

Baseline report for
Promoting Equitable Quality Education for Girls project
In Mallawi, AlAsher min Ramadan and Alwarraq
Implemented by: CARE International



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Picture taken during the Focus Group Discussion (FGD) at AlAsher School

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1 Introduction and key messages

- The purpose of this report is to aggregate and synthesize information generated **from accessing the baseline situations, and to transform it into accessible** knowledge for future systematic strengthening of programming, and organizational effectiveness.
- The baseline study is aiming to contribute to learning the best ways to promote gender equality and women's empowerment (GEWE), and to help in decision-making by providing evidence-based information.

2 Executive summary

The information collected through quantitative and qualitative evidence proved that equitable quality education for girls' project, funded by UN women, is the strongest in terms of the relevance of its interventions and the achievement of intended outputs to the community needs and priority. By implementing the interventions as planned, an increasingly positive contribution towards gender equality outcomes and community social changes will be made. But expected challenges will remain especially in terms of reaching a substantial scale and reach to overcome the barriers to girls' education.

Given the fact that promoting positive and measurable behavioral and social change requires multifaceted and interactive efforts on personal, community, and national levels, the short period of the project will be a challenge to measuring the impact in the targeted communities.

The rationale for selecting the targeted communities (Alwarraq, AlAsher min Ramadan and Mallawi) comes from the general need in the country for project interventions.

The populated area of Mallawi comes to 319.29 km² and is administratively divided into 9 rural local units, which consist of 40 villages and 119 hamlets. The population of the district (markaz) reached 797.98 thousand people. Mallawi has about 395 schools (pre-university education), 3779 classrooms, and 163.60 thousand students. The percentage of females enrolled in formal schools was about 47.88% by the end of 2011, and the ratio of teachers to students was about 28.44¹.

As for Alwarraq, its total area comes to 25.07 km² and the district's population reached 539.12 thousand people. Alwarraq is an affiliate to Shura Council 2nd precinct at Dokki Police Station. Some of the most important features in Alwarraq are Theodore Bilhars Research Institute, Environment Research Center, and Egypt Gas Company. Butcher stores are common in Alwarraq due to the existence of Alwarraq automated slaughterhouse. Living standards vary from one area to the other. For example, in Tanash, students live near to a factory where most of the village works. Thus, Tanash students were found to enjoy a relatively higher level of economic and livelihood standards, compared to other areas. On the other hand, Hoda Shaarawi students live in a community that is suffering from poverty,

1 <http://www.eip.gov.eg/Periodicals/WasfMisrGovs/2010/18/9.pdf>

lack of services, prevalence of violence and drugs, as was stated by the group of boys during the Focus Group Discussion.

Alwarraq has about 70 schools (pre-university education), 1033 classrooms, and 51.53 thousand students. The percentage of female students enrolled in formal schools was about 50.05% by the end of 2011, and the ratio of teachers to students was about 20.67².

AlAsher min Ramadan, is a city located in the Sharqia governorate. It is one of the biggest industrial communities, founded in 1977 in a bid to attract foreign and local capital with the intent of providing job opportunities for the country's youth.

In comparing the number of targeted schools throughout the project to the total number of schools in each targeted community shows the necessity of targeting more schools in order to achieve an impact on the targeted communities in terms of social change, improving reaching and learning environment, and child protection.

Despite previous efforts spent to overcome gender inequality in education, this baseline study report confirmed that some discrimination between boys and girls when it comes to education still exists. Normally, due to traditions, boys are more likely to go to school than girls. They are also more likely to be given the chance to complete their education till the university stage, but that seems to be impossible for the majority of girls. However, boys are also more likely to drop out of school to help their parents and their families. Using the available data, we found that there is a weak significant relation between the **sex of the child** and their school attendance status. For example, the total number of students in Abshadat School is 917, mostly girls (64%). If a student exceeds absence limits, two warnings are sent to the student's parents before he/she gets suspended. After suspension, the student's status is kept frozen for two years before he/she is counted as a dropout. Only 1.3% of total students was in frozen status and/or dropped out of school. If we compare the numbers for girls and boys in Abshadat, we will see that only 0.7% of girls were in frozen status and/or dropped out of school, compared to 2.4% of boys.

One of the most important factors - noticed through the study - that determine the educational status of a child is the standard of living of his/her family. It is worth noting that the children living near factories or cities are more likely to enjoy higher living standards than those living in slums or poor villages. The main issue of concern here is not the "rural to urban" difference. Disparities in the living standards are noticeable even within the same community, and significantly reflect on the children's ability to complete their education and their plans for the future. That was obviously reported in Alwarraq community, where the children who live in Tanash are in better condition (for education and protection) than those who live in the slums around Hoda Shaarawi School.

Bottom line and for future planning, the study confirmed that the place of residence has an effect on gender discrimination between children.

² <http://www.eip.gov.eg/Periodicals/WasfMisrGovs/2010/10/8.pdf>

Based on input from the children, it was not shocking to find that only 30% of parents and community members are willing to give the chance of education to their girls till university. They are only willing to teach them basic reading and writing, or involve them in vocational training.

Reporting on the barriers to girls' education was the most fruitful part of the study, where the children (mostly girls) analyzed these barriers themselves in an attempt to understand their awareness and to determine the most important barrier they face for future intervention. Although there are some factors that make the problems persist, but the girls confirmed that these barriers could be overcome by concerted efforts, with their insistence that the situation will be improved and the community will realize the importance of girls' education. The children narrated some stories about educated women and mothers, and how they have their own source of earning which contributes to improving the living standards of their families.

Early marriage for girls is one of the major challenges facing girls' education. Early marriage represents 15% of the total marriages in Egypt. This percentage increases in the governorates and geographical areas where the percentage of poverty is highest. The Egyptian society has kept its position of 112/186 in the human development report with a composite indicator of .64 in 2011, while illiteracy among women can reach up to 40% especially in rural areas where 4% live below the poverty line. Most importantly, the gender gap is well noted in all aspects of life. Egypt holds the position of 125/136 in the gender gap index. The collective indicator showed a decline to 59.4% in 2013 from 57% that was recorded in 2006 when Egypt's position was 109/115.³

For informal education, in general, community schools are privileged by the supervision of the Community Education Division in the Ministry, and the Education directorates, in addition to the close follow-up of the NCCM. There is a protocol on cooperation between the two parties to regulate the process. Practically and theoretically, community schools achieved incredible success in terms of learning, accessibility, quality of education, and transferring dropouts and illiterates to formal education. Throughout the baseline study, we learned about girls who completed their education until they reached university while they were enrolled in community schools in their hamlets. For around ten years, the community education has been providing learning to students who graduated with an educational level that is higher than their peers in formal education. However, after the 25th of January revolution, and the resulting political instability that spread all over the country, community education became in need of rapid interventions to overcome the uprising challenges that threatened the quality of its learning and sustainability. While taking into consideration:

- The withdrawal of international organizations from the community after building and rehabilitating schools without planning for sustainability.

³ National strategy for eliminating early marriage

- Dependency of partner NGOs on funds received from donors to create success during the project period, while leaving the schools without monitoring and support.
- The limited MOE budget allocated to community education in comparison to the MOE budget allocated to the reform of formal education.
- Lack of coordination between MOE and Civil society organizations, mainly NGOs, to implement joint interventions.
- Lack of training provided to female educators resulted in a decline in their ability to provide active learning and deal with children of multi-grades as they used to. Also, the current shortage for well-trained educators to teach certain subjects like English and mathematics
- The majority of community schools need rehabilitation and maintenance especially in sanitation and electricity.
- Poverty and low family incomes necessitate the provision of food-aid to families in order for them to let their girls go to community schools.
- Inactive educational committees inside the community schools. These committees are formed of parents, community leaders, and NGOs to help the schools solve their problems. They take on a broad range of roles: helping with cleaning and security, assisting facilitators during lessons, tracking down birth certificates, liaising with government departments to ensure that there is running water and electricity, and collecting funds to resource the school with fans, educational resources, games, and so on.

Below are the baseline values as resulted from the Focus Group Discussion (FGD) and will be explained in the report:

Outcome indicator #1		Baseline value
Degree (%) of satisfaction with learning facilities and education services in schools	Satisfaction of formal schools students	35.71%
Outcome indicator #1		Baseline value
% of community members aware and willing to promote education for women and girls	Level of parents and community leaders' awareness of girls' education and their willingness to let them complete their education	30%
Outcome indicator #2		Baseline value
# of the issues mapped in the physical barriers that have	13 issues were mapped with possible causes and	13 issues

been overcome	suggested interventions for future planning	
Outcome indicator #2	Baseline value	
% increase in levels of attendance from the previous year	Based on the data collected from 11 schools, the Average Absence Rate for boys appears to be slightly higher than that for girls. The former is calculated to be 6%, and the latter 5.6%.	

3 Project background

The over-crowdedness in schools in recent years has exacerbated many of the already existing challenges facing the educational system in Egypt today . These challenges include poor physical conditions of schools, high levels of illiteracy among students, low participation in the classroom and school, and a high student to teacher ratio. Those most harmed by deteriorating educational quality in Egypt are girls, as quality education and the school environment become barriers for girls against benefitting from school, or even for attending. From CARE’s experience in working on improving educational outcomes for girls, some of the main problems faced by girls include teachers’ lack of awareness of gender sensitivity, playgrounds are either not available or not equipped for girls, extra-curricular activities are either not available or not girl-friendly, exposure to physical violence and harassment, among many others. External factors that act as barriers to girls going to school include early marriage distance from school, and discriminating norms and behaviors of the surrounding community or family.

