Baseline Study Report

"Voice and Youth Engagement Project


Plan International - Egypt

Developed by:

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Baseline Study Report

On

"Voice and Youth Engagement Project (2015-2017)"

Plan International - Egypt

Final report

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1.1 Introduction

The purpose of this report is to reflect the findings of the baseline study that has been conducted as an initial step for Plan International – Egypt to implement its "Voice and Youth Engagement" project. The project targets four villages in districts in Qualiubia governorate: Qualiub and Shebein.

The baseline survey has been conducted to assess the conditions prevalent in target areas before the start of interventions so that progress made throughout the project with respect to its targeted outcomes could be reliably measured. It will also help adjust the program's implementation design to the reality on the ground.

The report covers the following major sections:

- Introduction
- The Evaluation Objectives
- Executive Summary
- Project Background
- Methodology
1.2 Baseline Aims & Objectives:

The purpose of the baseline was to monitor and assess the current status of the field related dimensions in order to enhance the planning process of the project interventions and components.

The specific objectives of the evaluation were:

1. To identify the project-specific benchmarks and indicators. Both benchmarks and indicators will be referred to when evaluating the project in order to measure change and identify impact.

2. To provide quantitative and qualitative information on the current status of the project different components with regard to the following:

   i. Youth and children's participation in decision making process inside their local communities.

   ii. Youth and children's access to qualified services.

   iii. The major problems and issues concerned with youth and children and the extent to which the local authorities cooperate with them to solve these problems.

   iv. Rights holders' skills and capabilities

   v. The capacity and skills of service providers inside the different sectors of the community

   vi. To what extent studies and researches use effective tools in advocacy efforts.

   vii. To what extent technology of information is used to enhance communication between youth, children and the local authority.

   viii. The extent to which both NGOs and GOs are committed to the principles of the good governance and social accountability.
The capacity and skills of the local NGOs inside the target communities and how to benefit of these capabilities to make a change on the national level.

1.3 Who can benefit from this report?

The baseline study report aims to provide concrete and integrated information on the current situation inside the four target communities targeted by the project. With this regard, the following suggested organizations can benefit from the study report and its results:

1- Plan International- Egypt
2- Non-governmental organizations inside the target communities.
3- Organizations concerned with youth empowerment.
4- Concerned bodies interested in good governance and "social accountability" matters.
5- Egyptian non-governmental organizations working on children issues.
6- Non-governmental organizations working on youth issues.
Executive Summary

This section presents an executive summary on the baseline study. It covers the following:

- The Study Goal & Objectives
- Evaluation Methodology
- Sample
- Reflection on the Field Study: Tools & Obstacles
- Data Analysis
- Brief Summary on the Survey Findings
Executive Summary:

"Voice and Youth Engagement" project aims is one of Plan International- Egypt projects. It aims to enhance youth and children's skills to be able to open and manage a dialogue with decision makers to respond to their views and demands. The project will take place in four villages in two districts in Qualiubia governorate: Shebein and Qualiub.

This report summarizes the findings of a baseline survey conducted prior to the start of the project interventions. The baseline served to assess the conditions prevalent in target areas before the start of interventions so that progress made throughout the project with respect to its targeted outcomes could be reliably measured. If appropriately implemented, a baseline survey can also help adjust the program’s implementation design to the reality on the ground.

This report presents the results obtained from the baseline survey conducted jointly with the project team, and a representative sample of the project target groups who participated in providing all required data and information.

A total of 289 participants from the project four areas were interviewed on different issues to determine the current status with regard to the following dimensions:

- The current status of the skills and capabilities of the target groups (youth & children)
- The extent to which youth and children participate in the decision making process in their communities
- The current practices of the local authorities and the extent to which they cooperate with youth and children to solve their problems and support them
- The capacity and skills of both GOs and NGOs
- The extent to which GOs and NGOs are committed to the principles of the good governance
The extent to which GOs and NGOs are able to influence youth participation issues and accountability matters.

The extent to which researches and studies are used in advocacy efforts.

To reach its objectives, the baseline study depended on the following major methodologies and approaches:

- "Case study" as a method among the evaluation research activities.
- Quantitative and qualitative data collection methods and tools
- A random sample to represent the different sectors inside the target communities: children, youth, GOs' representatives, decision making authorities, NGOs. The selected sample size was 289 participants selected according to a set of criteria that were developed by the consultant.
- Varied data collection tools:
  - Focus group discussions
  - Individual interviews
  - Questionnaires
  - Observation
- Participatory approach: all concerned parties were involved and represented in all the study phases: planning process, data collection, and data analysis ....etc.

Challenges & Obstacles that faced the Implementation of the Baseline:

- The weak capacity of some of those who participated in the implementation of the study
- Lack of knowledge of good governance and accountability concepts among participants
- The attempt to prevailing personal experiences by a most of participants

The report sheds light on how the evaluation team could deal with these obstacles in order not to influence the evaluation results.
Baseline data analysis depended on two major approaches:

- The "inductive approach" which is based on the results of the individual interviews and focus group discussions.
- The "deductive approach" during the analysis of the study questionnaires.

Brief summary on the main findings & recommendations of the baseline:

- Project team should review the project logical framework (outputs' indictors, direct & indirect results, objectives) in the context of the findings of the baseline study and make the required modifications (if needed) to ensure efficient implementation of the project interventions. To work on this, it is recommended to depend on and consider the following steps and actions:
  - Determining the indicators and their definitions
  - Introducing indicators to all partners
  - Designing data collections tools should depend on these indicators
  - Defining the objectives of the project mid-term and final evaluations with regard to outcomes' indicators and impact.

- The project can depend on the baseline findings with regard to the quantitative indicators of both the outputs and outcomes. Therefore, the project logical framework should be reviewed and adjusted since the study reflects the current status of this kind of indicators.

- The study did not monitor any fundamental differences among the target communities with regard to the future interventions of the project, on other words the target communities suffer from similar weakness points.

- The study findings shed light on youth and children's weak participation in decision making process inside their communities. The evaluation team did not monitor any effective mechanisms to enhance their participation. On the other hand, some obstacles were realized in front of this groups' involvement in decision making process. Among
these obstacles were:

- Ignorance of human rights, roles & responsibilities, planning, budgeting and equality principles
- Customs and traditions
- Lack of encouragement: 75% of the sample believes that the governmental institutions do not listen to their opinions, do not consider their points of views and do not respond to their demands. In addition, 83% of the sample mentioned that they did not participate in voluntary activities for several reasons that will be mentioned later in this report.

