thinking and problem solving. Using concept maps, investigation and thinking hats are the three techniques presented in this workshop. Each concept presented is followed by material from the MoE textbooks. Three techniques were introduced covering most key principles. Its practical nature provided participants with a measure of insights of depth.

Worth:

Making use of the same material, participant trainers subsequently conducted training workshops for teachers on critical thinking and problem solving skills, active learning strategies, mind-maps and classroom management using CAPS and active learning strategies. Application in the classroom proved challenging as crowded classrooms and limited class time made it difficult for teachers to effectively apply these among learners.

Rollout of Training:

The rollout workshops were conducted per basic subjects (Arabic, English, Science, Math and Social Sciences) inside the four targeted districts reaching a total number of 483 teachers.

Worth:

The pre/post-tests per the 5 subjects (Arabic, English, Science, Math and Social Sciences) in the 4 districts showed the participants' knowledge increased from understanding 3% of the training content in the pre-test to understanding 44.6% of the training content in the post-test. The crowded classroom situation poses challenges to the application of CAPS in such highly populated classrooms.

Teachers and Social Workers

- Positive discipline

Merit:

A five-day workshop based on the principles of child rights and techniques for positive discipline was implemented. Training material is a translation of a positive discipline guide produced by SCI in Sweden. Although it is a translation it is our assessment that it is appropriate for the Egyptian context.

Worth:

There are no reports available on this training as the training was held during mid-year vacation so the report will be done by end of April. Interviewees singled out this training as having changed their attitudes and caused a change in their behavior even with their own children at home. Only five participants from each school were involved in this training.

Positive disciplining methods take time and coverage to become commonplace practice in the home and the classroom. Furthermore, declining use of corporal punishment on a school wide level requires that all teachers participate in positive discipline workshops and not just a representative group of teachers.

Social Workers:

- Roles and responsibilities of social workers

Merit:

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The material developed for this training covered key concepts and provided for opportunities to explore some of the content in depth. Material covers skills needed by both psychological and social workers, providing ways of identifying and intervening in behavioral problems and behavioral change mechanisms. Furthermore, a comprehensive training pack included a trainee manual, a trainer manual and power point presentations ensuring material “merit”.

Worth:

Social workers have expressed the usefulness of the training as it helped them perform their job, yet they also expressed the need for further training especially on their role with the BOTs. They further thought it was condensed with too much information in a short period of time. There was no mention of implementation, thus “worth” cannot be established.

-Psychological first Aid

Merit:

The material identifies different sources of stress and how stress impacts behavior and physical well being. It also shows how to identify stress and ways to support children under stress. It also tackles personal and professional wellbeing issues such as burnout, anger management, self-management and psychological wellbeing. The scope covered and the personalization of the material establishes merit.

Worth:

Non of the social workers, psychological workers or students interviewed mentioned this training which makes it difficult to establish worth. Nonetheless, it is important to note that this training could aid social workers dealing with Syrian children who are traumatized, therefore it is important.

School Management: Principal and Deputies

-Effective leadership

SCI recently conducted a two day workshop on effective leadership. All material was PAT approved.

Merit:

The material revolves around seven topics which are: leadership and change, types of leaders, roles of a leader and systems thinking, team building, communication skills, negotiation skills, and decision making. Hence it covers both understanding and skills. The material is based on current theory and research and provides participants with enriching material establishing merit of content.

Worth:

Research on effective schools has shown conclusively that the single key person for making change in an individual school is the principal. However, establishing the worth of the training

cannot established as the training has just been conducted. Yet it is expected to enhance the principals' performance allowing them to support the changes at school level.

Child protection committee

Making use of the newly developed “School Code of Ethics”, Save the Children helped schools introduce a child protection mechanism inside the school. They instituted a complaints system for students' recourse. No training material exists for this topic as it is the MoE's code of ethics as a stand alone document.

School improvement teams:

With the objective of assessing the capacity of schools and identify needs of teams (teachers, administrators, social workers) in terms of management and teaching ability, SCI used the national quality education standards as a reference.

SCI in coordination with MoE at the national and district level conducted a two-day training workshop to provide technical assistance on developing a School Improvement Plan (SIP). This process included not only management but also participation from teachers and girls and boys.

Merit:

The material used for this training was the material developed by National Authority for Quality Assurance and Accreditation of Education (NAQAAE) and the National Standards for Education and school accreditation, thus it is based on standardized forms that are used nationally. However, it is worth noting that the presentation of the material, as seen from the power point presentations and activities gave participants an opportunity to enhance analytical skills.

Worth:

Nineteen (19) School Improvement Teams (SITs) participated in the training workshops that ended with the development of 19 School Improvement Plans (SIPs). However, there is no indication of how these plans fed into SCIs training plans making the training though worthy on its own, irrelevant to project results.

General comments:

- Save the Children was eager to work within the existing MoE hierarchy and system which is usually a merit as it supports sustainability. Yet “doing everything for everyone” is neither effective nor efficient. We cite the effort, time and money spent with school improvement teams. A two-day training workshop was conducted with school improvement teams to develop a school improvement plan. Though this has merit in its own right, it was not done as a basis for informing further project activities but rather as an independent activity.

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- It is important to note that SCI does not only recognize systems outside of the school but has exerted attempts to strengthen systems within the school. They worked with the newly created school Child Protection Committee in each school, Student Union, School Improvement Teams and School based training unit.

Table 8 below shows the trainings that took place by Save the Children and their beneficiaries:

Training subject	Beneficiaries	Numbers
TOT	teachers	105
Active learning	teachers	105
Classroom Management	teachers	105
Critical thinking and problem solving and application of active learning strategies	teachers	483
Positive discipline	teachers	361
Positive discipline	Social Workers and schools psychologists	82
Psychological first Aid	Social Workers and schools psychologists	74
Roles and responsibilities	Social Workers and schools psychologists	83
Behavioral changes mechanisms	Social Workers and schools psychologists	83
Effective leadership	School management Principal and deputies	83
Roles and responsibilities	Basic Subject Supervisors	83
Critical thinking effective monitoring (activities bank)	Basic Subject Supervisors	82
Child protection mechanisms	Child protection committee	140
Protection mechanisms inside schools	Child protection committee	140
Developing school protection mechanism	Child protection committee	140
Students union regulation	SWs , psychologists and supervisors	80
Presentation skill, communication , group work	students	602
School problems assessment, analysis , solving	Students	436

Social Cohesion/Inclusion Interventions

All three projects ambitiously designed interventions to reduce socio-cultural barriers between Syrians and Egyptians and barriers that result in the marginalization of girls (such as cultural behaviors/ beliefs and practices). They provided workshops and seminars for parents, BoTs, social workers, teachers and students in the communities in which schools were located. Their interventions appear in this report both under Training/Capacity Building and Social Cohesion/Inclusion. Topics presented revolved around child rights, gender equality, positive parenting and the importance of children's regular attendance in school. Some of them worked closely with a variety of supportive formal and informal structures such as BoTs, student union leaders, social workers, school committees, school administrations, teachers, and local MoE officials, peer leaders, mentors, informal community group representatives, parents and NGOs.

Social cohesion activities designed by the three NGOs ranged from workshops to sports days, to day camps, theater performances, storytelling events, open days, games and cooking events, remedial classes, awareness sessions, and parental days which brought Syrian and Egyptian children and parents together. Each NGO designed and implemented its own set of activities in its own particular manner.

Below is a list of social cohesion/inclusion activities in the original design and project plan. The evaluation team has documented how NGOs consolidated a number of these activities to effect greater efficiency and effectiveness.

CARE:

1. Open Days
2. Training for social workers on Psychosocial Support
3. Gender Training (teachers and social workers)
4. Positive Discipline
5. Sports Days
6. One day field trips
7. Day Camps
8. Civic Camps (pending)

PLAN:

1. Day Camps
2. Remedial Classes
3. Annual parental awareness raising campaigns
4. Parent Days
5. Peace Education Workshops – pending

6. Life Skills Education and Recreational Activities

Save the Children:

1. Training of Student Unions
2. Health Promotion (pending)
3. BoT Training
4. Workshops for BoTs on Child Participation and Protection
5. Summer Camps
6. Family Counselling
7. Workshops on Child Protection (social workers and teachers)

NGOs involved in this project are cognizant that the reasons for Syrians not accessing Egyptian schools are due to infrastructure (overcrowding, etc.), linguistic issues, negative disciplining measures, bullying and transport/distance - cannot be comprehensively dealt with in a two year program. However, the issue of social cohesion and attitudes of young people towards each other is something which the project seeks to address in the form of extra-curricular activities, focusing on team building, tolerance, children's and parent's participation and conflict resolution, as well as gender sensitization.

All three NGOs had to make changes to their original plans in order to accommodate delays, specific MoE requests, and to respond to the realities on the ground. Below is a description of each sub project.

CARE

CARE's activities which addressed increasing tolerance and understanding through *strengthened social cohesion among Syrian refugees and Egyptian host communities* focused on aspects of tolerance and diversity among school children and their communities. It was originally designed around camps, field trips, theater performances sports days, civic camps, training on a variety of inclusion topics (e.g. gender equality, child rights, positive discipline, etc.). Originally 56 open days were planned for students, parents, teachers, BoTs, MoE officials, and local Civil Society Organizations (CSOs). Modifications later merged this activity with Day Camps as only three open days had been implemented in Year 1 of the project and the project team ascertained that Open Day activities could effectively be integrated into the Camps.

Open Days: 56 Open Days were to include documentaries, life story presentations, storytelling meetings, cooking booths, art competitions

Open days were designed to include documentaries, presenting life stories, storytelling meetings, cooking booths and arts competitions. This was meant to contribute to raising the community's

awareness about the situation of Syrian refugees and their children, and the necessity of involving Syrian children refugees in formal or informal schooling systems.

All open days planned inside the schools were planned for implementation in Q1 and Q2 of Year 2, i.e. between September 2016 and March 2017. These were merged with the day camps that were highly effective in achieving improved inclusion and social cohesion among Syrian and Egyptian children.

Some of these events took place outside of the target schools. Strong relations were built between CARE and the Syrian community in the 6th of October through increased activities in the CARE-sponsored “friendly space”, which is sponsored by another CARE Egypt project. CARE counts this an example of the project’s ability to leverage existing resources and programming. This space is a Syrian-run and managed area that aims to provide an opportunity for Syrian families to send their children to play, learn, or socialize in a protective environment. In some cases, it also hosts events that bring together both Syrian and Egyptian students. CARE encountered challenges reaching Syrian children through Egyptian schools at the outset of this project. Thirty-three girls (33), 47 boys, and 40 mothers attended the two open days, which aimed at strengthening ties with and among the Syrian community and affording students the opportunity to play educational and artistic games. CARE plans to continue to use this space in the upcoming months as a tool to strengthen the buy-in of the Syrian community to participate in the remaining project activities.

While it is commendable that CARE should use all means and channels available to it to reach out to the Syrian community, this blurs the lines between activities associated to this project and others which are part of another project. These cannot be considered as activities in fulfillment of CARE’s project that is funded by GAC.

Theater Performances: The assessment team received positive feedback on the implementation of theater performances from all stakeholders involved: children, parents, social workers, and teachers alike. This activity opened up an avenue for Syrian and Egyptian children to showcase their culture, their music, dance and cultural lore in an engaging manner. It brought each group closer to viewing firsthand and understanding the culture of the other group. Four **theatre performances** were planned to present folklore songs and dances from the two countries thus presenting Egyptian communities with Syrian arts and culture, and vice versa.

Training for Social Workers on Psychosocial Support: Sixty five (65) social workers and twenty (20) MoE supervisors were trained on providing psychosocial support to girls and boys in need. They were to be trained on planning and implementing innovative extra-curricular activities in their schools. It was hoped that these enhanced skills would be put into action throughout their interaction with children on school grounds as well as in sports days and camps. Social workers were going to be supported by CARE to cascade these trainings in their schools. This has still not occurred. It needs to be supplemented with the acquisition of in-depth

approaches to help children emerging from war-torn zones and the attendant traumas. This was expressed in focus groups by social workers who had attended the training.