4 Methodology of the project

This project aims to tackle some of these issues with two main outcomes:

- 1) Strengthening formal and informal educational institutions and community mechanisms promoting education for women and girls.
- 2) Reducing physical barriers to education for women and girls.

Results framework of the project:

As per the logical framework of the project, here is the results framework:

Expected	1) Strengthening formal and informal	2) Reducing physical barriers to
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results	educational institutions and community mechanisms promoting education for women and girls		education for women and girls	
Indicators	Degree (%) of satisfaction with learning facilities and education services in schools	Percentage of community members aware and willing to promote education for women and girls	# of the issues mapped in the physical barriers that have been overcome	Percentage increase in levels of attendance over the previous year
Outputs	Percentage of beneficiaries (teachers, social workers, and school staff) who demonstrate an understanding of basic gender concepts and principles, child protection, and active learning methods		2.1. # of issues resulting from the assessment of their needs	
	Girls' perceptions of comfort and safety in school		2.2. # of community initiatives implemented	
	Percentage improvement in understanding of resource mobilization and community initiatives			

5 Objective of the Baseline Assessment

Referring to TOR, the overall goal of this assignment is to conduct a baseline study to provide a full picture with evidence and data. The data will include estimates, features and statutes of children education and protection in targeted districts (Alwarraq in Giza, 10th of Ramadan in Sharqeya, and Mallawi in Minya) The study will also conduct a safety assessment for young girls and boys, highlighting potential risks or dangers that may cause discomfort inside or outside the school, or may hinder the children's access to schools.

The study will also explore the beliefs and attitudes of teachers and social workers, and will depict the current situation from the stakeholders. The study will also come up with recommendations that will enable follow-up, monitoring and survey of the project's interventions.

Additionally, the study will act as a platform for building and designing MEAL system that enables CARE project staff and implementation partners to implement planned project activities:

Monitor achieved results at output and outcome levels

Be accountable to beneficiaries, stakeholders and donors

Learn from project implementation during all phases of the project cycle

Subsequently assess the project's effectiveness, impact, efficiency, relevancy and sustainability through midterm and final evaluations

The results of this study will be used by CARE to constitute baseline data and to accelerate the programming and implementation of a project aimed at “strengthening formal and informal educational institutions and community mechanisms promoting education for women and girls”; and to ensure that “physical barriers to education for women and girls are reduced”

6 Baseline Methodology

6.1 Study methodology

A “Mixed methods approach” that combines a methodology of quantitative and qualitative research techniques including a child participatory approach was used. The baseline study used multiple data collection methods to answer the main research questions included in each public school (a quantitative questionnaire with school social workers, qualitative focus group discussions with children and teachers, and semi-structured qualitative interviews with school principals).

As for community schools, a quantitative questionnaire and Focus Group Discussion was conducted with female educators, and a Focus Group Discussion was conducted with dropouts and enrolled girls. In addition, a safety assessment was conducted with a participatory approach to determine the issues and barriers to girls' education.

6.2 Place

CARE is implementing this project in 10 primary and preparatory schools (3 in Alwarraq, 3 in AlAsher min Ramadan and 4 in Mallawi) and 4 community schools located in Mallawi. The study team has been divided into two groups, where one group conducted the field trips in Mallawi and the other group conducted the trips in Alwarraq and AlAsher min Ramadan. The project field coordinators were helping with coordination, and facilitating the trips.

6.3 Population

Targeted respondents for the study's qualitative and quantitative tools included: children, parents, teachers, social workers, school management from public schools, female educators, non-enrolled girls and boys, dropout children, and MOE officials. Each of the respondents had a team member in charge of handling their interview or

observing and recording the Focus Group Discussion. Each Focus Group Discussion was conducted by two people, one to facilitate the discussion and the other to record the sessions. By the end of each Focus Group Discussion, the facilitators in collaboration with the recorders were responsible for entering the data and submitting it to the field team leader to review before submitting the documents to the technical advisor/evaluator. The same process was done with the interviews. The duration of examining the set of tools inside each school took between 3-4 hours/school.

6.4 Data analysis

After execution of field work, the data was analyzed in separate excel sheets to be able to present it. The data and information collected and analyzed will be represented very clearly in the report in the form of graphs and/or tables to ensure the various types of readers will understand the data. The evaluator will keep each record in a database to be used by CARE later for other purposes or verifications.

7 Applying the Qualitative and Quantitative Tools

A one-day training was conducted by the technical advisor to train the study team on the data collection techniques

Type of Meeting	Date	Place	Number of Attendees	Number of Males	Number of Females
Focus Group Discussion with Female students	24-10-2016	Abshadat School	10	0	10
Focus Group Discussion with Female students	24-10-2016	Hure School	10	0	10
Focus Group Discussion with Teachers	24-10-2016	Abshadat School	10	6	4
Focus Group Discussion with Teachers	24-10-2016	Hure School	10	6	4
Interview with School Principal	24-10-2016	Abshadat School	1	1	--
Focus Group Discussion with Teachers	24-10-2016	Hure School	1	1	--

Questionnaire to Social Worker	24-10-2016	Abshadat School	1	--	1
Focus Group Discussion with Male students	25-10-2016	Aloroba School	10	10	0
Focus Group Discussion with Male students	25-10-2016	Qasr Hure School	10	10	0
Focus Group Discussion with Teachers	25-10-2016	Aloroba School	10	7	3
Focus Group Discussion with Teachers	25-10-2016	Qasr Hure School	10	6	4
Focus Group Discussion with Teachers	25-10-2016	Aloroba School	1	1	--
Focus Group Discussion with Teachers	25-10-2016	Qasr Hure School	1	1	--
Questionnaire to Social Worker	25-10-2016	Aloroba School	1	--	1
Questionnaire to Social Worker	25-10-2016	Qasr Hure School	1	1	--
Focus Group Discussion with Female dropouts	2016-10-26	The Multi-level School – the Local Unit in Hure	10	0	10
Focus Group Discussion with Female dropouts	26-10-2016	The Multi-level School – the Local Unit in Hure	10	0	10
Focus Group Discussion with Community School Facilitators	26-10-2016	The Multi-level School – the Local Unit in Hure	9	0	9
Focus Group Discussion with Parents	26-10-2016	Qasr Hure School	10	10	0
Focus Group Discussion with Association	26-10-2016	Qasr Hure School	10	10	0

Interview with MoE Official	26-10-2016	Qasr Hure School	1	1	--
Interview with school principal of Tanash school	25-10-2016	Tanash School	1		1
Focus Group Discussion with Youth dreams association in Alwarraq	25-10-2016	NGO premises	25	15	10
Focus Group Discussion with children of Tanash school	25-10-2016	Tanash School	13		13
Focus Group Discussion with children of Hoda Shaarawi school	26-10-2016	Hoda Shaarawi school	20	10	10
Focus Group Discussion with formal school	27-10-2016	Othman Ibn Affan school	10	5	5
Focus Group Discussion with teachers of AlAsher Min Ramadan	27-10-2016	Science club	20		

8 Formal and Informal education and child protection

Project objective #1: *Strengthening formal and informal educational institutions and community mechanisms promoting education for women and girls*

Outcome indicator #1		Baseline value, %
Degree (%) of satisfaction with learning facilities and education services in schools	Satisfaction of students in formal schools	35.71

A total of 103 Students from 7 formal schools (out of 10 schools) and one community school joined the Focus Group Discussions. The evaluation team adopted a participatory approach designed to fit the children, where drawing, coloring and playing were the key methods to collect the right information from them. The children were prepared before the Focus Group Discussion to give only positive answers and some teachers insisted on attending the discussions with the children to ensure that the children will not say anything negative. But the methodology planned for collecting the data from children was, to a high level, successful in gathering and capturing the current situation of the targeted schools.

Category	Percentage, %
Totally Dissatisfied	37.14
Totally Satisfied	35.71
Indifferent	22.86
No response	4.29
Total	100.00

8.1 Formal and Informal Schools

8.1.1 Results from children enrolled in formal schools

A. Level of satisfaction with learning facilities and education services in schools:

Only 35.71% (see below table in detail) of interviewed children are satisfied with the learning and education inside the school, while a slightly higher percentage are dissatisfied (37.14%), and 22.86% are between satisfaction and dissatisfaction. The percentage of “no response” is representing the group of children who were surrounded by teachers hence could not give the right information. (Attached is the analysis of the Focus Group Discussion).

The students’ level of satisfaction with the learning environment was lowest in Hoda Shaarawi School, where 100% of the students were completely dissatisfied with the learning environment.

While in Abshadat, Hure Elementary, and Aloroba schools, 20% of students –on average- expressed their complete dissatisfaction with the learning environment in their schools.

Interestingly, there was a general consensus amongst students in Abshadat school that the treatment of their teachers greatly improves when visitors come from outside the school.

On the other hand, students in Abshadat, Tanash, and Hure Elementary Schools recorded the highest level of student satisfaction. On average, 75% of their students were completely satisfied. However, only 30% of Alorooba students said they were satisfied.