- Though the governmental institutions provide several services inside the target villages like social units, schools, health units and youth centers, the study realized that the quality is not considered as a major criterion to provide such services. Community members are not satisfied with the services provided. They complain of the difficulty they face to access most of these services and of lacking a known complaints system. The report will shed lights on the major problems related to services provision in addition to other problems that youth mentioned.

- In addition, the findings show that the following services are not available in the four target areas: (cultural centers, libraries, enough community development associations to provide services for children, clubs for girls).

- The cooperation between the local authorities and youth to solve youth problems is very weak. Local authorities have different points of views on youth ability to participate in decision making process.

- With regard to the skills and capacities of both right holders and service providers inside the target communities, the following findings have been realized:

  - **Rights holders:**
    - 86% of the sample (children aged 10 – 14 years) is not aware of Aflatoun program.
14% of the sample heard about the program and are aware of its major messages concerned with active learning methods, images theater, saving process, planning, budgeting, social and financial education, rights, responsibilities and gender equality principles.

- **Service providers:**

  - According to the study findings, service providers and service recipients are not aware of the rights elements: Right Holder, Duty Bearer and Content of the right. They are not also aware of rights obligations and responsibilities of each party towards ensuring rights.

- Previous researches and studies are not used as tool in advocacy efforts and activities.

- Children use technology of information to communicate together. 60% of the sample has computers, 54% has access to internet, 39% has a Facebook account, 16% has a twitter account and 9% has an account on Instagram. Some of them reported that they established youth groups through social media to facilitate communication among them. They also mentioned that they spend about 4 hours daily on Facebook during school time and about 8 hours in the summer vacation, this refers to how young people are fond of facebook in those areas especially they got much other spare time activities to practice.

- In addition, children and youth can reach information they need through internet search engines, social media ...etc. Some of them mentioned that they can reach some officials who have accounts on social media pages.

- Children aged from 15: 18 years mentioned that they send their problems and demands to the governmental officials through the governmental internet sites.

- 63% of children and youth believe that the government can make a positive change in youth life if they are mobilized and encouraged.
- Concepts of good governance and accountability are not familiar among GOs and NGOs. Both are not aware of the nature and principles of such concepts. There is a need to enhance their knowledge and information of such concepts and the mechanisms required to apply them.

- With regard to the current status of the NGOs' capacity and how to benefit from them to make a change on the national level, the study targeted the Child Rights Federation. Though newly established, the federation has a clear structure and equipped office. It also could implement various and different activities. The variety of its board of directors contributed to establish various relationships with different GOs and NGOs. A "Shadow Board" was established from youth to stand as a parallel board to undertake the same responsibilities of the main board. This is to increase and enhance youth representation in decision making inside the federation. The federation members have various relationships with different sectors surrounding them. The federation implemented various capacity building programs related to child rights. Though the federation members used to receive technical support, the federation technical skills to implement activities and programs are still weak. Its capabilities are not qualified enough to implement some activities related to advocacy, networking with children inside the target villages.
"Voice and Youth Engagement Project" is one of the projects that work on youth and children empowerment. It seeks to enhance their effective participation in the issues that touch and influence their life inside their local communities.

**Project Overall Goal:**

The project aims to empower youth and children to be able to facilitate influential and effective dialogue with the governmental authorities on the decision making level with regard to the issues that influence their lives. Annex (3) reflects a detailed summary on the project, major components and its expected results.

**Project Geographical area:**

As referred to in the project proposal, the project targets four villages in Qualiubia governorate as follows:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Villages</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ramada</td>
<td>Qualiub</td>
</tr>
<tr>
<td>2</td>
<td>Nay</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Nakom Ashfein</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Miniat Shebein</td>
<td>Shebein</td>
</tr>
</tbody>
</table>
**Project Partners:**

1. Child Rights Federation (major partner)
2. Civil society organizations inside the target communities (major partners)
3. Local government institutions inside target villages

Roles and responsibilities of each partner are clearly defined and mentioned in the project proposal and its initial work strategies.
4

Baseline Methodology

This section covers the following parts:

4.1 Baseline activities: preparation phase, field work, final phase
4.2 Evaluation Methodology
4.3 Data Collection Tools
4.4 Sample
4.1 Baseline Study Activities:

The baseline took place through the following phases and steps:

4.1.1 Preparation Phase:

During the preparation phase, the following activities took place:

- Conducting a meeting between the consultant and the project management team. It aimed to present the project and provide the consultant with all related data and documents.

- Documents' Review: the consultant reviewed all the project documents, including:
  
  a. Project proposal
  
  b. Logical framework
  
  
  d. Baseline Study report- SIDA Project
  
  e. Final Evaluation Report of BMZ Project that was implemented in Qaliubia governorate

- Designing the evaluation plan & submitting it to the project team

- Conducting a meeting between the consultant and the project management team to design data collection tools and field work plan. During the meeting, all the related templates were discussed and approved by the project management team.

- Final design of the data collection tools and proposing them to the project management team.

- Training workshop for the field work team to train them on using and applying the data collection tools. The project team participated in this training.

- Developing the field work final implementation plan.
4.1.2 Field Work Phase

During this phase the evaluation data were gathered and collected from the field through the following steps and activities:

- The baseline sample was defined and selected from the target villages.
- Data collection took place according to the field work plan. The process included individual interviews, focus group discussions and questionnaires.
- During the field work, some activities were conducted to ensure the effectiveness and quality of the data collection process. Among these activities were:
  - A continuous review and supervision on the whole process,
  - Provision of a continuous feedback for the field researchers in order to enhance quality of the data collection.

4.1.3 Final Phase (Baseline Study Report):

The final report development included the following activities and steps:

- Data analysis
- Development of the first draft report and submitting it to the project management.
- Covering the project team feedback and comments and developing the final report (Arabic & English copies) and an Executive Summary for the report.
- Editing both Arabic and English copies of the report.
- Final submission of the report to the project management.
4.2 Methodology:

The baseline field work took place during 3 – 8 March 2016. It depended on "case study" as a major methodology to design and apply the study tools. From the consultant's point of view, selection of this methodology is due to the following reasons:

- This methodology suits the nature of the target communities and is appropriate to the study objectives mentioned in the mission terms of references. In addition, it helps to use both the qualitative and quantitative approach during the design of the tools.