Gender Training: CARE had originally targeted social workers and teachers for training that would increase tolerance and diversity within gender equality concepts. It had planned to reach 180 teachers and social workers. However subsequent to the implementation of the training on psychosocial support, a decision was made to make the training more appropriate to the capacities of social workers and realities of work on the ground. The training was therefore re-designed to cover Behavior Change aspects.

Child Rights Training: Trainings were to be delivered to 1,500 students, 180 teachers and social workers, and 196 BoT members on child rights (with a focus on refugee rights), participation, protection, and positive discipline. It was designed to help children understand their rights, as well as help teachers and social workers respect these rights. One positive aspect of this intervention is that the three NGOs are now sharing the materials and content they had separately developed for Child Rights training and are building on each other's inputs on that topic. Positive remarks were heard from participants in these workshops around the content, training methods and materials.

Positive Discipline: Furthermore, 152 teachers from the targeted schools were to be equipped with alternative tools of discipline (positive discipline training) to allow them to teach the children while observing their rights thus creating a protective learning environment. While training on this topic did occur, yet it had not concretely been transferred to classroom practice. One reason was that only a few teachers from each school had obtained the training. A mechanism needs to be put in place which brings the teachers who have completed this training with others who have not, along with social workers, administrators and BoT members in order to convert positive discipline into a school wide culture.

The annual reports of all three NGOs reflect the delay in implementation caused by the delay in obtaining approvals for the project overall and for specific components. This particularly affected the implementation of social cohesion activities. Below is an excerpt from the CARE Annual Report, April 2015 to March 2016 as an example of the delays all three NGOs experienced.

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Outputs/ activities	Indicators as per PMF	Targets for Life of the Project	Targets for year 1	Cumulative total Total achieved in the past year	Variances
1122 196 Board of Trustee (BoT) members receive training on mobilizing resources	# of BoT members (M/F) trained on mobilizing resources	- 196 BoT members (at least 60 women)	- 196 BoT members (at least 60 women)	83 (39 female, 44 male) BoT members across two governorates	Two governorates left to be implemented in Y2
1200 Strengthened social cohesion among Syrian refugees and Egyptian host Communities					
1211 Open Days are run and include: Documentaries, life story presentations, storytelling meetings, cooking booths, art competitions	# of participants in open days (by sex and nationality) # of Open Days that have taken place	- 1,000 Syrian women, - 1,000 Syrian men, - 1,800 Egyptian women, - 1,800 Egyptian men - 56 Open Days	- 250 Syrian women - 250 Syrian men - 450 Egyptian women - 450 Egyptian men	-	Shifted to Y2 due to delayed project approval from the MoE
1212 Theatre performances are held	# of participants attending performances (by sex and nationality) # of theatre performances held	- 120 Syrian women, - 120 Syrian men, - 280 Egyptian women, - 280 Egyptian men - 4 performances	1 performance	-	Shifted to Y2 due to delayed project approval from the MoE
1221 Learning and sports days conducted in 28 public schools	# of girls and boys participating in sports days (by nationality) # of sports days conducted	- 2,400 Syrian girls, - 1,600 Syrian Boys, - 4,320 Egyptian girls, - 2,880 Egyptian boys - 112 Sports days	300 Syrian girls 200 Syrian boys 540 Egyptian girls 360 Egyptian boys 28 sports days	A total of 10,464 students attended the sports days. Data for 6 th of October has yet to be disaggregated. As for the remaining three governorates, the disaggregation is as follows: 179 Syrian girls, 142 Syrian boys, 2,845 Egyptian girls, 2,850 Egyptian boys 27 Sports days	In Year 1, 27 sports days were implemented in 27 public schools during 2 nd semester and the rest of the target will be implemented in summer, 2017, during the project extension period.

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1222 Civic education camps held during schools' break.	# of girls and boys attending camps (by nationality) # of Camps implemented	- 1,200 Syrian girls, - 800 Syrian Boys, - 2,160 Egyptian girls, - 1,440 Egyptian boys - 56 camps		-	As per the MoE, this activity will be implemented during the first week of the summer break which is in Q2 of Y2
1223 Social workers have received training on how to conduct innovative extra-curricular activities promoting tolerance and Diversity	# of Social Workers trained on conducting innovative extra-curricular activities promoting tolerance and diversity	- 56 Social Workers (at least 28 women)	- 56 Social Workers (at least 28 women)	-	Implementation planned for Q3 of Y1 was shifted to Y2 due to delayed project approval from the MoE

Sports Days: Of the 112 learning and sports days that were planned only 27 were conducted. Where schools had independently planned and organized sports events, CARE relegated the activity to other schools. A total of 10,464 students attended sports events with the following breakdown:

1221: # of participants in Sports days, # of Sports days						
	# of Sports Days	Syrian boys	Syrian girls	Egyptian boys	Egyptian girls	Total Students
6th of October	7	<i>Disaggregation incomplete</i>				4,448
Obour	7	84	76	1,043	984	2,187
10th of Ramadan	8	41	81	1,061	1,072	2,255
New Cairo	5	17	22	746	789	1,574
Total	20	142	179	2850	2845	10464

Table 9: number of participants in sports days, number of sports days

The project team relied on a children's sports consultant, who planned for child-friendly and gender sensitive games. Formal government schools suffer from a shortage of physical education (PE) teachers. This poses a challenge of sustaining these activities beyond the project.

Currently, to mitigate this, CARE plans to link schools with local sports associations or groups that are willing to volunteer their time to partner with the school in running sports days. This has already begun in the 10th of Ramadan.

BoTs, social workers and school administrators need to plan for this human resource gap after completion of the project. The sports days, which lasted for around 4-5 hours in each school brought students from different nationalities and gender together to engage in sports and games.

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The games were designed in a manner that emphasized tolerance, group work, and cooperation to strengthen the ties between the students.

Sports day activities were implemented to ensure equal participation of girls and boys and allowed boys and girls the opportunity to play together. Volunteers and the project team addressed minor incidents of boys bothering girls during the activities.

Positive aspects of sports days:

- In 10th of Ramadan, members of the BoTs and parents of students attended some of the sports days. The training they had received prior to that event had encouraged them to engage in sports days and to contribute to the expenses of that day. In some schools, the BoT covered the expenses of the magic show and the circus. This paves the way for BoTs to ease into the role of mobilizing resources for schools' needs post project completion.
- Sports days afforded students and school staff the opportunity to meet members of the BoTs.
- Positive integration of Egyptian and Syrian children was mentioned by parents in focus groups conducted by the evaluation team.

One Day Field Trips: Another out-of-school activity linked to increasing social cohesion between Egyptian and Syrian children and communities was implemented in early October 2016, when 1,074 Egyptians and 221 Syrians from the 6th of October were taken on two separate one day field trips to Kidzania – a private company that specializes in educational games for primary school aged children. The Kidzania entrance fees were covered by a partner nonprofit organization, Terous. Kidzania offered students an opportunity to role-play vocations in real-life simulations that encourage team-work and understanding among children. Day trips were repeated twice during the month of March and added 1800 more students to the beneficiary list.

Feedback on that activity was obtained by the assessment team: students, parents, teachers and administrators alike expressed positive opinions on that activity. It was deemed to have brought Syrian and Egyptian students closer together in a non-threatening, safe and fun filled context to interact and play. The timing of the field trip was appropriate, as the trip helped newly enrolled students in integrating with the older students. All students were transported from their schools to Kidzania in buses, with the CARE field supervisors intentionally mixing Syrian and Egypt students on buses.

Day Camps: CARE held a total of seventeen (17) camps during mid-year break of February 2017; eight (8) were implemented by a professional youth camp organizer - Wellspring (reaching 1121 students) and nine (9) by Masar (reaching 1200 students). The camps aimed at a 1:1 Syrian-Egyptian student ratio.

Prior to that, the project team had relied on the support of external volunteers that were advertised for on CARE Egypt's Facebook page, its website, within the target communities, and through personal contacts. Over 220 people responded of whom 150 were selected to assist in the sports days. An average of 25 volunteers were needed for each school. Our field assessment indicated that some aspects of organizing the volunteers posed challenges in implementation as not all were ready for the activities and many were novice youth organizers. CARE modified its approach by subsequently seeking the assistance of professional camp organizer groups – Wellspring to implement eight (10) camps and Masar to implement nine (12) camps.

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These aspects were validated by the assessment team through attendance at these events, observations, focus group discussions and interviews of various stakeholders including students, teachers, social workers, parents and NGO operatives.

There was consensus among the volunteers and CARE Egypt field supervisors that noticeable attitudinal change had occurred in the manner in which Syrian and Egyptian students interacted with one another during these camps. This was validated by the assessment team in focus groups and interviews with teachers, social workers and students alike.

Teachers who had engaged in organizing these events first transferred their classroom practices (authoritarianism) to the camps but were soon able to witness alternative methods from volunteers and CARE camp organizers as well. This assisted them in slowly changing their disciplining techniques. The assessment team views this as an important opportunity to instill new practices among teachers so that complaints of Syrian children about teachers' negative disciplining practices might be influenced by what teachers experience firsthand in camp days and open days.

The assessment team was able to attend numerous day camps run by all three NGOs during the mid-year break. We were able to ascertain that all activities in this component were instrumental in achieving positive outputs demonstrating that they are leading the project towards achieving its intended outcomes. The evaluation has found that these activities contribute in a significant manner to bringing Egyptian and Syrian students closer together, that they create cohesion among children and among parents, that they effectively include Syrian children more into the life of the Egyptian school and community and that they allow boys and girls equal chances of playing, interacting, organizing and learning in extra-curricular contexts.

PLAN

Plan has adopted a mechanism which distinguishes it from the other two NGOs: it relies heavily on partnerships with CDA's at the local level. Below are its local implementing partners:

CDA partners working with PLAN:

Name:	Location:
Tadamon	Montaza, Alexandria
Sammak	Agami, Alexandria
ICCA	Damietta
Insan	Giza

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To ensure good communication with partner CDAs, Plan do the following steps:

- First, they sign agreements with partner CDAs
- Early on in the project, orientations are delivered to all partners on project objectives and the expected outcomes of the different activities.
- Trainings are also delivered on child protection, gender equality, etc. as a basic foundation for all Plan work with the implementing local CDA partners (partners also sign to abide by Plan Child Protection Policy).
- For each activity, orientations are delivered on the objectives and plans are made between Plan and partners for implementation; partners hire experienced facilitators for delivery of the different activities (either individual instructors or facilitation teams, depending on the nature of the activity).
- Constantly coordinate with partners to get participants' feedback (children and parents) after each event, and sample students' scores to ensure their progress in remedial classes.
- Also, the team closely monitors the implementation and from time to time, the project team in each location meets with partners to reflect on lessons learned and build on that for next steps of implementation; as necessary, ongoing capacity building trainings are organized for partners' staff and hired facilitators.

Plan included the following activities in its inclusion and social cohesion component.

Day camps and mentorship for girls and boys on gender equality, peace building and leadership: Six (6) day camps were held across Greater Cairo, Alexandria and Damietta, benefitting 554 children (281 girls and 273 boys; 161 Syrian and 393 Egyptian). In Greater Cairo, one camp lasted three days, was implemented by Insan, for 249 children (126 girls and 123 boys; 59 Syrian and 190 Egyptians). In Alexandria, 3 three day camps were held during the summer, benefitting 183 children (105 girls and 78 boys; 56 Syrian and 127 Egyptian). In Damietta, 2 camps lasting four days each were held for 122 children (50 girls and 72 boys; 46 Syrian and 76 Egyptian).

Across each Governorate, the day camps were preceded by meetings with children's families to inform them about the objectives and activities planned during the day camps. Plan adopted measures to reduce potential bullying and ensure provision of safe transportation to camp venues, secure venue, and male and female facilitators. The camps included a variety of arts, recreational and sports activities, in addition to sessions on gender equality, leadership and accepting others. Across the three governorates, the children actively participated and interacted with each other during the camps regardless of age, gender and/or nationality.

The assessment team was able to validate parents' positive feedback on their children's improved attitudes after the camps at home; they expressed a desire to hold more of these camps

and noted that their children had overcome shyness, and had learned each other's songs and cultural heritage at these camps.

Remedial Classes: As part of its inclusion activities, Plan offered remedial classes for vulnerable Egyptian and Syrian girls and boys in basic education schools.

