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FINAL PROGRESS REPORT
TOWARDS NEW HORIZONS PROJECT
NOVEMBER 1999 - JULY 2002

PREPARED BY:

cedpa

Centre for Development and Population Activities
USAID/Cairo Grant Number 263-G-00-00-00003-00
November 18, 2002

LIST OF ACRONYMS

APE	Association for the Protection of the Environment
C4C	Communication for Change
CDA	Community Development Association
CEDPA	Centre for Development and Population Activities
CEFD	Center for Egyptian Family Development
CROSS	Coptic Evangelical Organization for Social Services
COA	Coptic Orphans Association
COST	Coptic Organization for Services and Training
CSN	CDA for Children with Special Needs
CRS	Catholic Relief Services
ENGO	Egyptian Non-Governmental Organization
FEDA	Family and Environment Development Association
FGM	Female Genital Mutilation
FWADLC	Fayoum Women Association for Development of Local Communities
ICA	Institute for Cultural Affairs
ITRFP	Institute for Training and Research in Family Planning
MOE	Ministry of Education
MISA	Ministry of Social Affairs
NCW	National Council for Women
NH	New Horizons
NGO	Non-Governmental Organization
PAP	Poverty Alleviation Program (Italian Government)
PDA	Positive Deviance Approach
PDI	Positive Deviance Inquiry
PPGYW	Partnership Project for Girls and Young Women
PROWID	Promoting Women in Development
PVO	Private Voluntary Organization
TNH	Towards New Horizons
USAID	United States Agency for International Development
YMCA	Young Men Christian Association
YMWA	Young Muslim Women's Association

1. INTRODUCTION

This is the final report produced under the Towards New Horizons Project. The report summarizes activities taking place during the grant period April 1-July 31, 2002

PROJECT OVERVIEW

The Towards New Horizons Project was approved by USAID/Cairo on November 1, 1999 to run through July 31, 2002. It is a 33-month follow on to the Partnership Projects for Girls and Young Women, which was approved by USAID/Cairo in September 1994. Like its predecessor, it both delivered training and technical assistance services and served as an umbrella grant - with CEDPA playing a leadership and advisory role - to Egyptian sub-grantee partners. The Partners were responsible for implementing various components of the project to carry out advocacy and deliver training and services for girls and young women living in under-served areas. While it maintained its emphasis on Upper Egypt, the service delivery area has expanded to the Cairo area, the Delta, Alexandria and Northern Sinai, and is no longer geographically bound as the demand for the program has become national. Similarly, while the New Horizons Program for Girls and Young Women initially targeted out of school girls, the predominant participation is by in-school girls although special emphasis is put on identifying the remaining pockets of out-of-school girls in each community served. This population is consistent with the aims of the project since girls in school remain at risk of dropping out unless the importance of completing education is reinforced.

GOAL

The goal of the Toward New Horizons Project is to improve the health and educational status of girls and young women living in Egypt and expand their life options. The project is meant to strengthen and expand services at the community level, while simultaneously mobilizing leaders to advocate for gender equity and promote a policy environment favorable to the needs of girls and young women.

PURPOSE

Advancing gender equity for girls and young women through increased access, choice and participation will be measured by:

- o Increased availability and access to resources allocated to girls' and young women's development; and
- o Change in attitudes resulting in broader choices for young women within their families and communities.

STRATEGIC OBJECTIVES

- o To increase girls' participation in formal basic education.
- o To strengthen the capacity of NGOs to implement and advocate for quality sustainable programs for girls and young woman.
- o To improve life skills, self-confidence and health awareness of girls and young women

PROJECT BENCHMARKS

Final Project Benchmarks are included as Appendix IV. The most impressive result is a doubling of the young women reached through the New Horizons Program. Only half the young men were reached during the grant period as a result of later than anticipated start up but the program will be in full implementation during the next phase. Fewer newsletters were distributed than anticipated as fewer editions were required, and one less New Horizons Day was held because of the shortening of the original grant period to 33 not 36 months.

In addition, activity under the Participatory Video for Change never took place as it was suspended by MISA due to security concerns. All other benchmarks were met or exceeded.

2. SUMMARY OF PROJECT ACCOMPLISHMENTS

Below is a summary of the key accomplishments for the grant period November 1, 1999 – July 31, 2002.

To increase girls' participation in formal basic education

During the grant period, under the Girls Scholarship Program (GSP) 2230 scholarships were awarded to primary and preparatory at-risk students in 13 communities in Cairo, Minya and Beni Suef. (Note this number varies from year to year since some students drop out, fail, move or continue to secondary school, and new students may be added. This figure represents the total beneficiaries who received a scholarship for one year or more and the number of communities involved during the grant period.) The scholarships were administered by five different NGOs and provided assistance for school related expenses. For non-CEOSS students the scholarship amount was 110 LE per student, while the CEOSS grant provided approximately 40 LE per student, supplemented by a family contribution of 10 LE when financially able. Typically, the students are provided with uniforms, shoes and socks, book bags, supplies, stationary and school fees are paid directly.

Each community receiving a grant was responsible for establishing an education committee to manage the scholarship program under their Community Development Association (CDA). In the case of CEOSS communities, CEOSS received the grant and dispersed the monies to the participating CDAs. A small percentage – 6.5% of the grant went toward administration except for CEOSS communities where no administrative costs were charged. CEDPA provides periodic field visits for monitoring of activity and the communities provide annual reporting on the student success. Financial reports are submitted and reviewed by the CEDPA finance officer. This year, CEDPA appointed a full time scholarship officer in order to provide closer oversight and to initiate sustainability activities for future scholarships.

The education committee provided a number of supporting services beyond recruiting students and the administration of the fund.

Examples of these include:

- Conducting a survey on best prices and to purchase school uniforms, shoes and stationery
- Conducting monitoring visits to the students at school to follow-up on their grades and attendance
- Fundraising to support other students to prevent drop outs.

- Conducting awareness seminars for community members on the importance of education
- Conducting home visits to parents of drop-outs to urge them to send their girls to school
- Identifying supplementary educational assistance required by students

Typical selection criteria include:

- Family size relative to income
- Desire of the girl/boy to learn
- Willingness of the family to educate their children, especially girls, if economic barrier is removed
- Orphans (girls) in the primary stage
- Girls judged to be at risk of dropping out for economic reasons
- Families participating in the New Horizons Program

Selection rests in the hands of the NGO in coordination with educational authorities.