- It helps to integrate the participatory approach during the study objectives review process, data collection tools design and sharing the initial results with the project team and project beneficiaries.

- It ensures a variety of both qualitative and quantitative tools.

- It is appropriate for the study objectives that focus on studying and describing the current situation before the project interventions.

- It helps to monitor the project achievements inside the target communities during any future evaluations that may take place through the project management.

- One of the additional objectives of the consultancy mission is to enhance the evaluation and research skills of both the project team and partners. For this purpose, they were involved in the implementation of all phases and stages of the baseline.

- Moreover, the baseline depended on the following methodologies and methods:
  
  a. The descriptive research methodology that focus on children's reality and characteristics

  b. Quantitative & Qualitative methods

- The sample selection was defined according to:
  
  i. Non-random samples
ii. Purposive Sampling

- In addition, the evaluation team depended on the past experience of both Plan International- Egypt and partner organization in the selection of the sample.

- Data collection tools were designed in the context of the baseline objectives to cover the following sources:
  
  a. Primary Sources: individual interviews, focus group discussions, observation
  
  b. Secondary Sources: project logical framework, IDSC reports, local authorities' reports

### 4.3 Tools

The data collection process depended on a set of research tools as follows:

- Youth Citizenship Questionnaire
- Case study
- Focus Group Discussions
- Individula Interviews with governmental officials
- Capacity assessment tool
- Services Monitoring tools: to monitor services provided for youth and assess youth satisfaction

A detailed description on each tools is reflected belwo:

1. Individual Interveiws:
   - Interview guilde has been designed for the planned interviews with the governmental officials.

2. Focus group discussions:
Four focus group discussion guides were designed to be used with the following groups:

- Children
- Parents inside target communities
- Disabled persons
- Members of the Child Rights Federation

(3) Questionnaire:
A questionnaire was applied by the evaluation team according to the study plan.

(4) Programs and Services Monitoring Tool (i)
This tool was designed to collect information on the services and programs provided for youth. It was used during the preparation phase of the study to help reaching the objectives of the study.

(5) Services Monitoring tool: (ii)
This tool aimed to assess the impact of services on youth and to what extent youth are satisfied with them.

### 4.4 Sampling Methodology

#### 4.4.1 Sample Selection
The sample selection was determined according to:

- Non-random samples
- Purposive Sampling

In addition, the evaluation team depended also on the past experience of Plan International-Egypt and partner organizations in the sample selection process.

Based on standard sampling calculations, a sample of 289 participants from the four target communities was needed for statistical accuracy.

As reflected in the below schedule, the percentage of the sample was distributed as follows:

- Total representation percentage: 42% male, 58% female.
- Children representation percentage: 40% children (aged 10 - 14 years) & 60%
children (aged 15 - 18) of the whole sample that was 289 participants
- Percentage of persons with disabilities was 8% (24 % male & 76 % female)
- In addition, 32 parents, 9 governmental organizations and 9 members from the
  Child Rights Fideration were met.

<table>
<thead>
<tr>
<th>NO.</th>
<th>Tools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Youth Citizenship Questionnaire</td>
<td>86</td>
<td>117</td>
<td>203</td>
</tr>
<tr>
<td>2</td>
<td>Case study</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4 focus group discussions with children (10:18 years)</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>4 focus group discussions with parents</td>
<td>4</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>Focus group discussions with Child Rights Federation members</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>In-depth Interviews with governmental officials</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

| Total | 113  | 176  | 289   |

4.4.2 Sample Description
- 12% cannot read or write of the whole sample
- 18% are enrolled in primary schools
- 42% are joining Preparatory schools
- 24% are joining Secondary schools
- 4 % left schools (dropouts cases due to the poor economic conditions of the families)
- 5% of children interviewed has jobs (child labor)
- 1% of children interviewd is married (early marriage)

4.5 Challenges

The implementation of the baseline study faced several challenges as follows:
- Limited resources available for the study: time, financial resources which influenced the number of human resources involved. Cost effective planning and effective use of available resources during data collection and analysis contributed to a great extend to
overcome this challenge in order not to influence the quality of the study results.

- Weak awareness of human rights, the right to participation and accountability among target groups, especially parents. For this reason, the evaluation team was keen to simplifying such concepts to the sample interviewed during the focus group discussions in order to ensure reaching effective results.

- Target groups' misunderstanding of the concepts of good governance and accountability. In order not to influence the data collection negatively, the evaluation team was keen to clear such concepts to people interviewed, so they could provide appropriate answers.

- The defense attitude taken by some governmental officials. Explaining the objectives of the study for them and clarifying concepts contributed to overcome this challenge and facilitated dealing with them.

- Low cultural level of people in charge working in target organizations and institutions and the difficulty to review their documents and reports. Two major actions were taken to facilitate this challenge:
  - Explaining the baseline objectives.
  - Defining alternative indicators to assess the capacity of these organizations.
This section presents the baseline findings in the context of the planned objectives and determined dimensions.

- Children less than 18 years old spend their spare time playing, studying, watching TV, reading, supporting their mothers in household tasks or their parents in some agricultural works.
- Boys reported that they play either football or computer games, while girls mentioned that they play basketball and football inside their schools only.
- Girls reported that they need special places for them to play and practice sport activities like swimming. Lacking separate places, they spend most of their spare time watching TV and visiting their friends.

- **How children think of the governmental bodies:**
  - Governmental bodies are represented in schools, universities, hospitals, youth centers, police stations and the local authority organizations.
  - The governmental bodies are those institutions owned by all people. Every citizen has a right in these institutions. They represent safety and protection against danger. They stand to provide services for individuals and the whole village. They are responsible on responding to citizens' demands, and on applying the constitution and protecting people.
Current status of Right holders' capacities and skills:

- 86% of the sample (aged 10 - 13 years) did not know Aflatoun Program. 14% heard about it and are familiar only with the main messages of active learning methods, images theatre, saving process, planning, budgeting, social and financial education, rights, responsibilities and gender equality.
- 86% of the sample (aged 15 - 18 years) did not know Aflatoun Program. 14% heard about it and are familiar only with the main messages of "who am I?" rights & responsibilities, gender roles, saving and spending process, planning, budgeting and gender equality.
- 61% of the sample was not aware of child rights. 39% are aware of these rights but they did not know the difference between rights and needs. They were not able to differentiate between their daily needs and their rights. 61% of the sample (who were not aware of human rights) reported also that the government is responsible on protecting their basic rights. 63% believes that though it's the government's responsibility to protect their rights, the government does not play this role.
- Children are aware of their needs, but they are not able to define their rights. They

The Convention on the Rights of the Child (CRC) is an internationally recognized agreement between nations which establishes a comprehensive set of goals for individual nations to achieve on behalf of their children. It was determined by UN General Assembly in November 1989.