Calculating the percentage of students' satisfactions is a result of receiving accurate information from the children (boys and girls) through asking them some questions like: to what extent do you feel safe inside the school, describe what makes you like or dislike the school, what is the relation between you and the teachers, do you have the chance to participate inside the class or to do any activity, how do you assess the availability of clean water and separate bathrooms, do you feel safe to play inside the school's playground, do you have a mechanism for complaints, have you witnessed harassments inside the school, do you know about child protection and children rights. By the end of the discussion, we asked them who are satisfied and who are not satisfied, or in between. It is worth noting that the percentage of "No response" was for children who were under the supervision of teachers or are teachers' daughters, and they requested not to share any negative information.

The methodology used was designed to be a children-based participatory approach while applying drawings, coloring sketches, group games, singing, and group circles and storytelling. Aside from the study objectives and scope, the children were so happy to be having some fun times during the Focus Group Discussions and they asked us to be teachers in their schools.

Each Focus Group Discussion started by asking the students about what they like the most about school and they answered as below. Generally speaking, they all like to come to school to meet each other and to play together.

- Students in five schools said they generally like the way teachers treat them. They also commented on how well the teachers explain their subjects, and even repeat their explanation when needed.

- Students in Abshadat school- Mallawi- mentioned that their school adopts a new teaching method called The Hot Chair, where a chair is placed in the middle of the classroom. If a student wants to speak, he/she must first raise their hand, sit on the chair, and then speak up. They also like their teachers' new method for explaining multiplication, the think-pair-share strategy adopted recently, and how their new suggestion box is helping their "shy" colleagues express their opinions.
- Students in two schools said they liked sports like football and volleyball. Hure Elementary School students said their school organizes educational excursions, cultural and talent competitions. Students in both schools of Alwarraq mentioned they liked their friends most.

Otherwise, when they were asked about what they dislike, they all complained about the deficiency of certain school equipments and supplies like proper chairs, blackboards, laboratory devices, computers, musical instruments, balls, and fans.

- Students in four schools mentioned their school needs an activity room and/or a library. The students of "Hoda Shaarawi School" in Alwarraq complained about the absence of any kind of activities and sports. They also complained that no time was assigned for breaks, or even to let them go to the bathroom.
- Students in five out of seven schools complained about the cleanliness in classrooms, school yards, and bathrooms. Students in one of the schools mentioned they sometimes have to pee in the playground !
- Hure Elementary students complained about bad ventilation in classrooms. They also have no healthcare services provided at their school. Students in two schools complained about the condition of their playgrounds. Qasr Hure students said they have an open water tank in their school yard, and students sometimes push each other right into it.
- Students in Hure Elementary School complained about not having specialized teachers for some of the subjects. Students in three schools complained about teachers who beat them up and call them names. They also said that teachers are discriminating against them. They treat their children/their colleagues' children/students they give private lessons to better than the rest of the students.
- Students in one school had complaints against one particular teacher. They mentioned numerous incidents where he sexually assaulted/harassed female students. They also added that he makes them buy him tea and sugar from outside the school!

- Students in three schools complained about violence and/or sexual harassments from other students.
- In addition to all the previous complaints, students in two schools also complained about not having a school uniform.

In addition, they stated their opinions very frankly in the following areas:

- **The syllabus:**

Students in Alorooba, Tanash, and Othman ibn Affan schools said they do understand the syllabus during class. Qasr Hure Students said that 80% of them understand well. However, they mentioned that some teachers leave the classroom in order to get chalk but never come back, and others spend most of the class time on the phone! Hure Elementary School students said only 20% of them understand in-class explanation.

Students in Alwarraq and Alaasher min Ramadan said they are given time to participate in the class, except for Hoda Shaarawi students who said their teachers don't allow them to interact at all.

In Mallawi students said that only some of their teachers give them time to participate effectively, while the rest do not allow them to even ask questions. Students fear if they ask questions they would be hit or insulted.

Only in **Tanash School** in Alwarraq were the students comfortable enough about asking questions and requesting a re-explanation. It is worth noting the good case of Tanash School (out of infrastructure and teaching environment) from the rest of the other targeted schools. It was difficult to understand the criteria of selecting the targeted schools.

- **Teachers' Capacities:**

Students in six out of seven schools said they do have specialized teachers for all subjects. However, Hure Elementary School students said that some of their teachers are specialized, but they sometimes miss their classes

When asked about how well the teachers treat them, students in Abshadat and Hure Schools said that around 60% of their teachers treat them well. However, Qasr Hure students said that all their teachers, except for one, treat them badly.

Aloroba students mentioned that teachers only respect the clever students. Weak ones get "hit, insulted, and sent to the back of the class"!!

In one of the schools, students said that teachers generally treat them well. Yet, they also mentioned incidents of sexual harassments and exploitations.

Students in six out of seven schools said they are punished by getting hit badly and/or insulted for reasons like talking in class, not doing their homework, not being able to answer a question, or not understanding the lesson!! Abshadat students also added that their school management is very passive towards teacher violence. There was only one school, Othman Ibn Affan School, where the students said they were seldom hit or insulted.

- **Relationship between students and teachers:**

Students in Othman Ibn Affan and Tanash schools described their relationship with their teachers as respectful, and students in Qasr Hure said that only 20% of the teachers treat them badly. However, students in Alorobah school said most of their teachers do not respect them. They think this is partly due to students being disrespectful to their teachers.

Students in Abshadat School were not in agreement. Half of them said their relationship with their teachers was good, the rest thought it was bad.

While students in Hoda Shaarawi school were open on how they can never object to or discuss anything that their teachers say, Hure Elementary School students made a distressing statement. They said: “While half of our teachers treat us as their own children, the other half treat us as their own slaves!”

Not surprisingly, students in one of the Mallawi schools mentioned sexual harassments as a reason for absence. They explained how they once reported one of the teachers to their school management for sexually harassing little kindergarten girls in their school. The management reacted by merely taking away the teacher's mobile phone, and deleting all the found photos of girls!!

- **Teaching methods:**

In four of the schools visited, students declared that teachers only use traditional teaching aids. In Hoda Shaarawi school, students said that the school does not provide basic teaching aids like markers and maps.

However, Aloroba students stated that about 40% of their teachers use modern teaching aids. But they also mentioned a few other teachers who never bother to explain in class!

Abshadat students stated that their school implemented some active learning methods, like novel ways to learn multiplication, the suggestion box, and the Hot Chair. Tanash and Othman Ibn Affan students mentioned they perform role playing for historical characters.

- **School infrastructure:**

Shockingly, students in just one school, Tanash, reported feeling secure inside their school. Alorooba students mentioned some sources of insecurity: their school fence was too low, the electric plugs were broken, the lights do not work, and the street light is located right next to the schoolyard with its wires reaching to the ground.

Students in just two out of seven schools said they have clean drinking water available in their school. Students in all schools said they don't have proper bathrooms available in their school.

Students in six out of seven schools said they have separate bathrooms for girls. Students in five out of seven schools said they have separate bathrooms for boys.

Students in four schools said that there are enough chairs for everyone in their classrooms, while students in three schools said there were not enough chairs. Students in Aloroba school said that half of their windows were broken, and that they cannot read what was written on their old-fashioned and broken blackboards.

Students in five schools said they have a schoolyard. However, students of Hure Elementary School said the schoolyard was only for boys! Moreover, Alroba and Qasr Hure students said their schoolyards were disqualified for playing. Students of two schools said they have no schoolyards.

From observation: Children may get hurt when they fall on the paved/earthy playgrounds in Hoda Shaarawi School, for example. Also, the size of the play area is too small relative to the number of students, as it gets crowded when more than one class are there at the same time, and that crowding causes accidents. The fact is that there is no healthcare in the majority of the schools.

- **The distance between school and home:**

All students in Alaasher min Ramadan and Alwarraq schools said that they have no obstacles coming to school. Tanash students said their school is close to their homes. However, Othman Ibn Affan students mentioned that some kids travel a long way to come to school. As for Mallawi, around 60% of the students think their school is close to their home.

While students in AlAsher min Ramadan and Alwarraq felt safe about coming to school, students in Mallawi think the trip to their school is

dangerous. Aloroba students even mentioned that a child was once hit by a motorcycle while crossing the road.

Students in two Mallawi schools said that students' absence could also be attributed to violence/assaults from older students, and/or from boys outside of the school.

- **Healthcare and Nutrition:**

Students in just two schools said there was a doctor/nurse in school.

Students in four schools said that if students get hurt or injured, they are just sent home.

Students in both schools in Alwarraq said they do receive a meal. However students in Othman Ibn Affan and AlAsher min Ramadan schools said they receive none. Students in Mallawi schools sometimes received meals (once to three times a week).

Abshadat students noted that meals are only given to students in grades 4 and 5. They generously offered to give their meals to their younger kindergarten schoolmates.

- **Students' awareness of children rights and protection:**

The students were asked "To what level are you aware of your rights as a student (to participate in activities, nominate yourself in student Union elections, to be treated politely, to be protected from abuse and harassment....)" Students in Othman ibn Affan and Hoda Shaarawi schools had no idea what Students' Rights meant. Students in Tanash said they knew from television that children complain if parents treated them badly. Abshadat students stated that their rights include having a big library, a computer, a qualified teacher, and a laboratory.