During the period under review, a total of 883 remedial class sessions were held for 411 students (227 girls and 184 boys; 93 Syrian and 318 Egyptian). Measures were taken to ensure the safety of children, such as offering remedial classes during daylight hours, providing suitable transportation for children to attend these, and on-going communication with parents and caregivers of boys and girls attending. Transportation was provided to students attending classes offered by Sammak and Insan partner CDAs (in Alexandria and Giza). Implementing partner in Alexandria, Tadamon, is located in an accessible location, close enough to students' schools and households, so transportation was not necessary for participation in the remedial classes.

In Damietta, 16 remedial class sessions were held by the local CDA implementing partner ICCA, reaching a total of 30 primary students (16 girls and 14 boys; 8 Syrian and 22 Egyptian). There was a delay in the implementation of remedial class sessions in Damietta due to the delay ICCA faced in obtaining official approval from security authorities to open a Damietta office.

In Alexandria, a total of 739 remedial class sessions were held, benefitting 306 primary students (167 girls and 139 boys; 73 Syrian and 233 Egyptian) by the two implementing partners, Sammak and Tadamon. Implementing partner Tadamon facilitated a total of 559 remedial class sessions during the reporting period, reaching a total of 253 (142 girls and 111 boys; 59 Syrian and 194 Egyptian) students. Tadamon prepared students for exams. The effectiveness of this was reflected in exam results. They showed an improvement after the remedial classes compared to their results in the monthly exams and/or mid-year exams before participating in the remedial classes.

In Greater Cairo, 128 remedial class sessions were held for 75 students (44 girls and 31 boys; 12 Syrian and 63 Egyptian) students. The remedial classes covered Arabic, English, Science and Math, based on the assessment of children's needs. Remedial classes were facilitated by 6 qualified teachers, identified through project implementing partner Insan.

During the assessment team's field visits, parents and students alike provided positive feedback around remedial classes. Given the crowded classroom situation in formal schools, and the possible illiteracy of parents, it seems likely that smaller remedial classes would be beneficial for learners to acquire basic reading and writing skills as well as master basic science and math skills in the higher elementary grades. Feedback received by the assessment team on teachers' disciplining behaviors in remedial classes was positive overall and gave students a different experience of teacher-student interaction.

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For Syrian students, remedial classes were effective and instrumental in addressing dialect barriers while for Egyptian children, assistance with basic literacy was significant given the poor quality of literacy instruction in crowded classroom situations in schools.

During the reporting period, the Minister of Education issued a decree, banning any form of parallel education outside of the formal school system, as supervised by the MoE. This included remedial classes being implemented or supported by non-governmental organizations (NGO). A memo pertaining to this decree was shared by the MoE and the Ministry of Social Solidarity, which supervises NGOs in the country. In response to the memo, implementing partners in Greater Cairo and Alexandria have reclassified the remedial class activity as student clubs. GAC has clearly requested all implementing NGOs to comply with the newly issued decree and convene remedial classes inside schools.

Alternatively, ICCA in Damietta was able to successfully negotiate with school management and the Undersecretary of State of the MoE Directorate in Damietta, to implement the remedial class activities inside project schools, after school hours, and under the joint supervision of the school management committee and ICCA. Due to this change in implementation of remedial classes in Damietta, ICCA has been able to re-direct funds previously used for transportation and venue rental, towards additional remedial class facilitators, in order to reach additional children (increased from 200 to 300 students). Starting the next reporting period, all remedial classes in Damietta and other governorates will be implemented inside the targeted schools.

Annual parental awareness raising campaigns on the importance of enrolment of girls and boys, and issues of child protection and child labor:

Until end of March 2017, a total of 60 parental awareness raising campaigns; (31 in Greater Cairo, 16 in Alexandria and 13 in Damietta) were held. They focused on the enrolment of girls and parents' roles in supporting the education of their children, including the right of protection.

The campaigns reached 2,080 parents:

- Damietta: 548 parents (530 females & 18 males) (331 Egyptians & 217 Syrians) in 13 campaign events
- Alexandria: 885 parents (881 females & 4 males) (807 Egyptians & 78 Syrians) in 16 campaign events.
- Giza: 647 parents (114 males & 533 females) (138 Syrians & 509 Egyptians) in 31 campaign events.

Delays in project management/financial reporting relegated campaign activities into the next reporting period. Staff turnover negatively impacted implementation through local CDA implementing partners. It is recommended that PLAN exercise closer monitoring of its local partners and ensure that qualified professional staff are in place for activities to proceed in a timely and efficient manner.

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In each Governorate, parental awareness raising campaigns were facilitated through project implementing partners and 12 facilitators in the areas of child protection and child rights. These sessions provided Syrian and Egyptian parents a forum in which to discuss common sensitive issues affecting children and their access to education, such as early marriage and child labor. These sessions further allowed caregivers an avenue to meet and interact with each other fostering a sense of common purpose and goal.

While the assessment team was able to validate the attendance of parents at these events, parents preferred fun-filled activities which would allow them to enjoy a day with their children and meet school teachers, social workers and BoT members, rather than meetings to meet other parents. They expressed a desire to invite teachers to future sessions in order to candidly discuss their negative disciplining classroom practices which negatively affected their children.

Parent days and sessions to promote Syrian-Egyptian parent interaction, relationship building, gender equality and child protection

Implementing partners held parent days to promote Syrian-Egyptian parent interaction, relationship building and awareness of gender equality and child protection issues. Some of these issues included child marriage, child labor, bullying, corporal punishment and violence and discrimination. A total of 77 parent days were conducted, reaching a total of 546 as such:

- Damietta: ICCA NGO facilitated 8 parent days to reach 173 parents (142 females & 31 males) (104 Egyptians & 69 Syrians).
- Alexandria: Tadamon and Sammak NGOs facilitated 60 parent days to reach 285 parents (278 females & 7 males) (68 Syrians & 217 Egyptians).
- Giza: Insan NGO facilitated 9 parent days to reach 88 parents (79 females and 9 males) (77 Egyptians & 11 Syrian).

The assessment team has not been able to distinguish the different impact on parents achieved by parental awareness raising campaigns and parent days. It is therefore important to streamline this activity and either combine it into one activity, or clearly program the two activities in a manner which makes each relevant and effective in its own right. Departing from lecture style approaches and including fun filled activities facilitates the discussion of topics of concern to parents. Including social workers, teachers and BoT members enriches the conversations.

Peace education workshops in both public and community schools: The peace education workshops were to be delivered by teachers, after having been trained on gender and conflict sensitive education practices, child protection, peace education and psychosocial support through the “Accepting Peers” Module. These have not yet been implemented.

The life skills education and recreational activities in children’s clubs were to be delivered in tandem with peace education workshops. However, the delay in the development and accreditation of the peace education training manual, in collaboration with the MoE and PAT has

delayed implementation. Local CDA partners proceeded with life skills and recreational activities in anticipation of the launch of peace education workshops.

Life skills education and recreational activities in children’s clubs on psychosocial wellbeing, gender equality and child rights: During the assessment period, life skills education and recreational activities were conducted for a total of 1,447 children (714 girls and 733 boys; 375 Syrian and 1,072 Egyptian) in a community setting. The recreational activities focused primarily on creating a space where children could enjoy themselves and foster tolerance between girls and boys. Recreational activities were designed to strengthen team-building and self-confidence, through art, theatre, and sports. These were implemented across the 3 governorates with a primary focus on girls’ and boys’ interaction to break down gender and nationality barriers.

A breakdown of camp days, recreational activities and life skills training is presented below:

Activity	Location	# of Events (Oct 2016 – Mar 2017)	# of Children (Oct 2016 – Mar 2017)
Out-of-School Day Camps	Giza	One 3-day camp	135 children (70 G- 65 B- 102 Egy- 33 Syr)

Activity	Location	# of Events (Oct 2016 – Mar 2017)	# of Children (Oct 2016 – Mar 2017)
Out-of-School Day Camps	Alexandria	Sammak: 1 3-Day camp	Sammak: 100 children (51 girls, 49 boys, 39 Syrians, 61 Egyptians)
		Tadamon: 3 3-day camp	Tadamon: 180 children (88 B, 92 G, 28 Syrians, 152 Egyptians)
Recreational Activities		Sammak: 3 3-day workshop	Sammak: 182 Children (84 G, 98 B, 92 Syrians, 90 Egyptians)
Tadamon: 24 1-day		Tadamon: 1117 children (628 G, 489 B, 65 Syrian,	

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		workshop	1052 Egyptian)
Life Skills		Sammak: Not yet started	Sammak: Not yet started
		Tadamon: 6 2-day workshop	Tadamon: 210 Children (22 Syrians, 188 Egyptians, 85 B, 125 G)

Activity	Location	# of Events (Oct 2016 – Mar 2017)	# of Children (Oct 2016 – Mar 2017)
Out-of-School Day Camps	Damietta	2 4-day camps	130 child (75 G – 55 B & 78 EGY -52 SY)
Recreational Activities		5 days	330 child (154 G- 176 B & 194 EGY – 136 SY)

Table 10: breakdown of camp days, recreational activities and life skills training.

SAVE THE CHILDREN

The social cohesion/inclusion activities designed and implemented by SCI are discussed below.

Activate and support Student Unions (SU) to enhance equitable participation for girls and boys in school life through mobilization and trainings

Throughout the period under review, the project worked with SUs and children-formed groups in the targeted schools. SUs added new members who engage with existing SU members (mostly girls). They identified excluded groups such as children with disabilities, and low academic achievers, in compliance with project strategies to reach out to these groups. During the review period, the project conducted regular weekly training workshops with children on team building, presentation skills and school mapping to identify marginalized groups. This training was attended by 403 student members of Student Unions (260 females and 143 males) in 19 targeted schools.

After the start of the academic year, SCI started working with these groups to encourage them to be more active through the students' union election, either to nominate themselves or to select their representatives. The project team encouraged group members to invite their parents (males and females) to participate in the Board of Trustee (BoT) general assembly meetings and BOT election. This was halted as the MoE issued a ministerial decree to hold off all BOT elections.

SCI worked closely with school social workers and their supervisors in collaboration with the social education departments at the governorate and district levels and in conjunction SU leaders to support each department to have its own SU initiation plans. This process resulted in each district and each school drawing its own plans to form and activate its student union.

It is the assessment team's finding that it will take an inordinate effort to mobilize, organize and activate Student Unions to the point where they can enhance equitable participation of girls and boys in school life. The assessment team has not been able to validate that the trained students will be a core team to rely on in each school for future activities and in engaging more students (especially Syrians, and marginalized students). In order for SU members to become catalysts for change they would need to be supported in that process by school social workers, BOTs, and school administrators. They would need enough time to effectively play that role. Given that the project duration is not long, the evaluation team raises concerns about its viability. It is doubtful that this activity is relevant to the current project as Syrian children are not members of Student Unions. Interviews and focus group discussions with SU members pointed to the weak relevance of this activity to social cohesion and/or inclusion.

Capacity building and health promotion activities conducted for school health providers, school staff and students: Health activities were postponed to the forthcoming semi-annual period (Oct-Apr) due to leadership changes in the health department. Communication with the new leadership team in the health department was initiated and the MoE is coordinating with the Ministry of Health (MoH) for the implementation of upcoming activities.

Training workshops and support to activate school Board of Trustees: A ministerial decree was issued to activate and conduct BoT elections in the academic year 2016/2017 (BoT elections had been suspended for 4 years). SCI conducted training workshops and technical assistance targeting social workers assigned to BoTs to support them in the preparation of BoT general assembly meetings. Social workers, and social education supervisors 34 (2 male & 32 female) participated. Sessions covered the following topics;

- How to effectively invite people to a BoT general assembly meeting
- SWs challenges in BoT formation and election
- Planning of activities inside and outside the school to enhance the BOT election process.

It is unclear how these topics are relevant to the current project. It would have been more relevant to address topics related to maintenance of school infrastructure, implementing WASH activities, organizing and financing day camps, sports days, creating a culture of positive discipline in the school community, etc. Syrian parents cannot be members of Boards of Trustees as per the MoE law on BoTs.

Workshops to improve community support for child participation and child protection:

The workshops conducted for the BoT was attended by 32 social workers (8 Male, 24 Female) to discuss their roles and responsibilities.