The convention covers some of the civil, political, social and economic rights determined by human rights declarations and other international agreements and treaties. It emphasizes children rights to:

- Life
- Protection by law
- Freedom of expression
- Freedom of though
- Freedom to establish friendships
- Health, education, social insurance, appropriate living conditions.

In addition, the convention ensures new rights to children like:

- Children's views and opinions should be considered in issues that influence their life.
- Adaption and care for children without families.
- Ensure children's continuous relationships and communication with their parents.
- Protection against economic or sexual abuse.
- Supporting children with disabilities.
- Protection during armed conflict.
could not differentiate between the right and the need. They mentioned that they need to play, education, health nutrition, clean water, health care and daily expenses. They believe that the government and the state of Egypt are responsible on providing them with these needs. Children aged from 15:18 reported that the State is the first responsible on their needs. Youth also are not aware of the difference between rights and needs. They were not aware of their rights and who is responsible on providing these rights. Some of them said that rights are the responsibility of the family, while others mentioned that it is the government's responsibility. They did not realize their roles and responsibilities and what they should do.

- **Current status of service providers' capabilities and skills:**

The baseline findings showed that there are several services provided for citizens inside target communities through different governmental institutions like social units, schools, health units, youth centers and local authorities units. These services are:

- Youth receive some services from the social units like financial support for goods, some services for poor youth, "University Book Support" for university students, social rehabilitation services, and monthly services for soldiers' wives and monthly pensions for youth with disabilities.

- Youth centers provide sport and entertainment activities like sport & cultural competitions, cultural seminars, opportunities for youth to participate in the local and national competitions, sport games, trips and camps. The centers try all the time to establish networks with regional unions and different ministries to implement their activities.

- Some service providers from the local authority units reported that young people are not aware of their rights for lacking awareness raising activities. They mentioned also that youth does not have the desire to know their rights. On the
other hand, representatives from the social solidarity unit mentioned that young people are fully aware of their rights but they cannot access them due to the "closed minds" of the governmental officials who aren’t aware that youth are entitled to these rights.

- Different points of views on the availability of equal opportunities for boys and girls to participate in civil society activities and in other activities to make their voices heard to decision makers. Service providers in Qualiub district reported that there are equal opportunities among boys and girls, while other service providers reported that community customs and traditions stand against providing equal opportunities for boys and girls.

- **Right Holders' representation and participation in the decision making process inside their communities:**
  
  - The baseline findings show that right holders do not participate in decision making process inside the governmental bodies.
  - 75% of children reported that the governmental bodies do not consider their opinions and do not respond to their demands. 83% did not participate in any voluntary activities. 17% participated in voluntary works (14% participated as members in some committees and institutions).
  - 15% of children participate in some activities inside local community development associations or with international organizations like Plan International-Egypt. Some children are members in clubs, while children aged 15:18 years reported that they do not participate in any formal entities.
  - Children reported that they do not participate in any voluntary activities due to the following reasons:
    - Lack of awareness on voluntary work and its importance
    - They do not have the desire to be volunteers
    - They do not know places through which they can volunteer
    - Lack of encouragement
Available places are not appropriate for youth to volunteer through
Volunteerism is not appreciated to encourage youth
Lack of awareness and announcement on voluntary activities
Youth are not invited to volunteer
Children and youth are preoccupied with their school and technology means
Preoccupation with work and helping the family
Social customs and traditions stand against girls' participation
Lack of moral incentive
Negative exploitation of youth by some organizations

Parents reported that their children do not participate in decision making process due to following obstacles:
Absence of freedom of opinion and expression
Some youth lack seriousness
Absence of encouragement
Conservative traditions that stand against girls' participation
Nepotism
Absence of a club for girls to enhance their skills
Absence of any vocational training centers for youth
Lack of awareness on children's participating among families
The high voice of youth in all their dealing with others
Lack of the sense of responsibility
The poor relation and communication with children
Lack of knowledge of the characteristics of early adolescence
Parents' ignorance of how to communicate with their children
Governmental buildings are not appropriate for disabled persons.
Parents are ignorant of technology
The society attitude towards disabled children, seeing them as helpless persons

- Parents of disabled children reported that they cannot help their children. Their children lack friends and live in isolation. They mentioned also that CBR center that belongs to the community development organization is the only place that provides direct services for their disabled children.

- On the other hand, service providers believe that youth represents a beneficiary group and they could not participate in decision making cycles since there are lots of obstacles that face them to be involved in such cycles. Among the obstacles mentioned are:
  - Bureaucracy & lack of enough capacity inside the governmental institutions
  - The weak communication between youth and adults. This was described by representatives from the social solidarity office as a gap between two generations.
  - Lack of communication between youth and some social services like social solidarity unit.
  - Youth are ignorant of the formal required papers and documents to receive some services.
  - Youth does not have the desire to support governmental institutions
  - The current legal framework

Tools that can be used in different dialogues to enhance and facilitate youth and children's interaction with the governmental bodies and decision makers:

The study findings indicate that children have many tools that depend on social media to communicate together as reflected below:

- 60% of the sample has computers, while 40% does not have computers. 54% has access to the internet, while 46% does not.
o 39% of the sample has Facebook accounts, 16% has Facebook and twitter accounts and 9% have Instagram account in addition to other social media accounts.

o 63% of children and youth believe that the government can make a positive change in their life.

o Young people can access information they need through the internet. They reported also that they can communicate with governmental officials through social media channels. Some of them mentioned that they share their problems on some of the government internet sites and social media pages.

o Young people spend about 4 hours daily on Facebook during school time and about 8 hours during summer vacation.