One student in Qasr Hure school made a devastating statement saying: "I have no rights whatsoever"

Aloroba and Qasr Hure students said they don't have a student union.

Abshadat students said student unions are useless and only boys are allowed to participate.

Students in four schools felt they can talk to some of their teachers about their problems at school or at home. However, Hure students said they will not talk about their personal domestic problems to teachers.

Students in Othman Ibn Affan school usually tell the social worker their complaints and, if no proper action is taken against the wrongdoer, they

tend to "take their revenge themselves", as one mother advised her daughter!

Students in Qasr Hure school talked about having only one teacher who listened to their complaints and solved their problems.

Hoda Shaarawi students said they never tell their teachers about their problems fearing they may get hit.

Female students in Abshadat complained about being ignored by everyone. They said that boys get to complete their higher education as they wish, while girls are made to leave school in their early years.

- **Violence and harassment:**

Students in all schools, with the exception of those in Othman Ibn Affan, stated that they witnessed violence committed by teachers against other students. Students in two schools also said that injuries had occurred. One student in Hure Elementary school filed a complaint against a teacher who gave her a bleeding eye. Her complaint was then rejected. Moreover, students in three schools said they witnessed sexual harassments between students.

All students met stated that they hear insults all the time, be it from teachers or from other students. Students in two schools said that when there is a quarrel, the teacher/social worker beats everyone up.

Students in two schools said social workers are very passive with regards to violence. Aloroba students said that 70% of the complaints presented in the complaints box are ignored.

- **The reasons for absence and dropping out of school:**

Students in three schools mentioned the fear of being hit or insulted inside schools. Students in another school mentioned the fear of failing school exams. Students in two schools mentioned working in the fields as a reason for absence. Students in one school mentioned that they were sometimes too tired to make the long trip to the school.

However, and despite all these obstacles, a female student in Abshadat proudly stated that she, in contrary to her 9 siblings who left school, is very determined to finish her education and become a nurse.

Another ambitious girl in the same school described how much she wanted to fulfill her dream and become a journalist, even though she helps her father in the field.

Category	Abshadat	Hure Primary	Alorooba	Qasr Hure	Mallawi Average	Hoda Shaarawi - Boys	Hoda Shaarawi-Girls	Tanash	Alwarraq Average	Average Satisfaction Rate for all Schools
Totally Dissatisfied	20%	30%	10%	0%	15%	100%	100%	0%	67%	37.14%
Totally Satisfied	80%	70%	30%	0%	45%	0%	0%	70%	23%	35.71%
Indifferent	0%	0%	60%	100%	40%	0%	0%	0%	0%	22.86%
No response	0%	0%	0%	0%	0%	0%	0%	30%	10%	4.29%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

8.1.2 Results from teachers in formal schools

- Capacity building:

The study aimed to determine the current situation of teachers' Competency Base (CB) in the three planned areas of intervention: Gender, child protection, and Active learning; to get baseline data for output indicator 1.1 of *(Percentage of beneficiaries (teachers, social workers, and school staff) who demonstrate an understanding of basic gender concepts and principles, child protection, active learning methods).*

- Generally speaking, none of the teachers received any training on gender, or even recognized any of the gender concepts.

Only 10% of New Hure teachers and 30% of Abshadat teachers received training on **child protection**. All other teachers said they received none. New Hure teachers thought the training was very good while in Abshadat, the teachers thought the training was not compatible with their students. Teachers do not talk to students about their rights. New Hure teachers believe that students will be uncontrollable if they were taught about their rights. Even if teachers were keen to teach students about their obligations in line with their rights, it is worth noting that none of the targeted schools has a child protection committee.

Few teachers clarified their knowledge of **active learning** methods, as most of them received training from different entities. Teachers in three Mallawi schools said they use active learning methods. New Hure teachers mentioned they use cooperative learning, peer learning, discussion groups, and teaching aids like images, cards, maps, and environment aids. However, Aloroba teachers said that high class density, lack of teaching aids, and uninterested kids hinder them from using active learning methods.

The percentage of teachers who claim to be using active learning methods ranges from 100% of school teachers, as stated by Qasr Hure teachers, to 10% of school teachers, as stated by Aloroba teachers. As for AlAsher min Ramadan school, 65% of teachers said they use active learning methods.

New Hure teachers said they only use materials from the surrounding environment. While Abshadat teachers said they only use a system of reward and punishment

It was strongly recommended by teachers to conduct an assessment of training needs before starting the real implementation.

- **School curricula:**

On average 57.5% of teachers in Mallawi find the syllabus hard to explain. New Hure teachers added that the training they received for explaining mathematics was not useful. Teachers in AlAsher min Ramadan also find it difficult, and they attribute this to high class density. Although they face challenges due to the lack of teaching aids, they make sure their students understand the syllabus through discussions, student interaction, exercises, and assessments as much as they can (but not all the time).

- **Teaching methods and class management:**

New Hure teachers said they apply the rewards and punishments stated in their code of conduct. Teachers in two other schools said they beat the students. Teachers in 4 out of 5 schools said they escalate the matter to the social worker and to the school principal when needed. When asked if there were alternative ways to punish the students instead of hitting, AlAsher min Ramadan teachers said neglecting the student, depriving him from activities, and calling in his parents, could be an alternative way of punishment. However, they added that the parents' response is usually very weak, and they themselves complain about not being able to handle their children.

- **Monitoring of student level:**

Teachers in Mallawi said they follow up with their students through regular examinations and assessments, by observing the students' progress and participation, by applying the theory of behavior, and by maintaining contact with students' parents.

Teachers in Qasr Hure and Abshadat schools mentioned they first define the problem at hand, then they decide the punishment in accordance to the schools' code of conduct. If things get worse, they refer the matter to the social worker, then to the principal, then to the parent.

One female teacher in Qasr Hure mentioned that, after defining the problem, she searches for its causes. She then tries to find solutions together with the whole class, and then they all choose the most suitable solution to implement immediately.

However, Aloroba teachers said that when a student complains about another student, both get beaten up. But if a student complains about a teacher, they just comfort the student with some nice words.

- **School infrastructure and environment:**

Teachers in all Mallawi schools were not pleased with their school

School	New Hure	Qasr Hure	Abshadat	Alorooba	Average Rate in Mallawi
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structure. Qasr Hure teachers said their school was demolished and they're currently hosted by another school till they get their school back.

Three of four schools in Mallawi mentioned they badly need to renew the schools' bathrooms. Teachers also mentioned their schools need to perform maintenance to the classes and the stairs, and secure the electric cables. Schools also need science and computer labs, staffrooms, and teaching aids like improved white/electronic boards.

School teachers also mentioned their need to have enough teachers for all subjects, their need for guidance, and also their need to receive training on new teaching methods.

- **Safety and security of classrooms and schools:**

On average, teachers in Mallawi think their school is 42.5% safe. Qasr Hure teachers mentioned the low handrails as a source of danger, and that the lack of cleanliness inside the school may spread diseases.

All teachers in Mallawi mentioned they needed railings especially for staircases. New Hure teachers told the story of a boy who died last year after he fell down from the fourth floor. Teachers in three schools said they need to secure their electric cables and plugs. Qasr Hure teachers mentioned they need fire extinguishers, and Aloroba mentioned they need healthcare. Abshadat also mentioned they need to have first aid available in the school.

					Schools (%)
Rate of Teacher Satisfaction with School Safety and Security (%)	60%	30%	30%	50%	42.5%

Availability of needed educational tools and facilities:

All teachers said they have very little -if any- teaching aids. Teachers in AlAsher min Ramadan said that they do not even have maps for the social studies classes.

Teachers said they need: a computer lab, a science lab, a lab with teaching aids, a library, a separate room for teaching religion for Christian students, chairs, internet access, a filter for drinking water, teachers' guides, and teaching aids like flashcards, educational games/CDs, geometrical instruments, maps, and white boards.

- **Student to teacher ratio:**

Teachers in two schools think there are enough teachers, while the other three schools mentioned they have a shortage of 30 - 50%.

- **Student Union and Board of Trustees (BOT):**

Teachers do have student unions in their schools however they are not effective.

Teachers in three schools in Mallawi said they have an effective board of trustees. New Hure teachers said their board of trustees helps control entry and exit from schools, and holds competitions.

Two schools said the board was trained by Jesuit association; however, they did not have any information about what was in their training.

Teachers in Abshadat and AlAsher min Ramadan said they do have a board of trustees but it is not effective. Teachers of AlAsher min Ramadan also said parents have the impression that, whenever they are asked to come for a school meeting, they will be asked to pay donations for the school maintenance so they do not show up. Teachers also added that AlAshir min Ramadan is an industrial city so parents, who work in firms and factories, seldom find the time to attend meetings.

- **Previous community awareness campaigns:**

None of the schools witnessed community initiatives or awareness campaigns about education, except for Abshadat teachers who mentioned they witnessed one initiative that was once made by CARE.