Based on a needs assessment which SCI conducted, a five day training workshop for social workers and schools psychologists on basic skills, PFA was conducted, and attended by 99 social workers and psychologists (7 Male and 92 Female).

One of the major training results was forming 4 school teams in the 4 districts called (psychosocial support teams) 93% of whom are female. These teams drew action plans to implement and transfer the training in the 19 schools in all the districts. Social workers who had attended this training spoke positively about it. They commented that topics needed more time as much of the content was new to them. Topics covered dealing with teen problems, aggressive behavior from parents, and positive discipline among others. Social workers interviewed feel that they now think more strategically and have come to understand things they were previously unaware of, such as the intellectual abilities/differences between ages. They have not yet transferred this knowledge in new practice.

SCI had originally planned to work with Syrian learning centers but since they had not obtained MoE approval to do that, they substituted activities planned with learning centers to community schools. They are initiating this partnership starting March 2017.

Type of Training Received	Beneficiary	#
Positive discipline	Social Workers and schools psychologists	82
Psychological first aid	Social Workers and schools psychologists	74
Roles and responsibilities	Social Workers and schools psychologists	83
Behavioral changes mechanisms	Social Workers and schools psychologists	83

Summer Camps: Awareness sessions for students on child rights, gender equality, and protection practices: The project conducted summer camps for children in 17 schools, covering leadership, communication skills, team building, negotiations and problem solving skills. Summer camps tackled gender equality, through building understanding of equity concepts such

as rights of all children, child protection and social cohesion and inclusion. The camps included 602 students (Egyptian: 214 male & 331 female, Syrians: 24 male & 30 female, and 3 girls from other nationalities).

The Camps have given children the chance to experience new types of activities not available in their schools. Students included SU members in addition to marginalized groups that were identified (Non-Egyptian, children with disabilities). Children initiated activities which the project will support through the promotion of peer led initiatives.

It is the team's assessment that if structured planning for the roll out of these activities is not undertaken and accompanied by the SCI team, there are risks the sustainability of this activity will falter. It is our recommendation that this activity is rolled out through with the Student Unions early enough in order to ensure students' capacity to reach the wider school community. Social workers should be drawn into this activity to support Student Unions in their organizing and implementing day camps. BoTs should also be engaged in organizing Summer Camps as their mobilization of funds for these events will most likely be needed.

It is worth mentioning that the summer camps attempted to touch upon some of the sensitive issues (gender equality, child protection, child rights, social rights and duties, social cohesion and inclusion) in a manner that is appropriate to children, the school environment and context.

The assessment team was able to validate the effectiveness and relevance of these camps as they afforded children a tangible opportunity to enhance social cohesion between boys and girls, Syrians and Egyptians through interactive child friendly games and activities. However, feedback indicated that respondents all indicated that they felt the activity had included too few participants and would have preferred it to expand to reach a larger number of the school community.

Family counseling sessions provided to parents on good parenting practices and gender equality: The project's first interaction with parents through family counseling sessions was organized in coordination with social workers and the school administration in 2 districts (10th of Ramadan and 6th of October). The sessions were held after school hours and were attended by 99 parents, mostly Egyptians (77 males and 20 females) and only 1 Syrian male and 1 Syrian female. The evaluation team was able to gather information about these sessions being more lecture type events than counseling sessions. It is therefore recommended they become true counseling sessions and provide parents with more intimate settings in which to discuss parenting problems and practices.

Child protection: As a result of the MoE issuing the school discipline law, SCI conducted training on child protection to 47 social workers from the targeted schools and child protection committee members (i.e. school principal, social workers, school deputy, students, teachers, member of BoT) at the district level. Although the MoE has interrupted the implementation of the school discipline law because it is amending it, yet SCI launched this training to pave the

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ground to mainstream child protection practices within schools. The consultations with parents have revealed that their principal concern for their children is quality education in a safe environment (for both girls and boys).

Topic of Training	Beneficiary	No. of Participants
Child protection mechanisms	Child protection committee	140
Protection mechanisms inside schools	Child protection committee	140
Developing school protection mechanism	Child protection committee	140

In the next reporting period SCI will conduct collective workshops to all SWs and their line managers, in addition to school leaders in order to agree on child safeguarding internal procedures.

The assessment team concludes that SCI is investing a significant amount of time, effort and financial resources in student union focused activities and dispersed workshop activities. The team has not found evidence to support the investment in Student Unions, given the issues and challenges surrounding them and their capacity to continue this project to sustainability. For one, school assessments that have been conducted showed that Student Unions elections are not fair and systematized. For another student union members do not participate in the Student Unions' annual plans or activities. Workshops on child protection, gender equality and participation are scattered among various stakeholders with overlaps and redundancies noted in a number of workshop topics.

Findings on the Social Cohesion/Inclusion Component:

All three NGOs demonstrated flexibility and responsiveness in adapting plans to local realities and official requirements from the MoE. While they did not specifically designate approaches as 'gender specific' they were sensitive in observing gender participation in activities, leadership roles, and were responsive in accommodating girls' and boys' needs in undertaking social cohesion activities.

They further modified the profile of attendees in the camps to include teachers rather than just social workers. This assisted in demonstrating positive discipline approaches to teachers, and to

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afford them the opportunity to engage directly with the students and benefit from observing camp facilitators in working with the students using non-traditional education methods.

It is still not clear that Student Unions under SCI's sub project can be effectively coached on the sustainability of this component: the Student Unions will need the support of social workers, school principals, parents and possibly BoTs.

The evaluation team conducted numerous focus groups and interviews with students, parents, social workers, boards of trustees and teachers. They all confirm that Day camps are by far the single most activity contributing to social cohesion between Syrians and Egyptian children. These have unanimously been requested to expand to include more numbers of students rather than a minuscule few. The rationale that these few students will go on to replicate the activities in their schools requires close accompaniment and deliberate planning by project and school staff. It is not clear that even this will take the camps into sustainability. Respondents to the team's queries unanimously suggested that they be held on the school premises to reduce cost and allow a greater number of students to join; that they reduce transport and logistical cost and barriers, and that they encourage more parents – both Syrian and Egyptian – to join. Parents cited that their children did not need to be woken up to get ready for camps as opposed to the strong encouragement needed to get up and go to school on regular days.

Day camps have been also found to be a significant avenue to spread gender based values for girls and boys to participate in activities and treat each other respectfully.

Sports days have received significant positive feedback. Requests for the dedication of a physical education (PE) instructor have been voiced over and over, as well as the provision of sports equipment (balls, nets, playgrounds,) to allow for the implementation of this important aspect of social cohesion. These events contribute in a major way to gender equality as gradual inclusion of girls and accommodating their physical exercise needs have been mentioned as progress in the implementation of sports days among all three NGOs.

Music and theater performances have likewise been found to be a strong contributor to social cohesion between Syrian and Egyptian students, as well as girls and boys. Respondents requested the provision of musical instruments and instructors to promote and advance the implementation of these important activities.

Key Project Findings

Key findings are reported in a manner which reflects the relevance, effectiveness, efficiency and sustainability of the three major project components:

1. Access to Education: (Infrastructure improvements, WASH activities and distribution of educational kits)

Mid-term Evaluation for Education Projects

2. Quality of Education: (Training, capacity building and application of teaching methods/classroom practice)
3. Improved social cohesion/inclusion and child protection: (Activities and camps, etc.)

In order to achieve the three goals of the projects all three NGOs used similar approaches: for improved access the three NGOs undertook school renovations and provided students with educational kits, to enhance education quality they conducted a variety of training workshops, and to enforce inclusion they conducted extra-curricular activities such as camps, sports days and others.

Common Features shared by all three NGOs:

1. **Access:** The three NGOs report that the data they had obtained directly from Syrian caregivers as well as their observations pointed to the fact that Syrian children were found to be **not** attending school classes as regularly as Egyptian children due to a number of challenges, including their comfort and capacity learning in (Egyptian) Arabic and crowded classrooms. Remedial classes offered plan addressed this to some degree, although only for that cohort. Smaller groups of learners attended remedial classes held by local partner CDA's where Egyptian teachers reinforced the Egyptian dialect to familiarize Syrian learners with it. Other Syrian parents have taken matters into their own hands and enrolled their children in non-formal learning centers not affiliated to this project where instruction is delivered by Syrian teachers who deliver the Egyptian curriculum in order to prepare Syrian children for Egyptian examinations. All three NGOs report actions to reach Syrian students in their learning centers to overcome difficulty of reaching them on the school premises.
2. **Teachers' Negative Disciplining Practices:** All three NGOs have documented the same barriers towards regular attendance of Syrian children in formal schools. Reports from the team's field surveys and interviews of children, parents, student unions, social workers and others, indicate that responses to the verbal and physical abuse hurled at children by teachers have not yet been *sufficiently* addressed and are cited by children as a significant barrier to access and retention. A quantitative assessment would give a more accurate picture of that aspect. The evaluation team inferred this from field work which included focus groups, in-depth interviews and observations. Reference about this phenomenon is made in the child protection training sessions but no follow on activities were identified that were meant to improve teachers' interaction with children in general. This requires a school wide culture change which takes time and the concerted effort of school administrators, teachers, social workers, and BoTs.
3. **Post War Trauma:** The three projects fell short of concrete actions to link the trauma suffered by Syrian children prior to their arriving in Egypt to the content of child protection and inclusion. The minimal psychosocial training delivered to a limited number of school

staff (mostly social workers), needs to be re-assessed in order to adequately address the trauma suffered by Syrian children during the war. Numerous social workers and teachers requested that this be a more significant part of their training as they recognize that they are uninformed of so much that Syrian children have been through and have limited knowledge or tools to address specific post-war traumas.

4. **Gender Aspects:** All three NGOs designed actions to meet gender aspects in its distribution of vouchers for school kits. They record that they observe gender parity in their implementation of trainings, camps, and meetings such as selecting venues selected that are close to the communities or within schools; that they seek parental participation in selecting venue and security arrangements to ensure their comfort and willingness to send their children, especially daughters; that they schedule events to accommodate practical gendered constraints such as household chores and economic activities; that both male and female facilitators are recruited, that separate discussions are organized to ensure women and girls' equal participation as well as free discussions on any sensitive or taboo topics; and that they will provide child care for parents (women or men) who might need to bring young children along.
5. **Responding to the Needs of Syrians:** In assessing the project's readiness to respond to the needs of Syrian students, it is evident that the three organizations have adequately identified the problems that encounter Syrian students in the MoE public schools. The three organizations have worked, or are working with the Syrian learning centers and Syrian students through other projects. All three NGOs lean towards advocating for informal education centres to be officially under the jurisdiction of the Ministry of Education¹⁵.
6. **Accreditation of training materials from PAT:** The forum for this is an Education Technical sub-committee with the three participating agencies, plus GAC-Egypt, which has begun its work through a joint meeting of all three NGOs.
7. The three NGOs combined established Steering Committees which included MoE representatives.

Challenges faced by all three NGOs:

A number of common challenges were encountered by the three organizations:

¹⁵ Being officially under the jurisdiction of the MoE grants a legal framework and backing to the schools as well as opportunities for trainings.

- **Building rapport with different counterparts at the MOE:** Given the diversity of the project objectives and activities, the projects had to build rapport with different departments at various levels of the ministry, the mudireya and the idaara. The ministry level included the Directorate of Basic Education, Community Participation, General Directorate for Readability, General Authority for Educational Building, Community Schools Unit, etc. This made it difficult to build and maintain the necessary rapport with so many counterparts.
- **Reporting and Communication mechanism with the MOE:** The MOE had requested bi-weekly meetings with each project to get updated on the project interventions. This proved difficult and impractical to organize. While all three NGOs submitted reports, sought meetings and exchanged information with MoE counterparts, this was not deemed adequate by the MoE. It will continue to be a challenge for the remaining period of the project.
- **Changes in MOE administrative procedures:** The delay in getting MOE approval for the start of the project has dramatically affected the efficiency of the project work plan. Moreover, the on-going changes in the MOE procedures in regard to issues such as getting security clearance for training, working with PAT, reviewing training material, working with BOTs, working with NGOs, have all caused confusion and impacted the timely flow of activities.
- **Large number of schools in different geographical contexts:** Managing a project for, and with a large number of schools in different governorates places a huge monitoring and follow-up burden on the project management and staff at the head office.
- **Inclusion of Syrian Students:** The three organizations' reports identified reasons that drive Syrian students to attend the learning centers instead of public schools. Crowded classrooms, poor school sanitation hygiene, teachers' harsh treatment, child unfriendly teaching methods, students bullying and harassment, are among the reasons identified. The three organizations, therefore, planned project interventions to address such identified reasons. The three projects are reaching out to as many Syrian students as possible either through the school social workers or the Syrian learning centers. In assessing the effect of project interventions on school attendance of Syrian students, the evaluation team tried to gather evidence from the MOE such as enrollment records, absentee sheets, exam marks...etc. In Giza, for instance, there is concrete quantitative data to support the increase of attendance.