The CDA will work with local education officials to help determine the qualifications of the students and to ensure appropriate monitoring of their performance.

In the final year of the activity, 2049 scholarships were awarded to 12 communities (one community dropped out when CEOSS withdrew its support) by 5 NGOs. One new NGO was added to the original four in the 2002 school year. The number of scholarships in each community ranged between 95 and 300 depending on size and need. An average of 80% of the scholarships went to girls. A decision early in the project awarded up to 20% of the scholarships to boys as an encouragement for educational equity in particularly needy families.

The project was originally designed to fund primary education only but as students progressed through grades and their families remained committed but needy, the decision was made to extend it to preparatory school. Thus, currently, 79 % are in primary and 21% in preparatory. The total number of students who passed and remained in school was 95% with 3% failure and 2% drop out (5% total loss). This increased by almost 3% over the previous year. Total loss within communities ranged from 0% in two to a high of 14% in one (the latter – the newest community - had failures but no dropouts). The drop out rate of 2% overall is significantly below available statistics for Upper Egypt which are between 4.3 primary and 9% preparatory. (Population Council, *Transitions to Adulthood*, pg.71).

CEDPA has sampled some of the reasons for dropouts although this was not intended to be a full study. The reasons centered primarily on marriage and economic reasons. Interestingly enough and in line with a national trend, it appears that the drop out rate is higher for boys than girls 3.2% vs. 1.4%. CDA's seem to believe that a major contributor to failure is the time it takes to go and come from school which puts pressure on their study time and the phenomenon of tutoring which is increasingly more important in school success. Clearly, scholarship students do not have the resources for this and

suffer as a result. While drop outs are minimal, it would be useful to do a more comprehensive survey at the end of this school year to determine if more can be done to reduce the numbers.

While, it is clear, the program has been successful in retaining a high percentage of students, there have been just as significant collateral successes in energizing communities to support education for all and enhance the quality of the educational experience. Some examples of these follow:

- Collaboration with MOE on special courses to improve teacher's skills
- Development of core groups within NGOs that are committed to the educational well being of the young people in their communities and garnering the support of their fellow citizens to achieve this.
- Local resources were mobilized to support 179 extra scholarships in three communities and CEOSS was able to generate over 9,000 LE to supplement CEDPA grants. It encouraged natural leaders, governmental (City Council) and non-governmental (Mosques and Churches) authorities to show their support through donations.
- Promote regional collaboration of participating NGOs. CDAs in adjacent communities supported the skills/income generation activities of their colleagues by purchasing school bags and uniforms from each other.
- Encouraging one community to establish its own school and fund raise for land and building. The school has been operating since 2000.
- The GSP had a significant effect on the CDAs by enhancing their credibility in the community which has helped in implementing other developmental programs such as New Horizons Program, Arab Women Speak Out and Elimination of Literacy.
- The GSP program has contributed to capacity building by raising the management skills of the association through its role in distributing the grants and monitoring the students throughout the year and solving problems within the program.
- Communities observed a willingness and even enthusiasm on the part of parents to continue their children's education once they were relieved of the economic burden as well as when they saw their children's success.

Despite these successes, the GSP has faced challenges in implementing the program. Some of the major ones include:

- CEDPA did not have a computerized Management Information System when the GSP was initiated. Without computerized record keeping, handling the mass of data on 2000 students in order to produce meaningful analysis was difficult. This was corrected in 1999 and detailed statistical analysis of project outputs are now possible although less reliable for longitudinal studies. (Note the comments about data collection.)
- Difficulty in obtaining accurate timely reporting from NGOs especially the umbrella organization (CEOSS). Recordkeeping was neither timely

nor complete and required intensive efforts to produce meaningful data. Closer monitoring and demands on accurate and detailed reporting has rectified this situation, but it is CEDPA's preference to work directly with communities even given the increased burden of administration.

- Relying on umbrella organizations which may have time-bound commitments to various communities can undermine the continuity of the support. For example, CEOSS has withdrawn from two communities without prior notification which made it impossible for us to conclude direct arrangement. This again suggests that working directly with NGOs is a more effective in the long run.
- Lack of reliable data as noted above and a limited M&E budget militated against any significant evaluation study of the program beyond the studies produced in the PPGYW. CEDPA believes that there are several areas of inquiry that under a new grant will assist in better understanding the impact of the program.
- Communities felt great pressure in selecting the limited number of recipients that were being funded as the need was great. In some cases, there have been accusations of favoritism or undeserving students being selected. CEDPA has encouraged each NGO to establish a transparent process and engage as many community members as possible in the process.
- School management has been reluctant to reinstate drop out girls in some communities although in the end, the community prevailed
- NGOs appear to have more difficulty tracking students when they move to preparatory schools since they move to different schools. Enlistment of the school student affairs staff has been useful in these cases.
- Not addressing sustainability of scholarship programs that rely almost completely on external donor funding leaves the activity vulnerable. While NGOs have demonstrated that they are able to raise funds for additional scholarships, none have developed an overall strategy for developing an education fund. CEDPA began to address this issue at the end of the grant by holding a series of workshops which shared experiences on fund raising and initiated discussion on income generating activities. Subsequent Project Design workshops under TNH II have been held to build skills in developing such activities. As a result, under TNH II four income generating grants have been submitted for funding. These will supplement the direct grants received by the NGOs to test these more sustainable funding methods.

The Success Stories below are examples of the impact of the GSP on the lives of the recipients:

- When Reda Mohamed Mahmoud's father passed away, she thought that she would never be able to continue her education. Her mother was now the sole bread winner and money was short. However, for three years now, the CDA has supported her education and she is currently in second preparatory.
- Twenty students failed in Primary during the first semester. The Education Committee of the CDA stepped to provide monitoring of their

work and assistance with their problems and all passed the final exams in the second semester.