8.1.3 Results of level of satisfaction of school principals:

School principals are generally satisfied with the condition of the classes. Their level of satisfaction ranges from 65% in Hure School to 90% in Qasr Hure. Their satisfaction with their schools' Safety and Security measures is around 70%. The condition of bathrooms is also said to be good except in Qasr Hure and Aloroba where principals rated it at 30%. Infrastructure was given an average rate of 85%. As for medical care, apparently none of the schools provide medical care to their children. As a result of interviewing them, they noted that:

- **Violence inside schools:**
It is the responsibility of the social worker and the principal to deal with violence and assaults committed against children. They usually solve the matter through guidance, advice, and threat of being moved from the school. However, this is only 50% effective (as was stated by the school principals)!
- **Teachers' caliber:**
As for teachers' training, only one school received training on Social Gender (although the interviewed teachers said that they have no knowledge about gender). However, the teachers received training on active learning mechanisms, which did improve their performance. High class density stands as an obstacle to implementing active training mechanisms, yet teachers get around it by increasing the number of students in peer groups (e.g. from 5 to 10 students).
- **Board of Trustees:**
All schools have boards of trustees. However, in two schools, the boards of trustees were dissolved by ministerial decision. It is worth noting that women are represented in the boards of all schools but two. The main role performed by the board of trustees is decision-making, however, parents are sometimes non-cooperative. The board is also said to help with raising funds and collecting donations.
- **Student Union:**
School Principals said they have student unions yet they do not think it has a real effective role. Its main role is to help organize/clean the school, hold competitions, and manage school press and broadcasting. To be more effective, teachers, social workers, and students need to be trained on the exact role and responsibility of the student union.
- **Child protection:**
None of the schools visited work with the Child Protection Committee at the governorate level. However, there was a Child Protection Committee in two

of the schools visited but they were found to be inactive. School principals believe the only way to protect children and ensure their safety and security inside the school is through supervision.

- **Weakness of formal schools:**

The points of weakness as seen by school principals include:

- - Mixing boys and girls in the same classroom
- High class density
- Not enough activities
- No computer lab
- Not enough janitors
- The school fence is too low
- The Educational Administration is not performing its monitoring role as it should

- **Absenteeism and dropping out:**

If a student exceeds the absence limits, two warnings are sent to the student's parents before he/she gets suspended, and in some schools, parents are called in to discuss the absence of their children. After warnings are sent, the student's status is kept frozen for two years before counting him/her as a dropout.

In Mallawi, the total number of dropout students in three of the schools visited was 54 students, with 30% of them being girls and 70% being boys. This is attributed to the need for boys to work and earn money, to help support their low income families while this is the only chance for girls to have a certain level of education before getting married or staying at home.

The least number of dropout students was found in Abshadat School, where the total number of students is 917, mostly girls (64%), and only 1.3% of the total students were frozen and/or dropped out of school. If we compare the numbers for girls and boys in Abshadat, we'll see that only 0.7% of girls were frozen and/or dropped out of school, compared to 2.4% of boys. This is shown in the table below:

	Number of Students	Number of Dropout Students	%
Total	917	12	1.3%
Boys	331	8	2.4%
Girls	586	4	0.7%

- **Recommendations:**

School principals had a list of recommendations for their schools to provide better education opportunities, to provide better child protection, and to raise the awareness of the community on the importance of education.

Recommendations for better education opportunities:

- Increasing the number of well-trained and equipped teachers, especially primary teachers. Training programs should be held during the summer or during weekends.
- Having fixed schedules for teachers and setting roles and responsibilities for everyone.
- Providing electronic teaching aids and a computer lab.
- Performing more activities (sports, music, drawing, etc.)
- Having separate schools for boys and girls.
- The supervision of CARE International.

Recommendations for better child protection:

- Training teachers and students on child care and protection.
- Providing medical care and a psychologist inside the school.
- Providing school maintenance, especially for the bathrooms.
- Establishing separate bathrooms for kindergarten children.
- Installing iron doors between different floors.
- Making sure the school's playground is safe by increasing the greenery, providing shade to protect from heat, raising the school fence, and moving electric boxes or street lamps to outside of the school.

- Teaching children about belonging. This should make them want to keep their school safe and clean.
- Principals also recommended that CARE should organize awareness campaigns targeting all community members on the importance of education.

8.2 Community schools

8.2.1 Results from non-enrolled and dropout girls

Sixteen (16) girls from community schools joined two Focus Group Discussions. All girls agreed that it is their right to complete their education, yet their families do not allow them to proceed to high school. Girls had many stories about girls or women who became better persons when they received some education. They used to insult their neighbors and treat them badly, but after getting educated they became nice to everyone. This also affected how people treated them. They told the story of a man who used to beat his wife up and call her ignorant. Then after his wife joined a literacy class, her manners totally changed, and consequently he stopped beating her.

The interviewed girls said that some girls like to get married in their preparatory education or soon after. Other girls think university education will not be useful to them, because even if they work they will eventually have children and leave work.

Girls also mentioned their fathers' opinions about university and how mixing between young men and women may result in trouble. However, one of the girls mentioned that she intends to continue her education.

Girls had quite different responses when asked about their parents' opinion on girls' education. Seven (7) out of 16 girls said their parents want them to continue through to university. One of them quoted her father saying: "You are my dream. You must seek this dream, it won't seek you and this is why you joined this school".

On the other hand, 9 out of 16 girls said their family (mainly the father) refuses that they continue their education all the way to university. They think preparatory education is enough for girls. One girl said that the community generally favors boys, and does not accept girls' education. (They all listed the barriers of girls' education, but that will be mentioned in a separate section).

When asked about the reasons why they dropped out of formal schools or even did not get enrolled or registered, the girls stated their preferences for joining community schools. Community schools are preferred because:

- There are no boys to annoy them
- They are taught skills that are not available in other formal schools
- Teachers are nice and polite
- There are no fees to be paid
- They receive food aid and a daily meal even during days off!
- Security - girls feel secure only in their homes. They usually get assaulted or molested in the street

When asked about their reaction to harassments in the street, most of them had aggressive responses (hit the attacker, insult him, or spit on his face) while others said they would call for help. One of the girls said she would deliver the attacker to the police. Another one said she would just leave the place. One outstanding girl saw this as an incentive for her to complete her education and become a better person than the attacker.

8.2.2 Results of facilitators from community schools

The community school visited is said to be very safe for girls. If one of the girls is annoyed by a boy in the street outside, teachers speak to the boy's family and make sure this never happens again. The vast majority of students in Community Schools – around 90%- are un-enrolled girls, while dropouts compose around 10% of students.

Many formal school students wish to transfer to community schools. However, the routine and regulations involved make it hard for them to take this step.

Parents have great trust in community schools. This could be due to the following reasons:

- Parents know the teachers and their families and communicate with them.
- Free education and support provided.
- The level of Community education is close to that of formal education.
- Students learn manners and life skills besides reading and writing.
- The location of the school is easy to reach.
- Educational incentives, like food aid, are more than 80% effective. This is obviously due to the economic hardships faced by families. If those incentives were not provided, the number of students –especially in obligatory age- is expected to decrease by 25%.

The female educators stated that, the level of education in Community Schools is very close to that in Formal Schools. Moreover, the level of some of the girls in the Community Schools is better than the level of those in Formal Schools. Despite this, people still regard community schools as literacy schools, and regard the facilitators as literacy teachers. Even though many Community School students reach top universities, they are still subject to mockery and discrimination when they first move from community schools to regular schools. Community facilitators also suffer from mockery within the Educational Administration.

Factors negatively affecting the Community Education, as stated by female facilitators:

- High age of acceptance: 9-14 years.
- The school is located anywhere, without proper preparations. Sometimes community schools operate inside formal schools after regular school hours and, hence, are blamed for every problem occurring inside the school.
- Objections are always raised against teaching Life Skills as proven by the criticism received.
- The community school in the local unit does not allow girls to go on breaks or even go to the bathroom. If a girl wants to use the bathroom, she has to go home and come back. Sometimes they go and do not return.
- Books are not available in a timely manner, and sometimes books received are old second-hand books with solutions written in them.
- Bad treatment of facilitators by the supervisors even in front of the students.
- Teachers and students feel inferior to other formal schools.
- Teachers perform other jobs like HR, admin, finance, warehousing, and procurement.
- Too much routine.
- The Nutrition Entity decided that meals are to be delivered to girls aged 9 and above, instead of 6 and above.
- Lack of awareness on the importance of education, especially to girls.
- Girls start getting prepared for marriage and doing housework at the age of 11.

Recommendations for Community schools to continue operating:

- Prepare a well-equipped space for the school that includes a kitchen, an atelier, bathrooms, classes, furniture, and a playground.
- Hire administrative staff.
- Hire a specialized English teacher.
- Hire a janitor.
- Conduct an awareness campaign on the importance of education, targeting parents and the community.
- Organize trips and excursions.

- Provide the school with books and educational tools.
- Follow up on teachers and students of the community schools, and treat them well.
- Facilitators should encourage donors to repair the existing community schools or establish new ones.

Outcome indicator #1		Baseline value
Percentage of community members aware and willing to promote education for women and girls	Level of awareness of parents and community leaders about girls' education and their willingness to let them complete their education	30%

Measuring awareness is somehow critical. Getting certain values for awareness required the evaluator to design certain quantitative tools to be able to determine to what level parents and community leaders are willing to give their girls the chance to complete their education, and to understand their thoughts about conducting community awareness.

Generally speaking, only 30% of parents wanted their girls to reach university. The rest wanted them to have vocational education. (It is worth noting that this percentage comes from Mallawi governorate as we could not make the same in Alwarraq and AlAsher).