- **Educational Kits:** The MOE officials that the evaluation team met with questioned the likely relationship between the educational kits distributed to Syrian students and their regular attendance of schools. They stated that children would have attended school anyway – with or without the distribution of educational kits. However, they noted a positive link between other inclusion activities, such day camps, sports days, field trips, etc. and school attendance of Syrian students.
- All three NGOs have had to postpone the completion of significant infrastructure renovations and numerous activities to the second year of the project.
- **Responding to the needs of Syrian Students**
 - The three projects had originally planned to work with the learning centers where Syrian children attend and study, as a way to reach out to Syrian children - many of whom do not regularly go to the MoE public schools except to sit for exams. However, the MoE objected to this approach and asked that the projects work with Syrian students within the formal and non-formal schools that are under the MoE. This left the three projects with limited access to Syrian students to achieve a core component of the project: increasing access to public schools.
 - The three organizations had to build on their existing relationships with Syrian NGOs that support Syrian children in their learning centers. The three implementing organizations built on their involvement with those Syrian NGOs through other projects, to reach out to Syrian children and invite them to their inclusion activities with varying degree of success. Since not all Syrian students attended formal schools regularly, it was possible to not be able to communicate with them about the scheduling of inclusion events. NGOs addressed that risk by reaching them both inside schools and in learning centers.
- **Financial sustainability:** The Project aims to promote a replicable model that is relatively inexpensive to roll out. The model operates largely through harnessing the time, skills and energy of different stakeholders including BoTs, teachers, communities and schools. Since project activities are planned and implemented within existing community, school and BoTs, the activities need to be integrated into the regular work of these stakeholders by the end of the action. It is not clear how the three NGOs intend to ensure a sustainable fund to give schools appropriate resources. CARE proposes to set up small conditional endowment fund with the BoT. The bi-annual revenue from these endowments will be dedicated to supporting the students' ability to re-enroll from one school year to another by supplying them with school materials and uniforms. The BoTs will be trained on how to generate funds from the communities.
- **Institutional sustainability:** Target groups include BoTs, teachers, social workers, MoE supervisors and principals. This approach requires that the knowledge and skills remain

within communities beyond the action's time frame. Scaling up is uncertain given the input of technical expertise, resources and materials; it is unclear that responsible agencies within the MoE will commit to providing the resources for replication in new locations.

It is uncertain that the three NGOs' plans to work on building the capacity of the school community will indeed ensure sustainability of the main objectives of the project following project completion. Institutionalization requires that all project components work in concert from the very start of implementation and that they be afforded enough time to effect that. This project was faced with significant delays and communication difficulties. Two other main barriers to the handover are with respect to: maintenance of infrastructure improvements and WASH activities, and classroom practice of teachers in overcrowded classrooms.

- **Impact of Training:** Meanwhile, the impact of training on positive discipline has still not been manifested in classroom or playground practice by teachers and/or social workers. Interviews reveal a lingering lack of awareness on child protection measures. Focus group discussions, in-depth interviews and meetings with social workers, teachers, administrators, children and parents indicate that corporal punishment is still a common feature in schools. A more accurate assessment would require a quantitative measurement of that feature. Safety measures for use of the school building the playground and sanitary facilities are still sub-standard. No supervision is available in playgrounds during recreation time as well as in bathrooms. FGDs with students supported these findings as well. Girls are afraid to play in the playground, go to the toilet alone with no supervision, and fighting between Egyptian and Syrian students is declining but still continues. It is expected that by the end of the project significant progress on these issues will be achieved as teachers, students, principals and parents are being sensitized to their importance and the project is addressing these aspects through direct actions on social cohesion as well as during workshops and training sessions. However, a concerted effort by a school leadership team is required to make this a reality.

Findings on the Three Main Components of Project:

I. Renovation and Infrastructure Works

Enhancing school infrastructure is a key pillar across the three projects under this evaluation. For projects that aim at improving access to quality formal and non-formal education in a protective learning environment for vulnerable school-aged girls and boys, the interrelation between school infrastructure and child protection on one hand and the impact that school infrastructure imposes on accessibility to education on the other hand is of a paramount significance. Given the wide array of infrastructure needs in public schools, and given the planned work of the MOE building authority, the project implementers prioritized their work in schools in areas related to school renovations and amenities.

For this reason, reaching consensus on priority renovation work at schools was challenging and resulted in a divided budget between WASH renovation and other renovation needs requested by the MOE. Types of renovations ranged from an upgrade of sanitation facilities (bathroom renovations, upgrade of water fountains and drinking areas, renovation of water pipelines), safety-related renovations (sealing of windows, security walls and doors for dangerous areas, fixing uncovered electric sources), aesthetic upgrades (painting of classrooms, theatres, and the exterior building), playground upgrades (installing playground shades to protect students from the sun and to render the playground more useful during Physical Education classes), and carpentry (renovation of desks, chairs, doors, and windows).

The lack of cleanliness was repeatedly observed in the visited schools; in the classrooms, playground and the toilets. There seems to be no orientation given to students on the good use of the renovated toilets and classrooms. The problem has been identified in the lack of school budget to buy cleaning material and hire more cleaning staff (if any). This problem seems to jeopardize the renovation work done in schools and take it away from the WASH concepts that the project aims to promote among children. Renovation work was done in schools for purposes related to students' health, protection and safety. The delay in the orientation activities that promote sanitation and hygiene awareness takes the renovation work out of its purpose. Some hygiene orientation took place during camps, but no hygiene orientation is being practiced for school students during the day-to-day activities at school.

As for the other indicators on the WASH checklist in regard to private, secure, culturally-appropriate and clean toilets provided for school children and staff, some toilets have broken locks that have not been fixed. In addition, the toilets are generally found to be not hygienic to use given the lack of cleaning and maintenance routine that ensures clean and functioning toilets are available at all times.

In light of the cost analysis that the evaluation team conducted for the three projects, both CARE and Plan projects underspent their budgets allocated for renovations work at schools. The budgets spent did not seem to sufficiently and effectively serve the identified challenges of enhancing the school environment for children health and protection, especially given that they worked in primary schools with high density classrooms. (CARE spent 8% and Plan spent 16% of their project budget on renovation work and school amenities). This has impacted the quality and quantity of renovation implemented in schools. Moreover, given the delay in conducting a number of child protection and hygiene awareness activities with students and the whole school community, there is a high risk of losing the renovation work over time due to the lack of a school strategy for maintenance and cleanliness and students' orientation of, and sense of ownership of the renovation works.

On the other hand, while SC spent a relatively higher budget on schools renovation and amenities (almost 30% of the project budget), this budget share is left unmaintained and underutilized given the delay in implementing students' hygiene and awareness raising activities and schools maintenance planning like the other two projects. Moreover, renovation work and the purchased equipment in SC schools are still not well integrated in teaching and learning activities in schools.

All three projects need to work on a plan to maximize the benefit of their renovation work in schools through promoting sanitation and hygiene awareness in schools and maximizing the utilization of the learning amenities either in curricula or extra-curricular activities. Teacher and staff training needed for planning and conducting these activities are to be mapped out and integrated in the projects capacity building plans for the upcoming period. In addition, the three projects need to work on an integrated approach to link these renovation and learning facilities to activities planned for students that address social cohesion, active learning and hygiene awareness.

II. Training and Capacity Building

The improvement of teaching and the reform of education are among the most complex political, social, and behavioral changes in any society. Most reforms take several years minimum to really take hold, and a major reform of a whole system can generally be measured in decades, not months or years. Thus, everything which follows in this section is not meant as a criticism of the project with incredibly high potential, but as an attempt to provide a realistic portrait of where we see teaching and learning at this moment in time in the project.

1. Capacity building has been proven to be one of the most effective ways to incur change in behavior and lead to better performance. Nonetheless, training alone cannot fulfill reform, as there needs to be a lot of policy change to support any reform attempt.

For success of the program as well as for sustainability, the active involvement and understanding of administrative and supervisory staff at all levels is crucial. Whereas the central level is well informed about the different activities the middle level (idara), the school level receives directives making the training an added burden on teachers rather than a mechanism for enhancing education quality.

Therefore, it is recommended that Idara and school administration, including the SBTU be involved in the planning of training workshops. This is related to decentralization but also about a school based professional development team that is closely involved in monitoring performance, assessing training needs, designing capacity building events and ensuring their implementation.

2. Though theoretically the above mentioned trainings would impact the quality of education and the school environment there are a number of challenges that could hinder

the realization of the results such as addressing a large number of schools which means addressing a large number of teachers, students, BOTs and social workers.

These large numbers present a challenge as the capacity to address every single teacher, for example, is nonexistence and non-practical, therefore a number of teachers from each school were selected to attend the training (an average of 5 teachers per school). While this could influence the individual teachers it would not influence the system unless there is a tight plan to replicate training.

On the other hand to be able to replicate training with an adequate quality there needs to be both an intensive ToT and ample time for teachers to implement and gain practical experience.

Therefore it is recommended to focus on ToTs. The TOT model should include:

- Teachers and supervisors trained to become trainers must be experts in practice and need special training on how to train others. Accredited trainers are not always equipped with the requisite training skills. If more is invested in the trainers, they can then also serve others in the idara. This is human resource capacity building.
 - The teachers and supervisors delivering TOT training need ongoing supervision for a period of time from master trainers from the project, as well as support from school administrators.
3. Whereas all implementing agencies state in their proposals means of on-going training and ToTs, the training approach observed by all implementing agencies depended mainly on one-shot training rather than alternative options for training such as ongoing school based training; idara based training; and peer coaching.

Research shows us that initial training is most successful when it includes follow-up and coaching in class on a regular basis.

Therefore it is recommended to:

- Commence follow-up and coaching to all teachers and social workers trained.
- Establish school-based training. This should be based on needs identified within the school, and training should include the use of teachers as trainers, possibly demonstrating lessons in real classrooms full of children.
- Introduce alternative methods such as teacher collaboration. This should include structured opportunities for teachers to meet and plan together, as well as training and opportunities for peer observations, both within and across schools.

4. The delayed start of projects led to the delay of some planned training such as sustaining the refurbishing. Training should be planned strategically in parallel with the whole reform and renovation effort.

III. Social Cohesion/Inclusion

1. **Day Camps:** The assessment team was able to attend numerous day camps run by all three NGOs during the mid-year break. We were able to ascertain that all activities in this Outcome were instrumental in achieving positive outputs and demonstrating that they are leading the project towards achieving its intended outcomes. The review has found that these activities contribute in a significant manner to bringing Egyptian and Syrian students closer together, that they create cohesion among children and among parents, that they effectively include Syrian children more into the life of the Egyptian school and community and that they allow boys and girls equal chances of playing, interacting, organizing and learning in extra-curricular contexts.

The team conducted numerous focus groups and interviews with students, parents, social workers, boards of trustees and teachers. They all confirm that Day camps are by far the single most activity contributing to social cohesion between Syrians and Egyptian children. These have unanimously been requested to expand to include more numbers of students rather than a minuscule few. The rationale that these few students will go on to replicate the activities in their schools requires close accompaniment and deliberate planning by project and school staff. It is not clear that even this will take the camps into sustainability.

Respondents to the team's queries unanimously suggested that they be held on the school premises to reduce cost and allow a greater number of students to join; they reduce transport and logistical cost and barriers, and that they encourage more parents – both Syrian and Egyptian – to join. Parents cited that their children did not need to be woken up to get ready for camps as opposed to the strong encouragement needed to get up and go to school on regular days.