- Iman Abdel Rahman Hosny is the daughter of a farmer who has many children and prefers to educate his sons and keep his daughters to help around the house. Her mother insisted that her daughter get an education so she went to the CDA for help. The CDA assisted the mother in applying for school and awarded Iman a scholarship. Iman passed with the best grades in school.
- Amany Samir Kamel has two brothers and a sister. Her father is a driver and he sent all his children to school but when it was Amany's turn, he did not have enough money. However, the CDA provided Amany with a scholarship in 1996 and this year she passed 3rd Preparatory with very high grades. She was honored by the CDA for her motivation in continuing her education.
- Zeinab Khamis is a student in fourth Primary and has three brothers and sisters. When her father died, her mother had to work and took her children with her. Zeinab's dreams were shattered but she decided to go to the CDA in her village to ask them for help. The CDA responded immediately and she is going to school regularly in spite of her difficult economic situation.
- A poor family comprised of a mother and eight children in the community of Zeinhom live in a wooden shack. The mother has no option except to take her children out of school to work in factories or bakeries to earn a couple of pounds. It was Sa'adeya's turn to leave school and go to work in a plastic factory to help her family. As soon as the Scholarship Committee learned about this, they went to meet Sa'deya's mother to convince her to allow Sa'deya to stay at school. Finally, the mother agreed and the Committee offered the family further support by providing them with medical care and improving their living conditions.

Strengthen the capacity of NGOs to implement their activities
for quality, sustainable programs for girls and young women

This component of the CEDPA TNH activity has focused on developing the human and organizational resources of NGOs working on programming for girls and young women. This capacity building is directed toward creating a cadre of strong NGO partners to implement the New Horizons and New Visions Programs and related activities, as well as prepare the NGOs to continue building programs and services to benefit their communities. It lays the foundation for sustainability for NGOs to carry on the delivery of this program in and beyond their communities as long as the need remains.

From the beginning of CEDPA's engagement with the NGO community in Egypt, it was clear they were undergoing a transformation from small, narrowly focused welfare/charitable organizations to a significant force for community development. While the early years were dominated by a few large organizations, as donors looked to more nongovernmental structures to channel assistance, the small NGOs realized that they would have to shift their Missions and that this shift required upgrading of their capacities. CEDPA strategy followed and supported this transformation as it began to move from working almost exclusively with larger NGOs to direct contact with smaller NGOs (mostly community development associations). This also supported the scaling up of the project more geographical diversity was required to accomplish this.

While many of the NGOs initially involved with the activity have matured, the process of capacity building is ongoing as new partners are constantly being added. This is labor intensive, but it is providing a sound foundation for continuation of the project activities and making an overall contribution to NGO development in Egypt. During this grant period, an impressive number of community and NGO leaders were trained in a variety of programs.

While training is a popular intervention in Egypt, its efficacy is questionable since it rarely is tailored to specific needs or levels or does not have activities linked to it. Training provided by CEDPA through its Partnership Network avoids this by assessing the specific needs of its Partners, designing the training to respond to these and building in action planning and provides followon or followup activities or implementation as appropriate. For example, a project design workshop requires the NGO to produce a project design for which they will seek funding; advocacy training requires the action plan to be implemented and then evaluated and reported on and gender training is tied to facilitator training for implementation of the New Horizons or New Visions Programs.

During the grant period, 65 training events covering 14 different topics were carried out for 1539 beneficiaries of whom 80% were women. This is separate from the training for 517 facilitators for New Horizons and 43 for New Visions. Five new training courses for NGOs were developed during the grant

period: Financial Management, Gender, Advocacy, Project Design and Proposal Writing. (See Appendix I)

The TNH grant emphasized developing advocacy skills of Partner organizations in order for them to mobilize resources on behalf of their communities. In a series of sequenced workshops, NGOs built skills, developed action plans, implemented the plans and evaluated and reported on their results. These results were quite impressive and ranged from initiating 100 new literacy classes to bringing mobile clinic services for women to villages and initiating programs for girls in Youth Centers. Communities built confidence in their ability to affect allocation of resources and even to stimulate policy change. They also recognized the power of networking as NGOs from each governorate collaborated on their advocacy efforts. CEDPA will broaden this effort in the coming grant as it seeks to strengthen the Advocacy Network already established informally by this process. Several high profile events including New Horizons Day and the launch of New Visions provided communities with opportunities to share their successes with the media, the GOE and NGO community in Egypt. Several significant articles appeared in the press highlighting these achievements, providing channels for CEDPA NGO Partners to communicate on issue important to their lives. Some examples of the press coverage of TNH related activities are found in Appendix II.

to improve the skills, self-confidence and health awareness of girls and young women

The central activities funded under the Toward New Horizons Grant were a scale up of the New Horizons Program for Girls and development of the supplementary New Visions Program for Boys.

NEW HORIZONS: The New Horizons Program, originally implemented only in Upper Egypt, has spread nationwide and reaches 17 governorates. Graduates of the program exceed 35,000 and over 500 facilitators have been trained to deliver the program through over 150 NGOs. In this grant period alone, 93 NGOs were involved in program delivery.

However, in addition to expanding the service delivery area, equally impressive was the number of second generation classes that were opened. Forty-two NGOs delivered 411 2-5th generation classes to almost 11,000 beneficiaries. This clearly demonstrates the sustainability of the program over the long term, and confirms that the many of the capacity building elements of the project have been successful.

The scale-up strategy included regionalizing the management and training capability for the New Horizons program. Thus, five regional NGOs were enlisted to identify new communities interested in implementing the program and monitoring its implementation. A cadre of regional trainers was prepared through a series of training of trainers and advanced TOT workshops to meet the increasing demands this strategy created. These trainers are NGO and community members... most were New Horizons facilitators or supervisors... who work for CEDPA to deliver the training to facilitators. Over 111 men and women received this training and while not all have been activated, they represent a reserve of trainers as demand continues to grow. They also represent an asset for the NGOs they represent. In some cases, they have taken positions in their or other organizations to utilize these new skills.

NEW VISIONS: The major new initiative under the TNH grant was to develop a supporting program for the New Horizons directed toward young men. During the PPGYW, it became apparent that girls' economic, social and education progress could be accelerated if boys were more supportive of their efforts. The young women themselves, as well as their mothers, continually expressed the need for their brothers and sons to have the same knowledge and skills that the girls were gaining not only for themselves but to create a more enabling environment in their homes and in their communities. The response to this was the New Visions Programs for Young Men developed during the grant period and piloted at the end. It will be in full implementation in the next grant phase.