60% of the parents that were interviewed thought that the level of education attained at schools is weak. The other 40% of the parents believed education to be below average. Most students live close to the schools. However, students who live far away must pass over a bridge crossing the river to come to school, which is very dangerous. Girls sometimes drop out of school because of transportation problems (that was mentioned about QASR HUR School, in Mallawi).

Parents see education as a group of skills and experiences earned through the years. It may make the future clearer. However, it is not considered the end of the world if you did not reach higher education!

When asked about the reasons why girls drop out of schools, 65% of parents said poverty, 15% said early marriage, 10% said that families fear for their girls walking a long way to school, and 10% said girls stay at home to help with housework.

Moreover, 90% of those who know about community education prefer it to formal education.

Parents believe that, for any awareness campaign to succeed, it must include a religious aspect along with a variety of activities (cultural, social, arts, competitions, etc.). Organizers must receive proper training. The campaign should also introduce community education to the public.

Parents had a number of other general requests. They demanded that the school management be hired based on efficiency not patronage. They also demanded raising the efficiency of teachers, and think that the most qualified teachers should be selected to teach the initial primary years. They demanded a just distribution of teachers, social workers, and supervisors among different schools. They wished to have real education with real exam results. They suggested providing support to girls from low income families, in order for them to complete their education. Finally, they demanded the supervision of CARE on primary education.

9 Barriers to girls’ education

Project objective #2: *Physical barriers to education for women and girls are reduced.*

Outcome indicator #2		Baseline value
# of the issues mapped in the physical barriers that have been overcome	13 issues were mapped with the possible causes and suggested interventions for future planning	13 issues

The study team conducted a safety assessment with the targeted population (children of formal schools, dropout girls, girls of community schools, teachers, social workers, principals, youth of Child Development Associates (CDAs), female facilitators) to have a comprehensive picture of the barriers to girls’ education.

9.1 Results of barriers to girls’ education

The analysis below is the result of the output from the Focus Group Discussion. The section entitled “Possible strategy” is a result of research and desktop review.

	Community issues	Narrated causes from Focus Group Discussions	Suggested intervention as per the project plan
1	Early Marriage.	<p>Girls said their family (mainly the father) refuses that they continue their education all the way to university. Fathers think preparatory education is adequate enough for girls. The girls reiterated that the community generally favors boys, and does not accept girls' education.</p> <p>On the other hand, few girls see that the community's perception has changed significantly for girls' education, due to the role of the media and TV dramas in delivering messages and raising awareness.</p> <p>Some girls (who are not forced into early marriage) still prefer to get married early to ease the burden on their parents due to the poverty and the high cost of living.</p>	<p>Work within the national strategy for early marriage, which was developed by the National Population Council.</p> <p>Conduct advocacy at the national level to activate the existing rules or issue new ones. Also, conduct advocacy at the community level to raise awareness.</p> <p>Activate existing protection laws and mechanisms at the local level.</p> <p>Train youth to act as "ombudsmen" to track the cases that get married before the legal age.</p> <p>Integrate the issue into the educational curriculum.</p> <p>Plan for a program for livelihood for girls with education, such as teaching them a profession with which the girls can generate income.</p>
2	Poverty forces parents to employ their children rather than enrol them in school.	<p>Boys are more likely to drop out of school to work separately or with their families to generate income.</p> <p>Girls live in cities like (Alwarraq and AlAsher) are subjected to work in informal sectors like factories.</p>	<p>Advocacy for affordable education (including elimination of school fees).</p> <p>Awareness-raising about the importance of girls' education so parents will strive to send all, rather than some, of their children to school.</p>

		<p>If a choice has to be made between sending a boy or a girl to school, the family will give the chance to the boy.</p>	<p>Plan for remedial classes without fees.</p> <p>Build partnership with agencies like WFP (World Food Program) to provide the targeted families with food support.</p>
3	<p>Child labor and working in informal sectors.</p>	<p>As mentioned above, poverty is the main cause for child labor. But it is not the only reason, as some families who own agricultural land are encouraging their sons to support them and subjecting them to dropping out of school.</p>	<p>Raising awareness that child labor is subjecting the children to hazardous conditions that may cause them health problems.</p> <p>As mentioned, there should be a plan in place for conducting intervention with respect to the livelihood of children and their families.</p>
4	<p>The location of the school is far, and parents fear for their daughters walking a long distance to get to their schools.</p>	<p>Parents fear their girls may be subjected to harassments or annoyances on their way to school or inside the school.</p> <p>Parents have trust in community schools more than in formal schools as a chance for in-house education.</p> <p>Girls themselves are more likely to prefer community schools than formal schools to avoid annoyances on their way to school.</p>	<p>Provide support and technical assistance to government and communities to ensure increased access for those children who are hardest to reach.</p> <p>School mapping to improve planning and targeting.</p> <p>Infrastructure programs for rehabilitating or building new community schools.</p>
5	<p>Poor quality environment, e.g.:</p> <ul style="list-style-type: none"> - poor condition of Buildings. - overcrowding. - lack of water or sanitation. - violence (physical and psychological). 	<p>The majority of targeted schools suffer from lack of adequate facilities, uncovered electric cables, old teaching methods, etc</p> <p>Parents see that the quality of education is poor, and they mentioned that</p>	<p>Sanitation facilities - Separate bathrooms for girls.</p> <p>Repair and rehabilitation.</p> <p>Action plan for safety and security in schools.</p>

		<p>education is not the only way for success.</p> <p>It was mentioned by all children that violence and corporal punishment is normal from teachers. They requested that we try to find alternative ways for punishments that respect their dignity.</p>	
6	<p>Customs and tradition dictate that girls should stay at home.</p>	<p>Education is not valued or is seen as irrelevant to, or in conflict with, accepted roles in society.</p> <p>Limited involvement of parents in schooling and in attending Board Of Trustees meetings or general assembly meetings.</p> <p>Inherited ideas which are instilled in people’s minds about education for girls.</p>	<p>Media programs and motivational material (posters, story books).</p> <ul style="list-style-type: none"> · Endorsement of education (particularly girls’ education) by religious and other leaders. · Gender-awareness training. · Village committees, parent-teacher associations, etc. <p>to promote community and parental involvement in girls’ education.</p>
7	<p>Poor quality of content, e.g.:</p> <ul style="list-style-type: none"> - lack of or outdated Curriculum. - inadequate learning Materials. 	<p>Although most teachers are trained on active learning, they rarely can use it to teach the students due to class overcrowding, and class time that is not enough to explain the syllabus and do practical exercises.</p> <p>(There is a class built in the playground in Hoda Shaarawi school, where the teacher cannot even move around to write something. Also, the class layout does not allow the children to move freely. In addition, the children stated that they have no space and time to do activities at all,</p>	<p>Integrate gender-sensitive curriculum in separate learning sessions for children.</p> <p>Encourage the children to do “peer to peer support” where each one tries to help his/her peer.</p> <p>Improve the reading and writing abilities of the children.</p> <p>Provide life skills sessions.</p> <p>Provide training and technical assistance for teachers to innovate in their teaching.</p>

		<p>which puts them under pressure all the time.</p> <p>Children said it was difficult to understand the lessons during the class time, hence the crucial need for remedial classes and private lessons.</p> <p>Teachers complained about lack of teaching aids, and that they purchase the chalk from their own pocket.</p> <p>None of the children knew about children rights.</p>	<p>Promote active participation of children and young people in student unions.</p>
8	<p>Favoring Community Education to Formal Education.</p>	<p>Despite the challenges and setbacks currently facing community schools, it was noted by the participating dropouts and un-enrolled girls that they are satisfied with the community school, and that they do prefer community schools to formal schools.</p> <p>The real hallmark of a community school is accepting non-enrolled and dropout children who exceeded the age of formal education, and providing the educational services that enable them to complete their formal education up to University.</p> <p>Distance is the only common factor that makes families prefer community</p>	<p>Implement child-friendly, gender-sensitive schools which are healthy, effective, and protective of all children.</p> <p>Develop CB program for female facilitators including teaching methods, study plans, and students' assessments.</p> <p>Renovate the existing community schools and establish new schools based on community mapping research (There are villages and hamlets with large numbers of illiterates and dropouts yet they do not have community schools).</p> <p>Provide educational incentives and food aids.</p>