Day camps have been also found to be a significant avenue to spread gender based values on girls and boys participating in activities and respectfully treating each other.

2. **Sports days** have also yielded positive feedback. Requests for the dedication of a physical education (PE) instructor have been voiced over and over, as well as the provision of sports equipment (balls, nets, playgrounds,) to allow for the implementation of this important aspect of social cohesion. These events contribute in a major way to gender equality as gradual inclusion of girls and accommodating their physical exercise needs have been mentioned as progress in the implementation of sports days among all three NGOs.

3. **Open Days:** these have included folklore performance, Music and theater performances, cooking booths, storytelling etc. They have been found to be a strong contributor to social cohesion between Syrian and Egyptian students, as well as girls and boys. Respondents requested the provision of musical instruments and instructors to promote and advance the implementation of these important activities.
4. **Positive discipline measures** to overcome lack of attendance and poor social cohesion. These are still not practiced commonly in the classrooms, on the playground, during sports days, at camp events or during any of the activities for social cohesion. Interviews reveal a lack of awareness on child protection measures. Corporal punishment is still a common feature in school. Safety measures for use of the school building the playground and sanitary facilities are still lacking. No supervision is available in playground during recreation time as well as in bathrooms. FGDs with students supported these findings as well. Girls are afraid to play in the playground, go to the toilet alone with no supervision from school and fighting between Egyptian and Syrian students is declining, as compared with fighting among Egyptian students, but still continues. It is expected that by the end of the project significant progress on these issues will be achieved as teachers, students, principals and parents are being sensitized to their importance and the project is addressing these aspects through direct actions on social cohesion as well as during workshops and training sessions.
5. **Distribution of Educational Kits:** The response of all three NGOs to this phenomenon requires a careful and critical assessment. They have all decided to continue the distribution of educational kits as a means to improve access and retention of Syrian children in schools. Yet the assessment results bears out that the original barriers cannot be addressed by such interventions. While parents and children express positive opinions about the educational kits, yet the purpose for which they were provided does not match the barriers which impede access to school and retention of students. Parents and students interviewed unanimously reported that although they welcomed the distribution of educational kits yet children would still have attended school if the educational kits had not been distributed. The assessment concludes that distribution of educational kits is not a relevant or effective intervention to effect improvement on that front.

Conclusions

1. **Access:** the project is currently challenged to significantly improve access of Syrian children into public schools as it faces challenges beyond its purview and capacity to change realities most significantly crowded classrooms. The lack of familiarity with the Egyptian dialect among Syrian students is more prevalent among newcomer refugee children but is addressed by Syrian teachers providing extra-curricular instruction in Syrian run learning centers using the Egyptian curriculum but teaching in the Syrian dialect. The distribution of educational kits

has not been found to affect access in any meaningful manner and should be discontinued.

2. **Renovation of School Amenities and Sanitation:** This component has been found to require a serious and professional review as the quality and maintenance of these works has been found to be below standard.
3. **Improved teaching and learning:** efforts to build the capacities of teachers to adopt active teaching methods are met with challenges related to the crowded classroom situation, the short duration of class periods and the absence of post training support to coach, mentor, engage in peer to peer exchanges and sustain classroom practice. A few teachers were found to be using innovative teaching methods. It is recommended to reach a critical mass of teachers in the remaining project period. The research bears out that cascade training on its own cannot produce system school or system wide changed practice. It needs to be supplemented with coaching, peer to peer exchanges, teacher learning circles and support from supervisors and administrators.
4. **Safety:** The three projects are challenged to concretely address issues of safety for girls in schools. Safety from bullying in the playground, safety in toilets and safety from verbal abuse by teachers requires a transformation in school culture. The limited project duration poses a challenge towards that transformation. Safety through adequate sanitation and hygiene has been found to be incomplete. It has been mentioned in training workshops but was not implemented in a hands-on manner through WASH activities. The three NGOs recognize the strong link between safe and hygienic class and washroom facilities in retaining students particularly girls, yet their WASH activities and sanitation maintenance plans fall short of achieving the most minimal standards towards that.
5. **Social Cohesion/Inclusion:** The issue of social cohesion and attitudes especially of young people towards each other is something which the project is addressing through extra-curricular activities, focusing on team building, children's and parent's participation and conflict resolution, as well as gender sensitization. The assessment has concluded that these were significantly relevant and instrumental in effectively achieving this. Sustainability will require the engagement of the BoTs, school administration (principals and deputies), social workers and student unions to collectively plan, organize, implement and fund these activities.

The annual parental awareness campaigns and parents' days implemented by the local partners CDAs (Plan) did bring Syrian and Egyptian parents together. However when compared with the effectiveness of cohesion resulting from day camps and sports days, the assessment team has found that engaging students and parents from both communities in joint recreational activities is much more conducive to cohesion and inclusion than public lectures and messaging in one way settings. Parents expressed a desire to meet in interactive settings rather than be invited to attend lectures on child labor and girls' early marriage. It is doubtful that these events expand parents' decision making abilities or bring them closer to integrating in the Egyptian community. We conclude that day camps, sports days, theater and performance events contribute more to social cohesion and inclusion than annual campaigns and parents'

days

Recommendations

Across Projects

The three projects are in a stage where they are consolidating their lessons learned, maturing their project management practices, and building on the rapport they have been establishing with the MOE at central and district levels. In addition, the three projects have just embarked on a series of very crucial activities that will enhance the effectiveness and value of what the project has already accomplished. For all these reasons, it is highly recommended to grant the three projects an extension, giving them the time needed to adapt their approach and project activities in light of the evaluation findings and recommendations. The following is a set of generic recommendations for the three projects which they might want to consider in their extension plan.

- With the surplus in the project budget as a result of currency devaluation, the three projects could adopt a further renovation plan in their schools around the notion of “The green playground”. The plan focuses on turning school playgrounds to safe and secured areas for primary students to play in over green grasses. The green playground is a way to enable schools to conduct sport activities as well as extra-curricular activities for social cohesion, hygiene education, active learning, and creative learning.
- Given the investment that the three projects have already made in water and hygiene renovations in schools, an awareness raising campaign and a comprehensive WASH program should be planned around the interrelated concepts between hygiene, health and child protection. The campaign should not only target students, but school administrations as well as MoE officials. Presentations and handouts on the cost and benefit of hygiene education and the systemic support needed for it should be used. WASH activities should be implemented as an integral and inseparable part of the hygiene and sanitation infrastructure works and as a pivotal aspect of school safety in and around toilets, water sources, drainage pipes, etc.
- All three NGOs need to conduct a review of their infrastructure works with qualified contractors and take corrective actions to bring the quality of the works to acceptable standards. The current situation of these works is not conducive to safety in the schools – particularly the sanitation services – and is not contributing to Syrian students’ access or retention.

Mid-term Evaluation for Education Projects

- Given the current status of physical renovation work and learning amenities in schools, the work with the school BOTs needs to be intensified to develop an actual resource mobilization plan to spend on maintenance and school cleanliness among other things
- There is a need for the three projects to review the training planned for the BOTs and school administration (principals and deputies) and design training that supports the roles expected of them during the remaining period of the project and beyond. School administrations and the BOTs should be looked upon as potential catalysts for desirable performance changes in schools. A leadership program should be implemented for school administrations, BOT members and a selected groups of teachers/social workers to build a focal group of school leaders able to maintain the project reform rationale in their schools.
- Gender based orientations of the project need to be internally verified by all project teams across all project components without necessarily labeling them as such until MoE approvals on Gender training is explicitly obtained.
- There is a need for the three projects to draw a capacity building strategy that serves the combined, synchronized roles envisioned for project stakeholders. Training activities should spring from that strategy so that training components are complementary to one another and trainees develop the sets of knowledge, skills and attitudes that equip them to assist each other in leading their school to achieve project wide objectives, rather than single, isolated ones. For example, a capacity building strategy is needed that outlines how teachers, social workers and school administrators who attended training on positive discipline can support one another in applying their training with students so that it becomes a school wide **culture**. Bringing all stakeholders to attend a training program where they listen about the notion of positive discipline has proved to be less effective to bring about a concrete change in schools in the direction of positive discipline. Instead, a specific plan for school administrators and the BOT on how to support positive discipline in their schools needs to facilitate the role of social worker and teacher to promote the adoption of positive discipline by teachers in their classrooms and social workers in the playground and elsewhere.
- There is a need to upgrade the training for social workers to equip them with the requisite skills to plan and implement social cohesion activities in schools, as well as coach them on the processes required for implementation. In the same vein, the three projects should develop a sustainability plan for their social cohesion and extra-curricular activities. That plan should map out a training program for social workers (and a group of active teachers in school) who could carry out such activities in schools after the end of the program. Training on topics such as planning low-cost events, child-

friendly activities, reaching out to Syrian students and families to participate in such activities, student-led activities are examples of topics that the social worker needs to be trained on for the sustainability of social cohesion activities in schools after the end of the project.

- To serve a more comprehensive strategy for increasing access to education and providing social inclusion activities for Syrian students in public schools, the three projects should support schools to conduct cultural activities in theatre, as well as sports activities in the playground. Such activities could promote gender inclusion (boys & girls) and social inclusion (Egyptians & Syrians). The three projects should supply their targeted schools with essential musical instruments, and equipment for students to carry out physical education, music, and theater activities. Furthermore, the three projects should engage teachers and social workers to participate in planning such activities to achieve learning outcomes with their students.
- Focus in the remaining period on day camps, sports days (provided physical education instructors and equipment is made available), cultural events, etc. while building the engagement of BoTs, student unions, administrators, social workers and communities to sustain these activities. Conduct social inclusion activities more frequently in schools.
- Form different activity teams of Syrian-Egyptian students in schools such as the art team, the music team, the theatre team, the football or basketball team...etc. School open days could be organized where those teams could present their activities together. Furthermore, competitions between schools could be organized so that the Syrian-Egyptian team from one school plays against the Syrian-Egyptian team from another school. This would heighten the feeling of belonging to the school team more than the nationality of the students in the team.
- Involve more Syrian and Egyptian students in the social inclusion activities. Conduct activities in different rounds or parallel groups of Syrian and Egyptians to reach out to more Syrian and Egyptian students in one school.
- Plan student-led activities where project staff (or a contracted firm) leads a group of Syrian and Egyptian students to plan the day's program and design its activities.
- Provide more assistance to community schools to serve more Egyptian and Syrian dropout students. The three projects should look into training activities for community school teachers to conduct remedial classes for drop outs, to monitor students' progress and identify learning needs. Efforts could be also exerted by the three projects to

establish community schools in their target schools making use of the renovations done at schools and the rapport they have established within the educational directorates.

- It is important for the projects to deliberately design activities other than targeted messaging in training workshops and public awareness to address these important aspects of the project in the remaining implementation period.
- In the visits made by the evaluation team to two of the Syrian learning centers to learn how teaching is taking place there, the team learned that the learning centers are using Egyptian as well as Syrian teachers to teach Syrian students. The three projects could invite those teachers to focus group meetings to discuss the educational needs of Syrian students, their problems with the MOE curricula and how best to assist students in their mastery of these curricula. This knowledge could then be filtered into a capacity building program for subject teachers in the project targeted schools.

Recommendations on Training and Capacity Building:

The improvement of teaching and the reform of education are among the most complex political, social, and behavioral changes in any society. Most reforms take several years minimum to really take hold, and a major reform of a whole system can generally be measured in decades, not months or years. Thus, everything which follows in this section is not meant as a criticism of the project with incredibly high potential, but as an attempt to provide a realistic portrait of where we see teaching and learning at this moment in time in the project.

1. Capacity building has been proven to be one of the most effective ways to incur change in behavior and lead to better performance. Nonetheless, training alone cannot fulfill reform, as there needs to be a lot of policy change to support any reform attempt. Change at school level may occur but without creating the right conditions for change and continuous professional development opportunities, change would be momentarily and non-sustainable.

For success of the program as well as for sustainability, the active involvement and understanding of administrative and supervisory staff at all levels is crucial. Whereas the central level is well informed about the different activities the middle level (idara) and school level receive orders making the training an added burden on teachers rather than a mechanism for enhancing education quality. That is because Idara level supervisors are the ones that support the day to day implementation and cannot perceive the need for the training.