The program consists of 64 sessions, and is implemented over a period of approximately five months in community Youth Centers and in collaboration with Regional NGO Partners. The target age is similar to New Horizons – 10-20 – although functional literacy is required to participate. Youth Centers provide the venue and volunteers or staff to facilitate New Visions while the NGOs support their work. While there may be other approaches taken, this has been an extremely successful pilot which has tapped an underutilized resource. The Minister of Youth and Sports has been extremely supportive of the program and the local Centers appear satisfied that the program is adding value to their overall efforts for youth in their communities.

Baseline data to evaluate the impact of the program has been part of the piloting. Instruments are being refined for use when full implementation begins but preliminary findings clearly point to dangerously low levels of reproductive health knowledge and a significant lack of gender awareness.

FGM ACTIVITIES: With co-funding from CEDPA's centrally funded USAID PROWID and ENABLE projects, CEDPA has supported NGOs in their efforts to promote abandonment of FGM. The primary interventions have been support of FGM Task Forces in Beni Suef and Fayoum and the development of a new intervention using the Positive Deviance Approach. The preliminary results of this intervention have been very promising and it is expected to be built upon in the new grant phase as discussions with the NCCM and the FGM Task Force have resulted in an agreement to collaborate on a more national level program with significant support from UNDP. (See Appendix III for a more comprehensive report)

SUBGRANTS FOR COMPLEMENTARY ACTIVITIES: In order to further develop NGO Partner capacity to implement programs benefiting girls and young women and increase the impact of the NH or NV program, CEDPA has funded a number of NGO activities through a subgrants; primarily for literacy, skills and scholarships. (The narrative above describes the scholarship program)

Literacy programs have been funded in several communities where government resources were insufficient to meet the need. These were seed-funding to initiate the activity. A grant was given to Abuig CDA to fund a literacy teacher in several small hamlets. These areas are not served by primary schools and the illiteracy rate is high. Another grant went to YWMA in Al Arish to support the transportation of a teacher to a small village in the North Sinai. This village started with New Horizons classes and asked for literacy classes since there were no educational services available in their area. This was a prime example of New Horizons creating a demand for education.

Funding for **skills training** was provided to two CDAs, Manshiet Nasser and Abguig. Equipment and training was provided so young women could learn income-generating skills and the NGO sustained the activity within its organization which also benefited financially. In both cases, where young women and men learned to make leather products, baskets, palm products, handicrafts and food stuffs. The programs are ongoing and have proven to be very successful.

CEDPA also experimented with a competitive grants program to encourage NGOs to develop new activities to support the New Horizons in their communities. This process included technical assistance and training, particularly on project design and proposal writing. The activity was moderately successful in that the two activities funded were completed successfully, but a large number of the proposals were not at a sufficient standard to fund. One project was for **educational awareness and scholarships** and the other funded a campaign to **procure ID cards** for women.

During the grant period approximately \$250,000 was dispensed under grant mechanism to 15 NGOs. The bulk of this money was for scholarships and management of New Horizons activities.

4. Results Narratives

As part of its reporting on the impact of the Towards New Horizon programs, CEDPA has begun documenting the results of various interventions. The narratives below which were included in Quarterly Progress Reports illustrate the outcomes of some of these efforts.

Results Narrative #1

TNH Objective 2: Strengthen the capacity of NGOs to implement and advocate for quality sustainable programs for girls and young woman

Activity: Proposal Design and Implementation Workshop, October 25-28, 2001, and Project Proposal Writing and Fund Raising Workshop, February 1-3, 2001, Cairo

Purpose: Prepare local NGO staff and board to design, implement and evaluate development projects and write and market proposals to funding agencies.

Rationale: Sustainability of local NGO development programs often requires external resources. Donor or other funders require clearly articulated and well written proposals to support funding requests. This skill has not been fully developed, leaving funding opportunities unexploited.

Approach: A four-day Proposal Design and Implementation Workshop was a prerequisite to participate in a follow on three-day Project Proposal Writing and Fund Raising Workshop.

The Proposal Design and Implementation Workshop aimed to assist the organizations in designing development projects by a high contribution of the community in order to ensure the concordance of the objectives of the projects with the priorities of the community. The workshop provided a simple framework that underlies project design and embodies a number of related instruments, which the organizations require in project planning, such as: Appreciative Inquiry, Assessing the Community Needs/Target Groups, Drawing the Problem Tree, Creating Action Plan, Setting Indicators, Monitoring and Evaluation, and Budgeting.

The objective of the Project Proposal Writing and Fund Raising Workshop was to provide CEDPA partners' (staff and board members) with proposal writing and fund raising knowledge and skills needed for their work. The project proposal writing is associated with a basic skill that is increasingly important for the NGOs, which is financing procurement. Throughout the training the participants learn the methodology of introducing themselves, their establishments and the importance of their proposed projects to the potential donor agencies. The training guide was designed based on a clear training needs assessment done by CEDPA staff.

The workshops intend to help participants improve their skills in planning, implementation, and managing developed projects. Sessions were designed

based on the process of experiential learning. Each session allowed the participants to reflect on the information and skills they acquired from their own life experiences. Group exercises were of a real case study that was generated from the participants' own experiences and demands. The participants' ideas progressed through the training project design process (needs assessment, development and implementation of solutions, assessment of outcomes and planning for the future).

By the end of the Project Proposal Writing and Fund Raising Workshop, participants develop a project proposal ready to be funded and implemented in the field.

The two workshops were attended by twenty-four participants from six governorates. Some groups asked CEDPA to provide technical assistance for few days in the field in order to further develop their proposals.

RESULTS:

The Association for Community Development and Children with Special Needs in Sohag received a grant of 64,700 LE from CIDA to improve the economical status of female-headed households in rural communities. The project aims to improve the economical status of 100 female-headed households over a year time through training 100 rural women on small projects. The objective of the project is to increase the income of 100 families by providing loans of average 500-1000 LE and conducting a feasibility study to provide job opportunities for 100 rural women.

The John Snow International Inc. has approved a grant of 45, 000 LE to the Community Development Association in Manshiet Nasser in Beni Suef to improve the Mother/Child health status. The project proposes to increase by 30% the percentage of mothers' follow-up visits to the health units before, during and after pregnancy in the community.