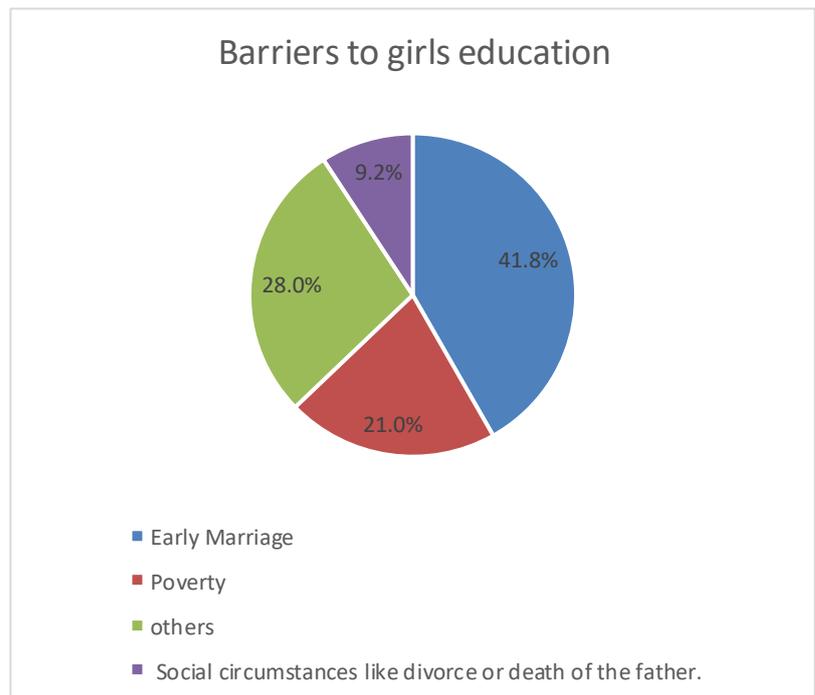
		<p>school, as community schools are usually located near their homes.</p> <p>Female educators are dealing with student issues without punishment. They come from the same community and have the trust of everyone in the community.</p> <p>Community school is a safe place for girls, as there is no harassment or violence at all inside the school.</p> <p>Study times and class durations are flexible and take the village's seasonal events into consideration.</p>	
9	Revenge.	Parents fear for the safety of their girls in leaving the village by themselves, and become an easy target for those who are determined to take revenge.	It was mentioned only once, and it is not a big issue in its relation to education.
10	Social circumstances like divorce or death of the father.	<p>This was a strong factor mentioned in AlAsher min Ramadan and it got the highest score there.</p> <p>It was stated that divorce and disintegration of the family are the main reasons that force children to drop out of schools.</p> <p>Also, the death of the father is considered one of the important factors for dropping out of school, hence the mothers and children are both forced to</p>	<p>Train social workers and psychologists on how to deal with children who suffer from social problems.</p> <p>Conduct interviews with students and parents to discuss issues related to non-attendance and develop a plan of action.</p> <p>Provide direct therapeutic services such as individual, family, or group therapy.</p> <p>Establish child protection committee inside each</p>

		work, especially if the mother is not well-educated.	targeted school and teach them to monitor and track the students who suddenly drop out of school. Develop a study for this topic to find community-based solutions.
11	Lack of community and parents' awareness on the importance of education for girls.	The illiteracy of parents and mainstream culture against girls' education.	Conduct awareness campaigns on large levels (community and governorate level). Provide literacy classes for parents and provide them with certificates.
12	Excessive use of social media.	The widespread and excessive use of social media causes educational delays, which in turn causes the students to leave school.	Conduct learning sessions for children about the bad effect of social media on education performance.
13	Girls fear annoyance and harassment outside their school.	Violence against children is a common practice and children are not protected. Teachers and parents are not sensitive to violence against children, and the protection mechanisms provided for by the law are not operational in schools or designated institutions.	Establish protection mechanisms in school, and at the same time launch an institutional child protection system at the district and regional basis. Provide sessions for girls on self-confidence and self-esteem to be able to overcome any obstacles that hinder them from completing their education.

9.2 Results of early marriage as the barrier with the highest score to girls' education

Early marriage, as one of barriers to girls' education, had the highest score than other mentioned barriers. The methodology applied by the evaluation team was to let the study-targeted population list all barriers to girls' education, then voting on the highest barriers from their point of view and their life experience. Early marriage received 41.8% of votes, followed by poverty (21%) then social circumstances like divorce or death of the father (9.2%). The collective score of the other barriers – mentioned above- were only 28%. See Appendix A.

Early marriage for girls is one of the major challenges facing development efforts. It infringes on basic human rights for individuals within the community particularly that of the girls including their right to education, and to develop to their fullest capabilities. It also includes making an educated, conscious choice of one's life partner as well as the right for a suitable marriage that would lead to normal family relationships hence would enhance the development of the community and the country.



Early marriage in Egypt represents 15% of the total marriages. This percentage increases in the governorates and geographical areas where the percentage of poverty is highest. The Egyptian society has kept its position of 112/186 in the human development report with a composite indicator of .64 in 2011, while illiteracy among women may reach up to 40% especially in rural areas, and with 4% live below the poverty line. Most importantly, the gender gap is well noted in all aspects of life. Egypt holds the position of 125/136 in the gender gap index. The collective indicator showed a decline to 59.4% in 2013 from 57% that was recorded in 2006 when Egypt's position was 109/115. ⁴

Moreover, the average number of children per woman among the women married under the age of 18 up to 37 increases compared to those married after the age of 22

⁴ National strategy for eliminating early marriage

(who average only 2.79). This indicates the role of early marriage in uncontrolled population growth. This warrants the development of a national strategy with comprehensive development objective aimed at decreasing the percentage of early marriage before the age of 18 to 50% of its current value within the next 5 years, and targeting the hot geographical areas where the issue is extensively prevalent.

The proliferation of the ideas and norms of early marriage has deep-rooted cultural and social values. These values are rooted in illiteracy, ignorance, poor educational level, gender disparity and, most importantly, the lowering of the ambitions of the young people of Egypt. These all contribute to the challenges impeding the proper addressing and resolution of the cause as part of the legal, developmental, and cultural challenges facing the country.

It is imperative that the government works on improving the education opportunities from primary to secondary level, addressing the gender disparities in access at these levels. Integrating education with health and religious aspects of life at the same time is essential. More focus on empowering women, especially the young ones, with information and reproductive health services is needed.

Despite the fact that the Egyptian Law has set a minimum marriage age at 18 years in 2008, the Egyptian government objected to an article published in the African Covenant Journal for Child Rights, where the minimum marriage age was set at 18 years! Human Rights Watch stated that the Egyptian objection was withdrawn in February.

According to the Human Rights Watch, early marriages are still spread in rural areas in Egypt. However, since they cannot register those marriages, families undergo informal marriage contracts until the girl reaches the legal age. In fact, 11% of all marriages in Egypt are of girls under the legal age, says a study made in 2010 by UNICEF and the Ministry of Social Solidarity.

Moreover, a survey made by the Social Research Center in the American University in Cairo (AUC) in 2013 found that 17% of Egyptian women got married before the age of 18. The survey included 4000 Egyptian females aged between 10 and 29, with 4.6% of them got married before the age of 16.

A study made by Ford Institution and the Egyptian Association for Population and Reproductive Health Studies draws a relationship between early marriage and education. It states that women who get married early on have less education opportunities, while those who get married later on get better education opportunities. Out of 300 women interviewed, 42% of them were married before the age of 18, all of them were illiterate, only 5% of them completed their higher education, and none of them got a university degree. On the other hand, 30% of women married after the age of 18 can read and write, and 12.5% of them completed their university education.

Some families agreed to early marriages for their daughters to avoid education costs. The AUC survey states that 63% of the women who got married before the age of 18, either never attended school or dropped out of it before or after marriage. The study also stated that only 9% of women dropped out of school as a result of getting married.

According to the Human Rights Watch, child marriages not only violate the right of education, but they also violate a number of other rights, like protection against violence, reproductive & sexual health care, work, and freedom of mobility.

Despite all government efforts to codify early marriages, tribal marriage is still widespread in Upper Egypt, where the two parties find it adequate to perform the religious marriage ceremony and announce the marriage without any kind of legal registration or documentation.

It is worth noting that family reintegration due to divorce and the death of fathers had the highest score in AlAsher min Ramadan. That was in line with the increase of the total number of divorces in 2015 that reached 199,867 in comparison to 180,244 in 2014, as mentioned by the Central Agency for Public Mobilization and Statistics (CAPMAS) in its annual report on marriages and divorces.

Outcome indicator #2	Baseline value
Percentage increase in levels of attendance from the previous year.	Based on the data collected from 11 schools, the Average Absence Rate for boys appears to be slightly higher than that for girls. The former is calculated to be 6%, and the latter 5.6%.

Based on the data collected from 11 schools, the Average Absence Rate for boys appears to be slightly higher than that for girls. The former is calculated to be 6%, and the latter 5.6%.

However, two notes are worth mentioning:

1. Due to the data shortage on students' absences in Nour Alma'arif Primary School, the school was not included in the calculation of the Average Absence Rate.
2. The absence rates collected from 4 schools, namely Othman Ibn Affan Primary School, Othman Ibn Affan Preparatory School, Alsalam Primary School-2, and Hoda Shaarawi Primary School, were not disaggregated by gender. To get over this data shortage while calculating the Average Absence Rate, the researcher assumed the

absence rates – of each of these schools- to be equal for both genders. Thus the difference between the Average Absence Rates of the two genders is probably underestimated

See: the below table as received from field coordinators of CARE.