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Therefore, it is recommended that Idara and school administration, including the SBTU be involved in the planning of training workshops, for two main reasons: to build ownership and to provide the need support for implementation hence ensuring sustainability.

2. Though theoretically the above mentioned trainings would impact the quality of education and the school environment there are a number of challenges that could hinder the realization of the results such as addressing a large number of schools which means addressing a large number of teachers, students, BOTs and social workers.

These large numbers present a challenge as the capacity to address every single teacher, for example, is nonexistence and non-practical, therefore a number of teachers from each school were selected to attend the training (an average of 5 teachers per school). While this could influence the individual teachers it would not influence the system unless there is a tight plan to replicate training.

On the other hand to be able to replicate training with an adequate quality there needs to be both an intensive ToT and ample time for teachers to implement and gain practical experience.

Therefore it is recommended to focus on ToTs. The TOT model should include:

- Teachers and supervisors trained to become trainers must be experts in practice and need special training on how to train others. If more is invested in the trainers, they can then also serve others in the idara. This is human resource capacity building. This has been done on a very limited scale, therefore it is recommended to focus more on intensive TOT's rather than direct training.
 - The teachers and supervisors delivering TOT training need ongoing supervision for a period of time from master trainers from the project, as well as support from school administrators.
3. Whereas all implementing agencies state in their proposals means of on-going training and ToTs, the training approach observed by all implementing agencies depended mainly on one-shot training rather than alternative options for training such as ongoing school based training; idara based training; and peer coaching. Research shows us that initial training is most successful when it includes follow-up and coaching in class on a regular basis.

Therefore it is recommended to:

- Commence follow-up and coaching to all teachers and social workers trained.

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- Establish school-based training. This should be based on needs identified within the school, and training should include the use of teachers as trainers, possibly demonstrating lessons in real classrooms full of children.
 - Introduce alternative methods such as teacher collaboration. This should include structured opportunities for teachers to meet and plan together, as well as training and opportunities for peer observations, both within and across schools.
4. The delayed start of projects led to the delay of some planned training such as sustaining the refurbishing. Training should be planned strategically in parallel with the whole reform and renovation effort.

Recommended modifications in project design and implementation:

In light of the evaluation findings, some modifications are proposed in regard to priority areas for the three projects during the coming period:

- Discontinue further activities planned for distributing educational kits, uniforms or shoes to Egyptian and Syrian students. This activity is more linked to charity work than to improving access, retention or social cohesion. It would be more effective to direct the allotted budget for educational kits to more inclusion activities to reach out to more Egyptian and Syrian students serving the project's access to education objectives.
- The three projects need to have a more effective transfer model for their activities with students. This could be a peer to peer working model, i.e. any group of students who attend a project activity such as the hygiene group, the student union group, the maintenance group...etc. should walk away from the activity with clear roles on how to transfer the orientation or training received to other students in their schools. These groups of students should be coached by a teacher or the school social worker while cascading the orientation or training to other students.
- Generic training planned for different groups of school stakeholders such as BOT, school administration, teachers, and supervisors, should be reviewed to develop a targeted training module for each stakeholder group specifying the project-related new knowledge, skills or attitudes that the specific module will impart to that stakeholder group. This will avoid the implementation of training that is not clearly intended to achieve measurable project objectives.
- Each of the three projects should embark on developing project sustainability plans highlighting what the project will leave behind, who will take over at the MoE, school or any other level. Project teams should commence concrete planning to strengthen the capacity for project sustainability.

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- For the upcoming reporting period, the projects should consider including in their reports a section on how GAC cross-cutting themes are integrated into the project activities; Gender Equality (GE), Environmental Sustainability(ES), Active Citizenship Engagement for Good Governance (ACE) and Child Protection (CP). The evaluation team was not able to find the above cross-cutting themes explicitly reported on in project reports.

Project-specific Recommendations

In addition to the above recommendations, there are some project-specific recommendations relative to each of the three projects' design and focus.

CARE

Readability: CARE has shown progress with the readability activities in some of its targeted schools located at the 10th of Ramadan educational directorate. CARE succeeded in establishing a working model by engaging the readability coordinator at the Idaara level in a close working relation with Arabic supervisors and teachers. CARE should explore ways of assessing improvement in students' reading and writing abilities as a result of the readability activities in that educational zone before working on scaling the model to other targeted schools.

Social workers: CARE conducted numerous social inclusion activities in its targeted schools. It should now deliberately work towards a school team led by school social workers leading these activities at the end of the project. To this end, CARE should equip social workers with the tools and skills to design and implement a variety of social inclusion activities with the help of a group of teachers that CARE can select from each school. The two groups can collaborate to design and implement social inclusion and other values-promoting activities in their schools.

Work with the BOTs: Given the current status of physical renovation work and learning amenities at SCI schools, the work with the school BOTs needs to be intensified to develop an actual resource mobilization plan to spend on maintenance and school cleanliness among other things. Engaging BoTs in the review of the current renovations is essential.

PLAN

Plan's Manual and Teacher Training: As PLAN is assembling training programs for all project components in one manual to be certified by PAT, there is a need to review how to conduct refresher training with teachers and supervisors so that training can effectively impact learners. Teaching and learning tools should be delivered to teachers by the end of training to guide them through the implementation process. In addition, coaching and mentoring roles for supervisors would assist teachers in their application of training concepts and methods with students.

Hygiene Clubs: As Plan is considering the formation of a Hygiene club to strength the concept of hygiene among students, Plan should think of club activities (WASH) to involve as many students from the same school as possible since the selection of a limited number of Egyptian and Syrian students to cascade the concept of hygiene among other students at school has proved to be an ineffective mechanism.

Work with the BOTs: Given the current status of physical renovation work and learning amenities at SCI schools, the work with the school BOTs needs to be intensified to develop an actual resource mobilization plan to spend on maintenance and school cleanliness among other things.

Community Schools: Plan worked with community schools in Alexandria, Damietta and Cairo. They purchased a range of amenities and equipment to support the activities that the community schools conduct with their students. The next phase of the project needs to focus on specific activities for the teachers in community schools to address the needs of drop outs, to monitor students' progress and to identify learning needs.

SAVE THE CHILDREN

Student Unions: SC promoted the training of Students' Unions (SU) to act as catalysts for change in their schools. In addition, SC is delivering another set of activities targeting selected students to assist members of student unions in spreading values-based concepts and practices inside the school community. The student union training program for the two groups needs to include some activities for students to practice actual decision making and action oriented processes as well as real-life advocacy activities so that they can be empowered as decision making and advocacy circles inside their schools. Students need to be coached into the decision making and taking process.

School Teams: Building on SC specific training activities to different groups of stakeholders; teachers, subject supervisors, school principals, social workers, and social education supervisors, further training to these groups needs to aim towards building a team in each school to address certain school-identified challenges where all trained stakeholders in the same school would collaborate.

Work with the BOTs: Work with BOTs was not yet launched. Given the current status of physical renovation work and learning amenities at SCI schools, the work with the school BOTs needs to be intensified to develop an actual resource mobilization plan to spend on maintenance and school cleanliness among other things.

Critical Thinking: SCI delivered training on critical thinking and problem solving among teachers. The assessment pointed to teachers' encountering challenges in implementing that activity with their students. SCI needs to support teachers with the implementation of these

high-order skills and provide the needed coaching, mentoring and hand-holding opportunities for the trained teachers to make use of that training inside their classrooms.

DDR training: In light of the currently burdened project to achieve global objectives it is not recommended to introduce training in Disaster Risk Reduction in the coming phase of the project. Efforts would be better spent on implementing activities that have not even been launched, e.g. the Health component and BoT training.

Lessons Learned

- The three organizations responded candidly to the focus group questions in regard to their project design and stated that it had been loaded with numerous activities targeting a variety of stakeholder groups. Staff interviewed in the three organizations have come to realize the effect of an overloaded plan on the efficiency and effectiveness of the project deliverables. They are not poised to review that situation and consolidate project interventions.
- Ensuring an effective partnership with the MOE necessitates an effective mechanism for communicating progress and planned next steps. This is essential to achieve a true participatory project planning and implementation with different units of the MOE. It would establish their ownership of project activities and pave the way for project sustainability. In addition to conducting regular meetings with the MOE, it is highly recommended for the three projects to continuously develop and present a brief overview of their project to meet the frequent turnover in MOE officials.
- MoE people interviewed indicated that the community participation department had singularly overtaken the role of overseeing this project in terms of coordinating and supporting. They felt this had placed a distance between them and the entire project. For example the training department was informed about the training by mere coincidence and was not involved in any planning or implementation aspects. This poses a risk to future sustainability, because the relation between the schools and the community participation department could end with the culmination of the project and hence no other department/entity at the ministry would have nurtured the requisite ownership for sustainability.
- Renovation work for high density schools requires somewhat different and more efficient solutions that endure the use of large number of young children.
- Spending on hardware such as renovation work, amenities, equipment....etc. should not come at the expense of ensuring capacity and skills for their effective use. The projects

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need to review their capacity building activities to integrate the development of the needed skills for all the hardware that was brought to, or established in schools: from toilet renovations, to provision of classroom furniture, computers, music instruments, physical education tools, theatre renovation...etc. This would supplement the hardware value of these inputs into learning and educational values and would become integrated into the teaching and learning process.

- Empowering school leadership is instrumental for project effectiveness. Projects should review their planned activities for MOE officials, school principals and school BOTs and build a leadership component to empower them to take informed decisions.

Annex 1: In-depth interviews (IDIs)

Interview with MoE personnel

- For how long have you been involved with this project? In what capacity?
- Do you believe this project has been effective? Why or why not? If yes, please indicate whether it has improved:
 - Teacher practices
 - Student learning
 - Management and supervisory styles
 - School climate
 - Other (please describe)
- What do you believe have been the most successful aspects of this project?
- Were there aspects you felt were unsuccessful? (Some approaches that just didn't work?) Why?
- What suggestions do you have for improving this project?
- Which elements of the project you think can be taken to scale?
- Do you believe the accomplishments of this project will be sustainable in the long run? (probe: financial, social, institutional, technical, political sustainability)

Interviews with Syrian learning Centers

- How Syrian students know about the center and how they get registered at the learning center?
- How classes are structured? As a one-classroom school or multi-grade model?
- How students learning difficulties/needs are diagnosed? And how you deal with them?
- Who are the teachers and how they get familiar with the MOE curriculum/ exams? What teaching methods are they using?
- How does the center make sure that Syrian students learn and not just get ready to pass the MOE exam?
- What do the Syrian students do with their absent days from schools? How do they get permission to sit in end-of-year exams if they pass the permitted number of absent days?
- What are the activities that the center held for the Syrian students? Any inclusion activities with Egyptian students/families? Any camps/social/sport days? How are they organized? *Extracurricular activities*
- Any success stories of well-integrated Syrian children/families?
- Any economic support for the Syrian students at the center? Furnishing and equipping of learning centers – quality and source of financing.
- Does the center establish partnerships with other NGOs or governmental entities to cover the needs of the Syrian children?

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- Any data NGO might be willing to share regarding cost of running learning centers (e.g. cost per child, per classroom, etc.)

Interview with School Administration

- What do you know about the project objectives and/or activities at schools? (note variations in knowledge about detailed activities among administration staff from different schools)
- Have you participated with the project in planning or managing any activities for your school? If so, in what way? If no, is there anyone else from your school coordinating with the project in planning and implementing these activities?
- In your view, what are the most notable achievements the project managed to achieve in your school? Could the project have achieved better results if activities were done in a different way? If yes, how? (note schools who mentioned other activities than renovations and educational package distribution as notable achievements for the project)
- There is a plan in place for training school administration on issues related to child rights and child protection, are there other issues you think the project should train school administration on to better help schools in attracting Syrian and Egyptian students to attend schools regularly?
- In your view, how should the project better work with the school for the sustainability of the project results after the end of the project?

For school administration who received training with the project: What training program you participated in with the project? How effective was the training in your view and how could it be improved?