Results Narrative #2

TNH Objective 3: Improve the life skills, self-confidence and health awareness of girls and young women.

Activity: Using the Positive Deviance Approach in FGM Eradication.

Purpose: To pilot a new intervention approach to address FGM at the grass roots level.

Rationale: To address such a deeply held tradition believed, practiced and based in the community and carried out by the community for the community.

Approach: Identify within the local communities, members who have deviated from the norm of society and are not in favor of the practice of FGM. "Positive Deviants" (P.D.) are relatives of the girl who have refused to circumcise her - or they were instrumental in preventing her from being circumcised - a young girl who has successfully convinced her parents not to circumcise her or also - community leaders (religious and secular) who speak openly against the practice.

The Positive Deviance Approach helps local NGO volunteers develop or improve advocacy skills by learning from the Positive Deviants. The CEDPA team supported four partner NGOs (Manshiet Nasser-CDA, CARITAS, CEWLA and COST), to develop their participatory skills to help them identify, interview and learn from P.D. The Positive Deviance Inquiry team consist of interested NGO staff and community workers underwent a simple round of training which demonstrated methods of interviewing, highlighting what to look for. This enabled them to analyze information gathered and demonstrate the facilitation and develop action plans.

The purpose of interviewing the Positive Deviants is:

- To discover the positive factors that enables these Positive Deviants to go against the prevailing social norms, which require that girls be excised.
- To hear in their own words convincing messages that will convince others that the practice of FGM must be eradicated.
- To explore with them possible activities or strategies to convince other community members

The Positive Deviance Approach enables NGOs and communities to develop or integrate, new action plans based on the analysis of the Positive Deviant Inquiry findings. The information obtained through the interviews are stored and ordered for its best use. Therefore, it is condensed into a table form outlining the following:

- Profile of the Positive Deviant
- Factors that enabled the Positive Deviant to reject the practice
- Words, messages which have been used successfully to convince people
- Ideas for activities at the community level
- Role the Positive Deviant is willing to play in the fight against FGM

Once the results of the interviews have been compiled, each Positive Deviant Inquiry team develops an action plan with the community workers. The guidelines for the plan of action include developing new activities and integrating them into current programs or activities, at three levels of possible intervention:

- The individual level: The Positive Deviant Inquiry process empowered some people to single-handedly initiate an advocacy action plan
- The community level: The action plan involves different resource people such as community workers, NGO staff and the identified Positive Deviants.
- The Institution Level: Strengthen existing strategies and/or create new ones at the NGO level.

RESULTS:

"Although the girls were shy and hesitate to discuss FGM, we managed to persuade ten out of twenty at-risk girls in the village not to get circumcised" said Safaa El Sayed Moustafa, a 13 years old girl at Manshiet Nasser village, who comes from a middle class family. Safaa has a nine year old brother, and a six year old sister and her father is a headmaster at Al-

Azhar Religious Institute in the village. Safaa has been visiting Manishet Nasser-CDA for four years where she attended New Horizons classes. She is also an active member in the Children's Club of the CDA, where the children carry out small environmental and health care projects, such as planting and personal hygiene, drawing and handcrafts

As a result of the information Safaa retained from the Children's Club, she was aware of the harms of FGM, and she invited the CDA to persuade her mother not to circumcise her. The CDA paid Safaa's mother several visits and finally they succeeded in preventing her from being circumcised. Safaa felt that it is her role to save other girls from the harm she avoided, so she partnered with another Positive Deviant girl called Safaa Abdel Rehim to start their activity to fight FGM in their community. They mingled with the at-risk girls in the village, and then gradually started talking to them about FGM. At the beginning, the girls were shy and hesitant to discuss the issue, but Safaa and her friend encouraged them to learn about their anatomy using some reproductive health books that they borrowed from the CDA library.

The at-risk girls invited them to talk to their mothers and grandmothers about the harms of FGM; however, most of their audience was illiterate. To overcome this obstacle Safaa and her friend asked the CDA to provide them with posters and pictures to facilitate their task. Safaa easily convinced an educated mother that soon joined them in their campaign, which added to their credibility. The three of them started to visit the homes of at-risk girls and talk to their mothers. Out of twenty at-risk girls, ten were saved, six were circumcised and four are still uncertain.

Hekmat Ahmed Ebeid, is a Traditional Birth Attendant from Nasser District in Beni Suef governorate. Haja Hekmat has seen circumcised women suffering and bleeding to death during delivery, and being a member in the community conflict resolution committee she has observed the psychological harms of FGM between husbands and wives. Haja Hekmat has started her battle against FGM within her household. She never circumcised her two daughters, her eleven grand-daughters, and even her four daughters-in-law are not circumcised. Haja Hekmat established the Nasser Charity Association in 1976- which became recently a member in Beni Suef FGM Task Force.

Haja Hekmat started her awareness-raising campaign against FGM in Ezbat Rashed village in 1996. She carried out bi-weekly home visits - which are more appropriate in addressing an issue like FGM - with a doctor, a Sheikh and some board members. Since 1998 and after joining the FGM Task Force of Beni Suef, Haja Hekmat activities in the village played a more serious role. She conducted nine symposiums for awareness-raising against FGM, of which three symposiums were in collaboration with COST, in-formal community meetings and home visits to households of at-risk girls, and held incentives to the Positive Deviants such as paying school-fees and loans.

As a result of Haja Hekmat's efforts, two seasons have passed without observable incidents of circumcisions taking place. These observations are based on biweekly home visits to at-risk girls. As part of the visit, the health status of young girls is investigated to determine if FGM has taken place. Haja Hekmat is working now in a new two villages, Ezbet Reba and El Helow,

but will continue to follow-up on Ezbat Rashed village to ensure the sustainability of her efforts.

Results Narrative #3

TNH Objective 2: Strengthen the capacity of NGOs to implement and advocate for quality sustainable programs for girls and young woman.

Activity: Training of Trainers (TOT).

Purpose: Build the capacity and skills of a group of New Horizons facilitators to work as trainers

Rationale: Create a critical mass of trainers to implement the New Horizons program in their communities and fulfill the unmet demand for the program in the underserved areas. CEDPA believes it is essential to train NGO facilitators to implement New Horizons and NGO staff to monitor, evaluate and document the program. These are skills they will continue to carry with them when the Towards New Horizons Project ends. Therefore, they should have all the skills and knowledge to be able to replicate the program using their own human resources.