- The extent to which technology of information is used (youth and children with the governmental institutions through an effective dialogue using advocacy)

  o 60% of children use technology of information to communicate with each other, with the governmental institutions and read the governmental institutions' news.

  o 66% of children reported that they do not read daily newspapers or listen to news. On the other hand, they depend on the internet to get the news.

  o 24% children mentioned that they get the news through one of their family members who have access to internet. 76% mentioned that they lack the support to reach the right news and do not know how to get it as internet sites are full of lies and fabricated news.

- The extent to which youth and children are able to access qualified services from the local authorities:

  o Different and various services are provided for youth and children inside the target communities like schools, youth centers, electricity, water, roads services and health units.

  o The following services are not available inside the target communities:

     • Cultural centers
- Public library
- Enough community development association to provide services for children
- Special clubs for girls
- Though some services are provided, children and youth are not satisfied with them due to the following reasons:
  - Some services are not easy to be accessed
  - Absence of a known complaints system
  - Lack of the suitability of some services
  - Some services are not qualified enough to meet their basic demands like health services, sanitation system, water, roads, the education and electricity services. As they mentioned during the focus group discussions, people in the four target communities suffer from the same problems as described below:
    - Garbage collection
    - Poor health services
    - Lack of an integrated sanitation system
    - Poor services provided by youth centers
    - Drinking water problems
    - Poor roads
    - Poor educational services
    - Poor electricity services

Field observation reports emphasized what the sample mentioned with regard to the above mentioned problems.
- Moreover, students referred to additional problems inside their villages as follows:
  - Thuggery, sexual harassment and addiction
  - Gender based discrimination
- Encroachment on the farmland
- Parents prevent children from playing
- Lack of a club for girls
- Private lessons that they join to guarantee success
- Early marriage for girls
- Marginalization of children with disability
- Street children who cannot access to their rights

It is worth to mention that the four target areas suffer from the same mentioned problems. In addition, the evaluation team did not realize any core differences between the four areas with regard to service provision; problems resulted from lacking some services or the provision of poor services.

- Service providers are willing to support children and solve their problems related to:
  - Sanitation system
  - Hygiene
  - Education
  - Health

- With regard to educational services problems, the sample referred to the following problem:
  - Lack of playgrounds inside schools
  - Lack of scientific labs
  - Lack of computer labs
  - Lack of practical application
  - Absence of equality principles
  - Lack of activity rooms
  - Students are forces to join private lessons by the teacher in schools
  - Increased numbers of students inside the classes (the class includes more than 60 students)

- On the other hand, children suggested the following to enhance the educational
services inside schools:
- practical training
- teachers should do their best
- encouraging students to learn
- decrease the number of students inside the class
- consider the practical application of scientific lessons
- ending violence inside schools
- raise children's awareness on their rights

- Children reported also that they need the following services:
  - football playground
  - cultural center
  - enough sports inside youth centers
  - clubs for girls
  - public library
  - parks

- From parents' point of view, in order to enhance children's role inside the community and enhance their skills to become agents of change, it is important first to:
  - Provide them with good educational services
  - Provide them with opportunities to participate in decision making
  - Respect their opinion
  - Participate in in different activities, especially girls
  - Discover their talents
  - Informing them about their rights
  - Enhance their self confidence
  - To enhance their role inside their families
  - To enhance their sense of responsibility
  - Not to discriminate between disabled children and other children
  - Schools should be appropriate to receive children with disabilities (for
example, their classes should be in the ground floor)

- To help them overcoming all the obstacles they may face.
  - Parents reported also that children are able to communicate with the governmental officials and to pay their attention to their problems. Yet, government should be willing to listen to children and consider their views. The government should also provide communication channels through which they can be reached. This way, children will be able to make a real change inside their communities.
  - Community development association can play an effective role to mobilize the governmental institutions to listen to children and respond to their views through:
    - Raising awareness of the governmental officials on child rights
    - Establish continuous relationships between officials and children
    - Establish a team or an entity (like child parliament) of children to facilitate communication with the government
    - Encouraging the government to establish a continuous communication channels through which they governmental officials can be reached.
    - Raising children’s awareness on their rights and how to claim these rights.
    - Conducting awareness raising programs for children at risk like disabled children, girls, street children ...etc. on how to claim their rights.
    - Providing positive models of protest (for example to clear streets as a kind of protest on the poor health services)
    - Organizing periodical meetings through which children can propose their problems to the officials.
    - Enable youth to express themselves and opinions through different channels, like "TV episodes".
    - Organizing awareness raising campaigns targeting parents
From children's point of view, they can reach service providers through:

- Meetings to propose and discuss their problems
- Community theatre through which they can use drama to express their problems
- Organizing peaceful demonstrations
- Organizing meetings with the governmental officials

**Current status of the capabilities of Child Rights Federation:**

Child Rights Federation capabilities are considered one of the major factors that the project should consider during the implementation phase. For this reasons Child Rights Federation was one of the evaluation target to assess its structure, available experiences, capabilities, skills and its weak points.

The evaluation findings reflect the capabilities of the Child Rights Federation as follows:

- Though it is newly established, Child Rights Federation has a clear structure and office. In addition, it implemented various activities.
- The variety of its board members contributed to establish various relationships with different governmental and non-governmental bodies.
- A "Shadow Board" was established from youth to stand as a parallel board to undertake the same responsibilities of the main board. This is to increase and enhance youth representation in decision making inside the federation.
- The federation members have various relationships with different sectors surrounding them.
- The federation implemented various capacity building programs related to child rights.
- Though the federation members used to receive technical support, the federation technical skills to implement activities and programs are still weak. Its capabilities are not qualified enough to implement some activities related to advocacy, networking with children inside the target villages.
Conclusion

General findings of the baseline are reflected through the following:

- There are no significant differences among children aged 10: 14 years and children aged 15: 18 years (Plato & Aflateen phases).
- No significant differences were recognized among the four target villages (Nay, Ramada, Koom Ashfein and Minit Shebein).
- Both service providers and service recipients are not aware of rights principles and elements. From the consultant's point of view, it is difficult to understand rights and right obligations without knowing the elements of the rights: Rights Holder, Duty Bearer and Right's Content. For example, right to education indicates that:
  - man is the right holder
  - the state is the duty bearer (in other cases duty bearer may be more than one institution/person)
  - education is the subject of the right

- The study results did not indicate the knowledge of rights obligations:
  - The obligation to respect: means that duty bearers must refrain from interfering with or curtailing the enjoyment of human rights.
  - The obligation to protect: requires duty bearers to protect individuals and groups against human rights abuses.
  - The obligation to fulfill: means that duty bearers must take positive action to facilitate the enjoyment of basic human rights.