Annex 2: Focus Group Discussions (FGDs)

Discussion Areas for Focus Group with Students

- Some work has been done in your school to improve water supply, sanitation and Hygiene, have you felt any change in your school as a result of this work? If so, what are the different aspects you felt different? (For example, you have more access now to clean toilets, drinking water, clean corridors)? Are you allowed to use these facilities any time you need them? Are you satisfied/not satisfied with these changes in the water supply, sanitation and Hygiene in your school? Have these changes made the school more attractive for you? What else is needed? (note differences in gender responses)
- Your school received some new learning facilities such as new desks, chairs, boards, new sports equipment, Science Lab tools...etc. Have you seen/used any of this new stuff? Do you think that these new stuff important for learners to learn better? Did you learn how to keep these new staff in good conditions for other students to use? What else do you think your school needs? What do you think should be done for the school to get this extra stuff that the students need? (note differences in gender responses)
- The school provided some bags and stationary to encourage you to attend school regularly. Are you satisfied with the bag and the stationary (and the uniform) that have been provided to you? Why/Why not? Will the bag and stationary encourage you to attend school regularly? Why/ Why not? What else will encourage you?
- How do you work in the classroom? (Individually, in pairs, or in groups)? Has your teacher ever asked you (or any of your colleagues) to help the class if they don't understand something? Has your teacher ever asked you (or any of your colleagues) to explain something in class instead of him/her? What does your teacher do when you (or any of your colleagues) give a good answer? What does your teacher do when you (or any of your colleagues) give a wrong answer or misbehave? What do your teachers do when you (or any of your colleagues) fight or mistreat each other? Does your teacher treat the boys and girls differently? How? What is the one thing you like best about your teachers' way of teaching and way of treating you in class? What is the one think you wish your teachers change in themselves, their teaching or the way they treat the class? (note differences in gender responses)
- What are the most annoying elements in your school? Have you ever expressed this to any of your teachers/school administration? Have you expressed this to your parents? What do you think the school should do regarding these annoying elements? (For Egyptian groups only, do you have Syrian friends inside or outside the school? If not, do

you mind to befriend a Syrian student in your age? Why/Why not? Do you think Syrian students don't prefer to attend your school? Why/Why not? What should the school do to encourage Syrian students to attend schools more frequently and make friends with the Egyptian students?

Discussion Areas for Focus Group with Egyptian Social Inclusion Students

- Is this your first time to participate in sport days/camps? (note number of male to female)
- What do you like the most in these activities? Do you think this activity could be done in a better way? How? What needs to change?
- What did you learn from this activity (or the previous one)? Did you make any new friends at the camps?
- How often would you like your school to organize this activity?
- Who else should be invited to this activity? What else do you prefer to do during this activity?
- Do you mind spending the night at the camp? Why not? (note difference in response between male and female). What would you need to accept spending the night at the camp?
- Did your family hesitate to send you to the camp/sport day? Why not? (note difference in response between male and female)
- When you go home today, what is the one thing that you will share with your family?
- Did you make friends with any Syrian students during the camp/sport day? Why not? Did you have Syrian friends from your school before? Why not? Did you learn something from your Syrian colleagues today you didn't know before? (e.g. new word, new custom, dialect..etc.) What do you think Syrian students need to be better included in the school community?

Discussion Areas for Focus Group with Syrian Social Inclusion Students

- Is this your first time to participate in sport days/camps? (note number of male to female)
- What do you like the most in these activities? Do you think this activity could be done in a better way? How? What needs to change?
- What did you learn from this activity (or the previous one)? Did you make any new friends at the camps?
- How often would you like your school to organize this activity?
- Who else should be invited to this activity? What else do you prefer to do during this activity?
- Do you mind spending the night at the camp? Why not? (note difference in response between male and female). What would you need to accept spending the night at the camp?

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- Did your family hesitate to send you to the camp/sport day? Why not? (note difference in response between male and female)
- When you go home today, what is the one thing that you will share with your family?
- Did you make friends with any Egyptian students during the camp/sport day? Why not? Did you have Egyptian friends from your school before? Why not? Did you learn something from your Egyptian colleagues today you didn't know before? (e.g. new word, new custom, dialect..etc.) What do you think Syrian students need to be better included in the school community?

Discussion Areas for Focus Group with Students Union (Save the Children Schools only)

- As a member in the student union, what is your role regarding non-Egyptian students, children with disabilities, and low academic achievers? What did the students union do to help these groups? What else you wish to do for these groups?/What do these groups need?
- Did you attend training workshops on team building, presentation skills and how to identify the marginalized groups? If so, what did you like the most about these training workshops? Were you clear about what you were supposed to do after receiving these training?
- What else do you think members of students' union need to be trained on? What help do they need from the school?
- Do you encourage your parents to take part in the school Board of Trustees? Why/Why not?

Discussion Areas for Semi-structured Focus Group meeting with school BOT

- What do you know about the project objectives and/or activities at schools?
- As a member in the school BOT, have you participated with the project in planning or managing any activities for your school? If so, in what way?
- In your view, what are the most notable achievements the project managed to achieve in the school? Could the project have achieved better results if activities were done in a different way? If yes, how? (note the mention of other activities than renovations and educational package distribution as notable achievements for the project)
- In your view, how could the project support the BOT in performing their roles? How could the BOT support the project for effective implementation of its activities?
- In your view, what should the project do for the sustainability of the project activities and results after the end of the project?

For BOTs who received training with the project: What training program you participated in with the project? How effective was the training in your view and how could it be improved?

Discussion Areas for Semi-structured Focus Group meeting with Parents (Syrians)

This focus group should be done with 5-6 Syrian parents (possibly during the sport days/camps)

- What do you know about the project objectives and/or activities at schools?
- In your view, what are the most notable achievements the project managed to achieve in the school? (note the mention of other activities than renovations and educational package distribution as notable achievements for the project)
- In your view, how effective the project interventions have been so far in addressing your concerns about your children safety at schools, their inclusion in the school community and the quality of education they receive at schools?
- In your view, how could the project better support the Syrian students?

For parents who participated in any of the project activities: What activities you participated in with the project? How effective was the activity/activities in your view and how could it be improved?

Discussion Areas for Semi-structured Focus Group meeting with Parents (Egyptians)

This focus group should be done with 5-6 Egyptian parents (possibly during the sport days/camps)

- What do you know about the project objectives and/or activities at schools?
- In your view, what are the most notable achievements the project managed to achieve in the school? (note the mention of other activities than renovations and educational package distribution as notable achievements for the project)
- In your view, how effective the project interventions have been so far in addressing your concerns about your children safety at schools, their inclusion in the school community and the quality of education they receive at schools?
- In your view, how could the project better support your children at school?

For parents who participated in any of the project activities: What activities you participated in with the project? How effective was the activity/activities in your view and how could it be improved?

Annex 3: Breakdown of IDI and FGD participants

			CARE	Plan	Save
IDIs	MoE	43*			
	Administration		6	7	5
	Learning centers	2			
	Partner NGOs			3	
	Social workers		14	8	14
	Supervisors	11*			
FGDs	Egyptian Social Inclusion Students		46	12	75
	Syrian Social Inclusion Students		30	6	12
	Students		114	112	83
	Students Union		-	-	23
	Egyptian parents		22	4	6
	Syrian parents		14	3	8
	BOT		8	0	3
	Teachers		25	37	30
	Number of camp attended		3	3	4

Annex 4: Performance Monitoring Framework

Appended in Excel file

Annex 5: Literature Review

Turkey

The largest community of displaced Syrians in the region, nearly 2.8 million, is found in Turkey. As the conflict continues, the number is likely to grow. Consequently, social tensions against refugees in the concerned regions of Turkey are likely to increase due to the increasing figures of the Syrian population¹⁶.

As a result of the enormous number of children in Turkish refugee camps, camp directors were urged to establish schools for Syrian children of all ages. The camp schools are run by the Turkish administration; however, curricula of those schools are not recognized by the Turkish education authorities, which means that children are not assigned Turkish teachers. As a result, camp directors rely in a major way on volunteers from the refugee camps.

The Ministry of National Education has accredited “temporary education centers,” staffed by Syrian teachers that use a modified Syrian Arabic curriculum¹⁷. Syrian children are allowed to enroll in Turkish public schools, without having to pay any associated fees. In general, Turkish education officials are cooperative with Syrian refugee parents in creating some private Syrian schools in Turkey. Traditionally, most Syrian parents do not approve of coeducational arrangements for teenagers¹⁸.

In 2015, The United Nations Children’s Fund (UNICEF) reported significant efforts exerted by Turkish officials to establish seven new schools, renovating 200 schools, hiring 8,700 Syrian “volunteer” teachers, as well as subsidizing school-transportation for more than 10,000 Syrian students. These efforts resulted in a 30 percent increase in the number of children enrolled in schools in 2015. In spite of that, fewer than half of the school-aged Syrian refugees are attending formal schools and education centers. School drop-outs are evidenced by the registration figures which show that as children aged 5-17 grow older, enrollment rates tend to decline. Efforts by the Turkish government have been clearly directed to fighting the drop-out phenomenon among Syrian children. In this context, Turkish officials intend to enroll all Syrian children in school by the end of 2017.

Lebanon

Since the start of the Syrian crisis in March 2011, the number of Syrian refugees in Lebanon rose placing pressure on local Lebanese communities in terms of resources, such as food, education, health services, and employment¹⁹. A country of approximately 4.5 million citizens, Lebanon has

¹⁶ İçduygu, A. (2015). Syrian refugees in Turkey: The long road ahead. Washington, DC: Migration Policy Institute.

¹⁷ “Schooling in a crisis: the case of Syrian refugees in Turkey” *Humanitarian Practice Network* (2016)

¹⁸ “Schooling in a crisis: the case of Syrian refugees in Turkey” *Humanitarian Practice Network* (2016)

¹⁹ Masri, S., & Srour, I. (2014). Assessment of the Impact of Syrian Refugees in Lebanon and Their Employment Profile. Beirut: International Labor Organization, Regional Office for the Arab States. Retrieved September, 26, 2015.

nearly 1 million registered Syrian asylum seekers dispersed through Lebanon in these areas according to UNHCR:

- Beirut; a total of 287, 651 refugees
- South Lebanon; a total of 117,750 refugees
- Bekaa Valley; a total of 360, 733 refugees
- North Lebanon; a total of 251, 299 refugees

The number of registered refugees includes almost 500,000 school-age children. This represents more than the number of Lebanese children in public schools. In 2015, Lebanese authorities, with donor support, offered 200,000 free enrollment-places for Syrian children in public schools, and additionally opened afternoon “second shift” classes in 238 public schools to increase classroom capacities. However, only 158,000 Syrian children were enrolled in public schools, while another 87,000 attended private Lebanese schools.

The problem of Syrian children in Lebanon revolves around them not being included in formal education. At least 250,000 Syrian children were not in formal education, including at least 95 percent of secondary school-age children. In efforts to resolve this situation, the Lebanese government has set a target of enrolling an additional 230,000 “non-Lebanese” children in formal education and 220,000 in non-formal education programs throughout the 2016-17 school year²⁰.

Jordan

Like Syria’s neighboring countries, Jordan is currently facing a refugee crisis. The majority live in urban areas in Jordan’s border governorates and in the capital, Amman, rather than in camps. Their presence is very conspicuous to the local population, particularly in the governorates with the greatest concentrations of refugees. The perception towards the Syrian refugees is that they will compete with locals for resources and opportunities²¹.

In 2015, school-aged Syrian children in Jordan were estimated to be around 225,000, of which almost 80,000 were out of school. In order to deal with the drop-out issue, the Jordanian government signed the “Jordan Compact” with donors, in which \$700 million per year, over three years, were pledged by donors to support Jordan in hosting Syrian refugees. Foreign funding will support the Jordanian government to carry out plans which could substantially improve access to education. Under the terms of the “Jordan Compact”, an additional \$81.5 million will be directed to improve access to education of Syrian children. With this compact,

²⁰ “Education for Syrian Refugee Children: What Donors and Host Countries Should Do” *Human Rights Watch article* (2016)

²¹ Carrion, D. (2015). Syrian refugees in Jordan: Confronting difficult truths.

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Jordan aims to integrate Syrian children in formal education. The compact aims to enroll children aged 8 to 12 in an accredited program that will enable them to attend public schools²².

²² “Education for Syrian Refugee Children: What Donors and Host Countries Should Do” *Human Rights Watch article* (2016)