Approach: Three rounds of training are provided to New Horizons facilitators the aim of the first seven-day workshop is to develop the knowledge and skills of a group of facilitators to work as trainers in the New Horizons Project. The participants receive 42 training hours in the following topics: deriving the roles, responsibilities and characteristics of the trainer; differentiating between adult learning and child learning; identifying the basics and rules of adult learning; identifying the experiential learning cycle; explaining the contents of a training session and identifying different training techniques and training aids

The objective of the second six-day workshop is to provide basic information to the participants that enable them to undertake effective roles and responsibilities for advocating on important issues. The workshop covers the following topics: introduction to advocacy concept, its elements and its dynamic; identifying priority issues for advocacy; selection of advocacy objectives according to criteria identified; audience analysis; micro-teaching; establishing action plan for advocacy; Preparing effective advocacy messages; introduction to coalition building; presentation of the advocacy message to the target group using the right communication/convincing skills and presentation of action plan using presentation skills

The third five-day workshop (Gender Workshop) covers the differences between sex and gender, introduction to levels of gender analysis, and the relationship of gender and development

RESULTS:

"Thanks to the TOT training I received, I managed to pass the intensive interviews to apply for the Regional Federation of NGOs despite my intermediate educational degree" quoted Hamdia Othman from El A'aqab El Kobra- Aswan governorate.

Hamdia Othman, 28 years, received her TOT training as a facilitator under the supervision of ISIS Association in Aswan; she managed to open a class of 25 beneficiaries in her home town "El A'aqab El Kobra". Hamdia joined the Training Department of the Regional Federation of NGOs in Aswan. Being a CEDPA Alumni, Hamdia introduced the idea of implementing the New Horizons Program to the Regional Federation of NGOs. The Federation agreed to act as an umbrella between CEDPA and the CDAs in Aswan. Hamdia was promoted as the Head of the Women Committee. The Federation trained thirty-three facilitators from thirty CDAs. The facilitators opened twenty-five classes.

The successful experience of the Regional Federation in implementing the New Horizons Program and the driven interest of girls and young women in the program encouraged other CDAs such as West Sohail CDA to replicate the experience.

When the ISIS Association minimized its activities due to the decease of its manager, Hamdia wanted to invest in the 50 New Horizons facilitators trained by CEDPA. She encouraged the facilitators to join the Women Committee of the Regional Federation of NGOs to enable them to open New Horizons classes after completing a refresher course in cooperation with CEDPA. Forty-six New Horizons classes are in operation.

"I learned about coalition building and it assisted me a lot in advocating for girls and women issues" said Hamdia as she described how she and her colleagues in the Federation formed the "For a Better Life for Women" coalition to implement the New Horizons Program in all the villages and hamlets of Aswan governorate.

Results Narrative #4

TNH Objective 2: Strengthen the capacity of NGOs to implement and advocate for quality sustainable programs for girls and young woman.

Activity: Advocacy and Strategic Communication Training

Purpose: aims at preparing a selected group of active NGO and community leaders to be advocates for gender issues in their local communities.

Rationale:

Experience gained through the Partnership Projects for Girls and Young Women has shown that NGO leaders do have opportunities to lobby local and governorate level officials to solve problems or to inform them of their work. However, these opportunities were often not maximized due to the communication approach most often taken, which is to inform rather than persuade. For example, there was a tendency to describe what the Partnership Projects was rather than use it as a starting off point for a discussion of larger issues. Creating more effective communication strategies would be accomplished by providing local leadership of the New Horizons Network, who are already committed to adolescent girls' issues, acquire with specific tools so that they could become more strategic in their communication styles.

CEDPA proposed to develop a training program to increase local leadership awareness of general advocacy concepts and communication strategies. This involved, for example, how to create a message from field experience that would resonate with local, governorate or national opinion-makers. Another important skill was to then communicate that message and to create opportunities when the message could be delivered to key people in the community or other levels.

CEDPA planned to train various segments of the local community in order to create a more enabling environment for girls that would allow them to exercise their rights to education, health care, proper nutrition, health education, and other services.

Approach:

The Centre for Development and Population Activities (CEDPA) in cooperation with the Institute for Training and Research in Family Planning (ITRFP) implemented the **Advocacy and Effective Communication Skills Project** between March and July 2001. The program was undertaken with support from the DTII training project supported by USAID/Egypt. The program was implemented in three phases;

⇒**The Preparation Phase** consisted of 6 days of training at ITRFP. During the training, participants from the same governorate worked together to identify a problem or contentious issue in their own community. The groups then selected an appropriate solution and developed an advocacy implementation plan, defining the target group and finally designing the advocacy message.

⇒**The Implementation Phase** consisted of the groups going back to their respective communities and implementing the advocacy plan. The implementation period ranged from 6 weeks to 2 months.

⇒**The final Follow-Up and Evaluation Phase** lasted for 2 days during which the groups presented and assessed their implementation of the plan. They focused on how well they were able to form networks, how responsive was the decision maker to the group of advocates, what were the obstacles they encountered and how did they overcome them. Finally, they discussed to what extent the advocacy objective was achieved shared lessons learned

RESULTS:

Sixty five NGOs from 14 governorates participated in the program and 128 participants completed the training. Issues addressed were street children, FGM, illiteracy and drop-out, unemployment, lack of medical care, lack of social sports activities for girls, discrimination against women and early marriage.

- **In Beni Suef:** General Authority for Literacy and Adult Education approved the opening of 100 literacy classes even though the original plan was for four
- **In Qena:** the team received a private donation of land on which to build a school from a member of the local council and permission from the Ministry of Education for its construction

- **In Beheira:** the governor agreed to provide two buses for free transportation of students to the nearest primary school and parents will pay only 25pt
- **In Cairo:** an NGO will equip two rooms to teach thirty girls to make handmade carpets
- **In Fayoum:** the Ministry of Health and Population will increase the number of mobile clinic visits to four per month
- **In Aswan:** the team received a decree from the Ministry of Youth and Sports that a day per week must be dedicated for girls at the youth center and that center must provide specific programming within three months

The advocacy training ended on July 2001 with confidence and commitment on the part of local community leaders who because of their results believed in their ability to bring about positive change to their communities. They are ready to undertake new challenges knowing they have the skills to be successful.