- The study results did not indicate also that neither service providers nor service recipients are aware of the concept of "rights fulfillment" that depends on: defining the nature of the right and ensure its availability and sustainability as described below:
  - **Defining the nature and content of the right**: each right has some characteristics that should be fulfilled and be considered together with the right. For example, right to education is an obligatory right, available and free for all citizens. In addition, it should aim to develop child's personality, talents, physical and mental capabilities.
  - **Rights accessibility**: rights should be provided for all citizens without any discrimination.
- **Rights functionality**: rights should respond to human being's needs and demands without any bias. For example, "Does the education system stand to serve the state or citizens?"

- **Affordability**: Sometimes financial burdens prevent poor groups from accessing some of their rights and reaching their needs. Therefore, it is important to support such groups to reach their basic needs and demands without any financial borders. The question is: Is the state able to bear all the financial burdens and expenses of the rights for all citizens?

  - **Sustainability**: rights sustainability should be guaranteed for all citizens. Yet, citizens sometimes face challenges to continuously access some of their rights. For example, the Egyptian educational system face dropout problem in early stages.
6 Recommendations

This section presents the recommendations developed by the consultant as follows:

6.1 General Recommendations for the Project Management

6.2 Recommendations concerned with the project implementation inside the target communities

Recommendations development depended on the following:

- Reviewing the project major documents
- Reviewing the baseline findings
- Reviewing the project logical framework (expected results & indicators of success)
- Reviewing secondary resources: number of previous final evaluations reports and learning lessons that belong to similar projects that worked on good governance.
6.1 General Recommendations for the Project Management

There is a set of professional values that should be considered during the project implementation:

- Providing services is an important intervention to ensure rights for children.
- Positive mutual relationships among children and others contribute to their growing up and enhance their participation. Such relationships also encourage children to discover, try, learn, grow and participate effectively.
- Children's empowerment interventions should fit with children's capacities.
- Service providers should consider equal distribution of services among all children to provide them with equal opportunities to enhance their capabilities to participate.

In addition to the above mentioned values, the following recommendations are developed also to ensure successful implementation of the project:

- Since human rights are emanating from the human nature, the principles of human rights take into account the nature of some groups that require additional rights to consider their nature. Among these groups are children due to their incomplete physical, psychological and mental development. Having this nature, children need much care and protection more than adults. The preamble of the "Convention of the Rights of the Child" illustrate the nature of the child as follows:

  "The child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth".

In this context, the following factors are recommended to be considered as major factors for effective interventions for child rights application:

- Laws and legislations are not enough to apply the right. They only state it. There are various factors that should be recognized and considered to apply rights.
• Services should be distributed equally among all children without any discrimination.

• Participation and empowerment of right holders are the real guarantee for sustainability of the right.

• Rights should be recognized as an integrated and comprehensive system. The absence of one right influences the other rights.

• Quantitative indicators are not enough to reflect rights fulfillment. Quantitative indicators are very important to assess children's access to their rights.

• It is important to tackle the root causes of the problems. This requires considering all related interventions and sectors. Working on child labor problem for example requires working also on education problems and families living conditions ...etc.

• Lack of resources is not an excuse for not fulfilling rights. Any excuse that violates man's dignity should not be acceptable.

• Project objectives should aim to admit children's rights and to enhance duty bearers to fulfill, respect and protect these rights. They should also aim to enhance right holders to claim their rights.

Recommendations on the target communities' level:

• The project should adopt a set of international concepts concerned with good governance that are appropriate to the nature of its interventions. Such concepts should cover: the principles of good governance, transparency, accountability, anti-corruption, complaints mechanisms, justice, effectiveness ...etc.

• The project management should support the project different components by developing implementation strategies for each component. These strategies are recommended to be developed through a workshop that includes all the project team. During the workshop the following should be achieved:

  • Designing the strategies
• Reviewing performance indicators and activities of each component

• Reviewing the budget allocated for each component

• Determining selection criteria of the participants

• Deterring implementation mechanisms required for each component

• Considering the good coordination between the different components

• The project management should review the project human resources with regard to job description of each job and work burdens.

• The project management should review the key partners of the project and define each one's roles and responsibilities in the context of the baseline findings.

• With regard to the project monitoring and evaluation component, the following should be considered:
  o Designing M & E matrix
  o Defining indicators of success on both the outcome and results levels
  o Developing specific definitions and description for these indicators
  o Establishing information flow system and reporting system
Annexes

7.1 Synopsis on the External Consultant

7.2 Data Collection Tools
Annex (1)...

7.1 Synopsis on the External Consultant

Mr. Guitar Zaki ... the evaluation team leader. He has over 20 years' experience in different sectors of community development. His major concern is children and youth. He has long experience working with street children and adolescents.

Mr. Zaki participated in conducting various research studies on different issues related to children, youth and women.

He also developed and designed various training modules and manuals. One of these modules was related to young Sudanese and Somali refugees in Egypt. It was developed in cooperation with UN High Commissioner for Refugees (UNHCR) in Egypt.

Mr. Zaki implemented also various training programs and workshops for many civil society organizations in different governorates in Egypt. He also provided training workshops for governmental officials working on children's rehabilitation.