School Location	School Name	Number of Students		Number of Teachers	Number of Social Workers & Psychologists	Absence Rate	
		Boys	Girls			Boys	Girls
Alhorreyah Preparatory School	Alarbaa'in st., Alashir min Ramadan	330	347	49	3	2%	2%
Alhorreyah Primary School	Alarbaa'in st., Alashir min Ramadan	725	633	66	4	2%	2%
Othman Ibn Affan Primary School	Alashir min Ramadan	518	444	35	4	3%	
Othman Ibn Affan Preparatory School	Alashir min Ramadan	223	256	35	5	2%	
Alsalam Primary School-2	Alashir min Ramadan – Carehouse	597	569	63	5	1%	
Hoda Shaarawi Primary School	Ezbet Almofty, Gamal Abdelnasr st., Alwarraq	576	596	33	3	15%	
Tanash Primary School	Tanash, Alwarraq	435	498	95	6	20%	20%
Nour Alma'arif Primary School	10 st., Alwarraq	1200		48	3	---	---
Abshadat School	Mallawi, Alminya	917		44		2%	4%
Aloroba School	Mallawi, Alminya	864		30		7%	4%
Qasr Hure Primary School	Mallawi, Alminya	936		30		11%	4%

New Hure Primary School	Mallawi, Alminya	733	28	1%	5%
Average Absence Rate for Boys & Girls				6%	5.6%

10 Review the M&E system:

Overview:

A review was undertaken of the initial monitoring framework and project logical framework submitted by the project management unit. This review took into account the willingness of the project team to build a comprehensive MEAL system for the project. This section provides the framework for the MEAL system, and it is highly recommended that it be established.

The primary objective of Monitoring, Evaluation, Accountability and Learning (MEAL) system is to build a comprehensive system that enables CARE project staff and partners to implement planned project activities. These include: monitoring achieved results at output and outcome levels; be accountable to beneficiaries (children – parents – teachers – school principals), stakeholders (educational officers of MOE) and donor UN WOMEN; learn from project implementation during all phases of the project cycle; and subsequently assess the project’s effectiveness, impact, efficiency, relevancy and sustainability through midterm and final evaluations.

The responsibility of MEAL applies to both individual project staff and partner institutions. It is a joint and shared responsibility between staff of Save the Children and implementation partners. Jointly applying MEAL systems and processes ensures high quality project implementation and results that are systematically documented and informed for all project decisions.

Specific considerations to be taken:

- A. Conduct **self-assessment** for the baseline situation of M&E system for equitable quality education for girls’ project, by answering the following assessment that will enable the project team to better identify the gaps.
- B.

M&E Practices – essential functions	YES	NO
1. Is there a system in place, either manual or computerized, that assists staff in capturing, analyzing and managing program data that are collected?		
2. Are there documented indicators written in the performance		

indicators tracking plan?		
3. Is there a fully documented data source and method/ approach for data collection for each indicator?		
4. Has baseline data been collected and recorded for each indicator?		
5. Has a performance target been set and documented for each indicator based on baseline data or as stated in the Grant Agreement?		
6. Has a work plan been developed that shows the timing and frequency for collection and reporting of data for each program indicator?		
7. Are data collected regularly for each indicator using the same documented data source or methodology, based on the calendar for data collection for each indicator? Is there documentation that shows these data?		
8. Is there a systematic process in place for ensuring data quality control?		
9. Is there reporting system on the required data in a standard format?		
10. Is there management decisions using the data they collect on the program indicators? Are there examples of decisions made using the data?		

- C. Develop Gender-Sensitive Monitoring and Evaluation System, to help in the identification of factors that affect the lives of girls and boys; influencing their roles in society and the balance of power in their relationships. It will therefore point to their differing needs, their structural and biological constraints and opportunities to ensure a gender-sensitive approach:

How is this intervention addressing the needs of girls and boys? Is the purpose of this intervention in keeping with the goals of gender equity and beneficial outcomes for girls and boys?
What are the expected differential impacts of the intervention on girls and boys?
Do the planned activities take into account the roles and responsibilities of girls and boys, in order to ensure maximum participation and cooperation?
Have gender considerations and the effect of gender socialization on culture and social values been factored into the assumptions and risks?
Has gender sensitivity been applied to the intervention strategy in order to ensure its success?

- D. Create a monitoring and evaluation framework for the project that assesses the gender sensitivity of its various components, and the extent to which the outcomes and impacts achieved the goals of gender equity and equality. Also, ensure that:
- The targets are being set in consultation with stakeholders, especially the primary stakeholders, and that there is gender balance, as appropriate, in the participation of primary stakeholders
 - Ensure gender balance in the inputs, especially as it relates to the identification of staff.
 - Who will have to collect data and interact directly with the beneficiaries? Ensure that these staff members receive in-depth gender training
 - Organize the reporting and feedback mechanisms, clearly identifying who will collect and analyze information, and when and to whom the information will be disseminated, and ensuring gender balance in this process
 - Identify the potential risks to achieving the objectives, and to sustainable outcomes
 - Establish how outputs and outcomes might best be monitored and evaluated
 - Present a summary of the project in a standard format

11 General Observations

1. School principals, teachers, social workers as well as students are unaware of the Egyptian Child Law, and child rights, and gender concepts. They have moderate level of knowledge about active learning techniques.
2. Consideration must be taken regarding the difficulty of transportation to targeted schools which will burden the coordinators, supervisors, and implementation staff.
3. Unclear criteria of selection for the targeted schools, as there were some schools who were a good example and others that suffered from poor infrastructure. It is highly recommended to implement rehabilitations for the worst case schools.
4. Poor sanitation facilities in most schools negatively affect children's health.
5. Inadequate safety measures, like iron bars on the windows of upper floors.
6. It is a common belief among some teachers, students, and parents that corporal punishment is the only way to teach students and that other educational methods do not work. Teachers reiterated that there are alternative ways of punishment to replace corporal punishment. It is highly recommended here to provide psychological support to school teachers and social workers to help them understand the fact that extreme violence from teachers towards students could escalate into serious physical abuse. Also, violence was reported as one of the main causes for dropping out.
7. Entertainment activities, like sports, music, and excursions do not receive much attention. This is reflected on the child's psychology, and his repressed energy comes out in the form of violence towards others.
8. The hard material in the playground in some schools can cause serious injuries to children.
9. The image of the social worker is distorted in the minds of the children. They think of him as a means of punishment used by the teacher or the principal whenever a

problem arises. Threatening the children by sending them to the social worker is totally incompatible with the nature and value of the social worker's role in the school.

10. Most school teachers are pedagogically unqualified, and some of them are unaware of the Active Learning methods. Besides, it is very hard to apply these methods inside the schools, despite their great importance and effectiveness.
11. Most schools lack teaching aids.
12. The prevailing belief amongst some teachers and principals is that children in their primary stage do not have the intellect or sensibility necessary for them to be engaged in effective Student Union decision-making. Hence, primary school students do not have a say in matters that concern them.
13. Some teachers and principals were hesitant about giving information important to the study, like information about cases of violence and harassment. This was evident in their conflicting views.
14. There is a shortage in the number of teachers, and specialized teachers, which is reflected negatively on the educational process.
15. There is a lack of communication between parents and school administration. Parents are convinced that school meetings are held just for fundraising. This puts pressure on parents, since most of them belong to low income groups.
16. Health care provided to the children is poor. There is hardly a doctor, a resident health professional, or First Aid at schools.

Appendix A: Barriers to girls' education by governorate:

Barriers to Girls' Education in Mallawi

The Barrier	Abshadat School	Hure Primary School	Aloroba School	Qasr Hure School	Mallawi Average
Early Marriage	40%	60%	20%	60%	45%
Poverty forces parents to favor educating their sons rather than daughters, as they cannot afford to send all of their children to school	50%	30%	70%	30%	45%
Customs and tradition dictate that girls should stay at home to help with housework till boys and men return from work	10%	0%	0%	0%	3%
Favoring Community Education to Formal Education	0%	10%	0%	0%	3%
Parents fear for the safety of their girls in leaving the village by themselves, and become an easy target for those who are determined to take revenge	0%	0%	10%	0%	3%
Parents fear their girls may be subjected to harassments or annoyance on their way to school or inside school	0%	0%	0%	10%	3%
	100%	100%	100%	100%	100%

Barriers to Girls' Education in Alwarraq

The Barrier	Hoda Shaarawi-Boys	Hoda Shaarawi-Girls	Tanash	Alwarraq Average
Early Marriage	0%	20%	58%	26%
Violence inside the school whether among students or from teachers against students	30%	0%	0%	10%
Customs and tradition dictate that girls should stay at home to help with housework till boys and men return from work	0%	10%	0%	3%
The poor quality of formal education	10%	0%	0%	3%
Girls work in the informal sector	0%	50%	0%	17%
Social circumstances like divorce or death of the father.	0%	0%	42%	14%
The illiteracy of parents	0%	20%	0%	7%
Girls fear annoyance outside their school	60%	0%	0%	20%
	100%	100%	100%	100%

Barriers to Girls' Education in AlAsher min Ramadan

The Barrier	AlAsher min Ramadan (Othman Ibn Affan Primary School)	teachers	Avg of AlAsher
Early Marriage	40%	5%	23
Poverty forces parents to favor educating their sons rather than daughters, as they cannot afford to send all of their children to school	10%	26%	18
Social circumstances like divorce or death of the father.	50%	53%	51
The illiteracy of parents		8%	4
Girls fear from annoyance outside their school		8%	4
	100%		

Barriers to Girls' Education in Community Schools

The Barrier	Group (1) The Local Unit in Abshadat	Group (2) The Local Unit in Abshadat	Community Schools Average
Early Marriage	60%	60%	60%
Poverty forces parents to favour educating their sons rather than daughters, as they cannot afford to send all of their children to school	0%	20%	10%
Customs and tradition dictate that girls should stay at home to help with housework till boys and men return from work	30%	20%	25%
Favoring Community Education to Formal Education	5%	0%	2.5%
Girls work in the informal sector	5%	0%	2.5%
	100%	100%	100%