Results Narrative #5

TNH Objective 2: Strengthen the capacity of NGOs to implement and advocate for quality sustainable programs for girls and young woman.

Activity: Capacity Building

Purpose: Build the capacity and skills of a group of New Horizons facilitators to work as trainers and undertake effective roles and responsibilities for advocating on important issues.

Rationale:

Create a critical mass of trainers to implement the New Horizons program in their communities and fulfill the unmet demand for the program in the underserved areas. CEDPA believes it is essential to train NGO facilitators to implement New Horizons and NGO staff to monitor, evaluate and document the program. These are skills they will continue to carry with them when the Towards New Horizons Project ends. Therefore, they should have all the skills and knowledge to be able to replicate the program using their own human resources.

CEDPA developed effective methodologies for transferring skills to NGOs to strengthen their ability to implement quality, sustainable programs for girls and young women.

Approach:

The NGO facilitators undergo series of training to develop their knowledge and skills to work as trainers in the Towards New Horizons Project. Through a nine-month period the facilitator is introduced through four rounds of training to leadership, communication and facilitation skills, Girl's Identity, Rights and Responsibilities, Nutrition, Health, First Aid, Child Development, Environment, and Small Projects, and Reproductive Health issues such as: Adolescence, Violence against Women, Marriage, Pregnancy and Delivery, Family Planning, Sexually Transmitted and Dangerous Diseases. The training also works on sensitizing the facilitators regarding gender topics to enable them to

recognize the differences between sex and gender and the relationship of gender and development. By the end of the training, the facilitators' awareness of their community needs and the role and responsibilities they have towards their community get defined. While their self-esteem is dazzling, their voices become clearer and louder, and their goals become distinct and attainable. They become more aware of the power they self-acquire to undertake effective roles and responsibilities to advocate for important issues in their communities.

RESULTS:

The "Community Development Association for Women" at Kalaheen El Hager, Keft District in Qena governorate has started twelve literacy and adult education classes, nine New Horizons classes and three pre-school classes. The CDA provides services for women in areas, such as health rights, religious awareness, and civil and legal rights. The CDA has issued 45 identification cards (national number) in cooperation with the National Council for Women. Looking at the achievements of the CDA, one would think that the founder of this CDA is a well known community leader working in the field of development for 20-30 years, however, knowing that the founder is a group of young women only 20-25 years old, makes one more impressed and curious to learn about these young women experience in establishing such an active CDA.

Twelve young women, all facilitators or graduates of New Horizons classes wanted to put the new knowledge and skills they have learned into practical use. They concluded that this could be achieved by developing a transparent mechanism to identify and support promising interventions to improve the educational and health status of girls and young women and expand their life options. They wanted to strengthen and expand services at the community level, so they first worked on mobilizing community leaders and decision makers to advocate for gender equity and promoting a policy environment favorable to the needs of girls and young women. "The New Horizons taught us leadership, communication, and facilitation skills. We wanted to work in the field of development in which you dedicate yourself to help others without waiting for a return", said the young women.

Their dream was to have their own Community Development Association (CDA) to serve their village, through which they could become active members in their community. "Finally, our dream became a fact and our CDA was registered under the number 640 for the year 2002", said the girls. They have worked hard to achieve this dream and were monitored by a Regional Implementing Partner of CEDPA, the Family and Environment Development Association (FEDA) in Qena governorate.

"The Community Development Association for Women was a direct result of the New Horizons Program and for that, we are grateful. We sincerely, hope that CEDPA would continue to support and guide us to improve our CDA and keep it up to the standard that CEDPA and FEDA would like to work with", quoted the girls.

5. Complementary CEDPA Activities

Primary funding for CEDPA activities in Egypt come from the TNH grant from USAID. Additionally, CEDPA has complemented this with funding from a number of other sources. These include:

- Private donation
- In-kind contributions from pharmaceutical firms
- NGO in-kind and cash contributions to activities
- Grants from the Japanese Embassy to develop 3 girls' learning centers in Beni Suef
- Gates Foundation monies from the CEDPA Women's Leadership Project to fund a regional Advanced Training of Trainers for women and men from the Afghanistan, Jordan, Egypt, Lebanon and Yemen.
- Grants from Royal Netherlands Embassy for calendars
- Donation from an Italian NGO
- Scholarship support for 7 individuals for US training from the CEDPA Women's Leadership Project
- Received a grant from Johns Hopkins University School of Communications to implement the Arab Women Speak Out Program. In total, this was implemented in 10 communities through 110 classes reaching 2,183 women.

The total value of contributions from non USAID sources is estimated at \$210,000.

APPENDIX I

CEDPA

S.	Training Activity	Date	TRAINING ACTIVITIES	Purpose	NGOs	Paxs	
						M	F
			1/99 - 7/02				
1	TOT 1st round	Oct-99	To build the capacity & skills of NH Facilitators to be able to mainstream gender in the Development programs & Projects.		14	5	15
2	TOT on Gender & Advocacy	12-17 Feb 2000	To build the capacity & skills of NH Facilitators to work as a trainer and to help them putting an advocacy plan for their community		8	4	14
3	AWSO Refresher Training	9-10 May 2000	to provide tools for women empowerment to enhance their life standard		3	0	17
4	AWSO Refresher Training	31May-1June 2000	to provide tools for women empowerment to enhance their life standard		2	0	20
5	AWSO Training	11-15 June 2000	to provide tools for women empowerment to enhance their life standard		2	0	30
6	AWSO Training	2 - 9 July 2000	to provide tools for women empowerment to enhance their life standard		2	1	17
7	TOT 2nd round	July-00	To build the capacity & skills of NH Facilitators to work as a trainer		8	4	10
8	Positive Deviance Approach	25-26 July 2000	Training on how to introduce PDA		1	0	6
9	TOT New Horizon	23-29 Sept 2000	To build the capacity & skills of NH Facilitators to work as a trainer		0	2	14
10	Positive Deviance Approach	28-29 Sept.2000	Introducing PDA to participants		2	3	15
11	Gender Training	1 -4 October 2000	The Gender Training aims at sensetizing facilitators regarding Gender issues to enable them implement NH Program		6	0	29
12	Gender Training	8 -11 October 2000	The Gender Training aims at sensetizing facilitators regarding Gender issues to enable them implement NH Program		4	0	37
13	Gender Training	21-24 October2000	The Gender Training aims at sensetizing facilitators regarding Gender issues to enable them implement NH Program		4	0	21
14	Project Design	25-28 Oct.2000	To prepare members to design projects & carry out all its activities		12	14	10
15	Gender Training	30 Oct-2 Nov. 2000	The Gender Training aims at sensetizing facilitators regarding Gender issues to enable them implement NH Program		1	0	22
16	Advocacy Training	10-15 March 2001	To prepare a group of community leaders to be Advocates for Girls' issues		17	8	15