In addition, he implemented various research studies for some international organizations like Save the Children (UK), Plan International- Egypt, UN Drugs and Crime Office, Drosos organization, SIDA, USAId, Oxfam Novib, Terre des Hommes, and the Italian Cooperation

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Annex (2):

7.2 Data Collection Tools
Researcher data:

- Date: district: village/community:
- Researcher name: Tel.:

Participant's basic information:

- Name: ___________________________ aged/date of birth:______________
- Gender: male ( ) female ( )
- Address: ________________________
- Job:
- Educational status:
  - Do not read/ write
  - Primary certificate
  - Technical school certificate
  - Left school: Reasons:
- Social Status:
  - Married
  - Not married
  - Engaged
  - Divorced
  - Widower
  - Number of children (if married): 0 1 2 3 4 more

Form No.
What does the word ‘government’ mean:

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Comments/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you know Plato program?</td>
<td></td>
<td></td>
<td>For children (10: 14 years) – if (No), please move to question # 15</td>
</tr>
<tr>
<td>2</td>
<td>Do you know active learning methods (mind maps, brainstorming)</td>
<td></td>
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<tr>
<td>3</td>
<td>Images Theater</td>
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<tr>
<td>4</td>
<td>Saving process, planning, budgeting</td>
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<tr>
<td>5</td>
<td>Social &amp; financial education</td>
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<tr>
<td>6</td>
<td>Rights &amp; responsibilities</td>
<td></td>
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<tr>
<td>7</td>
<td>Gender equality</td>
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<tr>
<td>8</td>
<td>Do you know Plato program?</td>
<td></td>
<td></td>
<td>For children (15: 18 years) – if (No), please move to question # 15</td>
</tr>
<tr>
<td>9</td>
<td>Who am I? (My family, friends, society, objectives …etc.)</td>
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<tr>
<td>10</td>
<td>Rights &amp; responsibilities</td>
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<tr>
<td>11</td>
<td>Gender &amp; gender roles</td>
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<tr>
<td>12</td>
<td>Saving &amp; Spending</td>
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<tr>
<td>13</td>
<td>Planning &amp; budgeting</td>
<td></td>
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<tr>
<td>14</td>
<td>Gender equality</td>
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<tr>
<td>15</td>
<td>Do you have a computer</td>
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<tr>
<td>16</td>
<td>Do you have an access to internet</td>
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<td>17</td>
<td>Do you have a Facebook account</td>
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<tr>
<td>18</td>
<td>Do you have a twitter account</td>
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<tr>
<td>19</td>
<td>Do you have an Instagram account</td>
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<tr>
<td>20</td>
<td>Do the governmental institutions consider youth opinions and views?</td>
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<tr>
<td>21</td>
<td>Did you participate in any voluntary works before?</td>
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<td>If yes: Please mention these works.</td>
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<tr>
<td></td>
<td>Question</td>
<td>Response Options</td>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>22</td>
<td>Did you participate as a member in any committees or associations before?</td>
<td>If yes: what was your role? If no: please move to question # 23.</td>
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<tr>
<td>23</td>
<td>Do you know child rights?</td>
<td>If no: please move to question # 26.</td>
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<tr>
<td>24</td>
<td>Are you familiar with these rights?</td>
<td>Please mention five rights.</td>
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<tr>
<td>25</td>
<td>Does the government play a role in protecting child rights?</td>
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<tr>
<td>26</td>
<td>Do you think that the governmental bodies play a good role in protection child rights</td>
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<tr>
<td>27</td>
<td>Do the governmental bodies listen to youth and children's opinions and consider their points of views?</td>
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<tr>
<td>28</td>
<td>Does the government respond to youth demands?</td>
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<tr>
<td>29</td>
<td>Does the governmental institutions concerned with youth issues able to change its attitudes towards youth (positive change)?</td>
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<tr>
<td>30</td>
<td>Do you think that the government will consider youth opinions and views in the future?</td>
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<tr>
<td>31</td>
<td>Do you read daily newspapers or listen to the news?</td>
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<tr>
<td>32</td>
<td>Do you prefer getting information and news from the internet?</td>
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<td>33</td>
<td>Do you receive any kind of support from others when searching about information or news?</td>
<td>Who helps you &amp; in what topics?</td>
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<tr>
<td>34</td>
<td>Do you make sure of the information you receive?</td>
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</tbody>
</table>
(II) What are the available services?

<table>
<thead>
<tr>
<th>No.</th>
<th>Services</th>
<th>Available</th>
<th>Satisfaction (service quality)</th>
<th>Easy to access</th>
<th>There is a known complaint system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sanitation system</td>
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<td></td>
<td>Electricity</td>
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<td>Water</td>
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<td>Roads</td>
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<td>Schools</td>
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<td>Hospitals</td>
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<td>Cultural centers</td>
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<td>Public library</td>
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<td>Youth centers</td>
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<td></td>
<td>Clubs</td>
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<td>Community development associations</td>
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<td>Civil institutions</td>
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<td>Waste collections</td>
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</table>

- If the service is available, please write (1), if not, please write (0)
- Service quality: (1) = good (0) = weak
- What can the civil society organizations do to mobilize the government to listen to you and respond to their points of views?

- Why did not youth participate in voluntary works?

Researcher's Comments

(Please define if the participant belongs to persons with disabilities)
Detailed Questions for the governmental bodies:

Facilitator's name:  
Documenter's name:  

Date:  

Participant's name:  

Job:  

Governmental institution:  

(Please, start the session by introducing the baseline study objectives)

1- Do you provide any services for youth?  
2- What are the major challenges that face your work with youth and stand against providing services for them?  
3- Do you think that youth are aware of their rights?  
4- Are there equal chances to involve youth (male & female) in civil society activities and in activities to make their voices heard by officials and decision makers? Why?  
5- Can you depend on youth and children to make a real change inside the society and to solve some the problems that face communities? If yes, to what extent?  
6- Is it possible to involve youth and children in decision making? If yes, did you try this before?  
7- How do you evaluate the government role in responding to youth demands:  
   i. 10 – 30  
   ii. 40 – 70  
   iii. More than 70  
8- Did you respond before to any youth initiatives? How?  
9- What are the major initiatives that you like involving youth in?  
10- Did you organize any meetings with youth or children before?  
11- When was the last meeting?  
12- Did you communicated before with youth or children through social media?
1- This tool to assess the current status of services and programs provided by the Child Rights Federation

Researcher's information

Name:

Participants in the meeting: place: Time:

Federation Basic Data:

Chairman of Board of Directors:

Executive manager:

Contact person: Tel:

Federation name: Registration date:

Address:

Geographical area:

Tel.: Email:

Website:

- # participating NGOs:
- # board members:
- # full time staff:
- # part time staff:
- # volunteers:

- To what extent the following data is available:
  - Annual reports / Simi-annual reports
  - Monthly reports
  - Several fundraising mechanisms
- Financial budgets
- Publications

- What are the training workshops in which the federation participated?

- Did the federation implemented any activities on the national level and could establish networks with any other organizations to support youth and children?
  - Program/project title:
  - Objectives
  - Activities
  - Results
  - Target group:
  - Target communities:
  - Duration:
  - Donor:

- How does youth participate in the planning phase of any activity?

- How does youth participate in decision making process inside the federation?

- What are the member organizations that are concerned with youth? To what extent do they have enough human, financial and technical resources?

- Does the federation include any youth structures: inside the board, committees, planning ….etc?

- What are the challenges that stand against youth participation in the different programs, projects or initiatives?

- What are the difficulties that federation face when providing services for youth?
2 – Focus Group Discussions

Date: ____________________________ Time: ____________________________
Facilitator’s name: ____________________________ Documenter’s name: ____________________________

(Please write the names of participants, their ages, educational status, and jobs and define if there are persons with disabilities)

(I) Focus Group Discussions with Children/Youth

- Use of Technology of Information? How do you get the information you need? (using social media to communicate with the governmental officials and networking with other groups of youth or children)

- Do you participate in any governmental or non-governmental organization?

- How do you they spend their spare time?

- What are the sport and social activities that you need inside your village?

- What are the rights that children should enjoy?

- Did you interact before with any governmental officials? (what do you think about that) If yes, was this interaction positive?

- Did you participate before any community initiative? If yes, please provide more details.

If you have the chance to implement an initiative inside your community, how will you implement it?

- What do you know about child rights? (Mention so rights – who are responsible on these rights?)

- What is meant by transparent and credible elections?
- What do you know about advocacy methods? (Did you design an advocacy campaign before?)

- Do you know anything about social investment?

- What are the problems that you face?

- What should be done to force the government to listen to your opinions and respond to your points of views?
(II) Focus Group Discussions with parents

1- What are the needs of your children to be able to play an effective role inside the family and the community?
2- What are the challenges that face youth participation inside the community?
3- What are the challenges that you face with your children?
4- How do your children spend their spare time?
5- What are the major problems that face your village?
6- Do you think that your children are able to make a real change in the community?
7- Do you think that your children are able to communicate with governmental officials and to pay their attention to respond to their problems?
Focus Group Discussions with disabled groups
Questions List

1- Do you go to school, private centers or other educational center/place? (Is it a suitable place for you? How – How do you participate in the sports lessons – Do you receive any trainings to provide you with specific skills for work like vocational training, or other skills? If yes, do you participate in selecting them? What do you prefer: staying together spate from other children or to share places with others? And Why?

2- Are you involved in any rehabilitation or Physiotherapist programs? Describe the health centers that you visit? And why do you visit them? What are the reasons for your disability? Do you receive free services?

3- What does discrimination mean from your point of view? Where may it take place (inside home, center, school? Are you discriminated due to your disability? How do you feel towards that?

4- How do you spend you spare time? What are the activities you practice during your spare time?
The influence of services provided inside the villages on youth from youth point of view:

(I) Geographical site of the village: 

- A synopsis on the village:

- Geographical location of the village:

- The village manors & streets:

<table>
<thead>
<tr>
<th>District</th>
<th>manors</th>
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</thead>
<tbody>
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</tbody>
</table>

- The area of the village and its manors:

- Population number inside the directorate:
  Total number: ------
  Male: -------
  female: ------
(II) Available Services:

(1) Health Services:

<table>
<thead>
<tr>
<th>No.</th>
<th>Hospital / health unit</th>
<th>Address</th>
<th>Available health services</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Remarks on the available health services:

1- ................................................
2- ................................................
3- ................................................
4- ................................................

(2) Educational & Training Services

<table>
<thead>
<tr>
<th>No.</th>
<th>School</th>
<th>Address</th>
<th>Grades</th>
<th>Type of education</th>
<th>remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primary</td>
<td>Preparatory</td>
<td>Secondary</td>
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</tbody>
</table>

(3) Vocational Training Centers

<table>
<thead>
<tr>
<th>NO.</th>
<th>Centers</th>
<th>Address</th>
<th>belongs to</th>
</tr>
</thead>
</table>
(4) Literacy Classes:

<table>
<thead>
<tr>
<th>NO.</th>
<th>belongs to</th>
<th>Place</th>
<th>address</th>
<th>Number of classes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Remarks on the available educational services: (schools, training centers, literacy classes)

1- ______________________________
2- ______________________________
3- ______________________________

(5) Social offices in the directorates:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Office</th>
<th>Address</th>
<th>remarks</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

(6) Civil society organizations/associations/ civil unions

<table>
<thead>
<tr>
<th>NO.</th>
<th>Organization/ association/ union</th>
<th>Address</th>
<th>Services &amp; Associations that provide</th>
<th>Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>Club</td>
<td>Address</td>
<td>Nature of services/activities provided</td>
<td></td>
</tr>
<tr>
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<td>------</td>
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<td>----------------------------------------</td>
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</tbody>
</table>

Remarks on the available services:

1- 
2- 
3- 

(7) Women gathering places: (social women & child clubs)

<table>
<thead>
<tr>
<th>NO.</th>
<th>Club</th>
<th>Address</th>
<th>Nature of services/activities provided</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

(8) Cultural Services: Cultural centers & Public libraries

<table>
<thead>
<tr>
<th>NO.</th>
<th>Services</th>
<th>Address</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Remarks on the available sports services:

1- 
2- 
(9) Sports services: clubs & youth centers

<table>
<thead>
<tr>
<th>NO.</th>
<th>Club / youth center</th>
<th>Address</th>
<th>Belongs to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Remarks on the available sports services:

1- -------------------------------------
2- -------------------------------------
3- -------------------------------------

(10) Available Services and Facilities in the Directorate

<table>
<thead>
<tr>
<th>NO.</th>
<th>Services &amp; Facilities</th>
<th>Services/Facilities Availability</th>
<th>Remarks on the services/facilities availability and quality assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Available</td>
<td>Partial availability</td>
</tr>
<tr>
<td>1</td>
<td>Police station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Post office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Drinking Water network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Electricity network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Transportation network</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>The road network</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facility Type</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Bakeries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ambulance unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Governmental</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Sanitation network</td>
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<tr>
<td>13</td>
<td>Worship places</td>
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</tbody>
</table>

Remarks on the available facilities and services:

1- ........................................

2- ........................................

3- ........................................