CEDPA

TRAINING ACTIVITIES						
17	Advocacy Training	7 - 12 April 2001	Group of community leaders to be trained for Girls' issues	10	7	17
18	Advocacy Training	5 - 10 May 2001	To prepare a group of community leaders to be Advocates for Girls' issues	8	8	14
19	Advocacy Training	12-13 May 2001	To prepare a group of community leaders to be Advocates for Girls' issues	1	8	15
20	Advocacy Training	2 - 7 June 2001	To prepare a group of community leaders to be Advocates for Girls' issues	16	8	24
21	Advocacy Training	16 - 21 June 2001	To prepare a group of community leaders to be Advocates for Girls' issues	14	12	15
22	Analysis Workshop	12-15 March 2001	Analysing interviews conducting with the Positive Deviance	2	4	12
23	AWSO Training	9-13 June 2001	to provide tools for women empowerment to enhance their life standard	1	0	22
24	Gender Training	1 -4 October 2000	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	6	0	29
25	Gender Training	8 -11 October 2000	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	4	0	37
26	Gender Training	21-24 October 2000	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	4	0	21
27	Gender Training	30 Oct-2 Nov. 2000	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	22
28	Positive Deviance Approach	25-26 Nov. 2000	Introducing PDA to participants	2	0	15
29	Gender Training	2-4 Jan. 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	5	0	33
30	Report Writing	2-5 Jan 2001	To develop & enhance the main concepts & techniques of effective report writing & evaluation skills of the participants	7	3	14
31	Gender Training	10-12 Jan. 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	18
32	TOT - Gender Training	21-25 Jan. 2001	To build the capacity & skills of NH Facilitators to be able to mainstream gender in the Development	9	2	12

CEDPA

			TRAINING ACTIVITIES			
33	Proposal Writing	1-3 Feb 2001	Participants with the skills, tools & information that enable them to design, write and well present a proposal to a Donor Agency	11	14	10
34	Gender Training	5-7 Feb 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	33
35	Gender Training	11-13 Feb 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	29
36	Gender Training	22-24 Feb 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	29
37	TOT	17-20 March 2001	To build the capacity & skills of NH Facilitators to work as a trainer	10	1	15
38	Team Building	21-24 March 2001	To improve the communication & skills of the participants & introduce the team building concepts & how to effectively work together, it also highlights the obstacles & problems faced by the team work & how to solve it	11	13	8
39	Gender Training	6 - 9 May 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	7	0	17
	Advocacy Training	12-13 May 2001	To prepare a group of community leaders to be Advocates for Girls' issues	1	8	15
40	Gender Training	19-21 May 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	31
41	TOT Gender Training	27 - 31 May 2001	To build the capacity & skills of NH Facilitators to be able to mainstream gender in the Development programs & Projects.	12	6	18
42	Coalition Building	2-6 June 2001	To improve cooperation among partners & between partners and other organizations and to form self motivated & sustainable network.	10	12	6
46	TOT on Gender & Advocacy	9- 14 June 2001	To build the capacity & skills of NH Facilitators to be able to mainstream gender in the Development programs & Projects.	12	6	18
45	Group Forming workshop	18 - 20 June 2001	How to form effective group to work inst			
43	Gender Training	26 June 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program			

CEDPA

TRAINING ACTIVITIES						
44	Gender Training	30 June-2 July 2001	Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program	1	0	31
45	Gender Training	7-9 July 2001	Increase facilitators' awareness regarding gender issues		0	30
46	Gender Training	14-16 July 2001	Increase facilitators' awareness regarding gender issues	1	0	29
47	Advocacy & Strategic Communication Training	18-19 July 2001	Evaluate the feedback of the implementation phase accomplished by group two.	4	7	17
48	TOT Workshop	1-6 August 2001	To build the capacity and the skills of a group of NH Facilitators and developers of boys Program to work as Trainer	12	6	14
49	Proposal Development	26-28 August 2001	To provide technical assistance required to refine the NGO project design	1	4	8
50	Proposal Development	29-31 August 2001	To provide technical assistance required to refine the NGO project design	1	4	6
51	Project Development Workshop	2-4 Sept 2001	To refine the proposal that has been submitted to CEDPA	1	8	9
52	Project Development Workshop	24-27 Sept 2001	To refine the proposal that has been submitted to CEDPA	1	5	5
53	Positive Deviance Approach Workshop	15-16 Oct. 2001	Followup on results of the groups working on FGM eradication & using PDA	10	5	28
54	Team Building workshop	27-31 Oct. 2001	To improve the communication & skills of the participants & introduce the team building concepts & how to effectively work together, it also highlights the obstacles & problems faced by the team work & how to solve it	16	13	9
55	Financial training	4-9 Nov. 2001	To build the capacity of NGOs/CDAs and to improve their financial and accounting management performance	21	17	4
56	Financial training	11-16 Nov. 2001	To build the capacity of NGOs/CDAs and to improve their financial and accounting management performance	18	16	4
57	TOT	13-18 January 2002	To build the capacity & skills of NH Facilitators to work as a trainer	13		23
58	Advance TOT	2-8 March 2002	To build the capacity & skills of NH Facilitators to work as a trainer	14	8	11
59	Advocacy training	15 March 2002	Addressed issues : Street Children, Illiteracy, FGM & Lack of Medical	17	0	17

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		TRAINING ACTIVITIES					
60	Advocacy training	7-12 April 2002	Addressed: Drop out, Illiteracy, Shortage in	10	7	17	
61	Advocacy training	5-10 May 2002	Addressed Issues: Early marriage, Drop out, Illiteracy and lack of medical care.	8	8	14	
62	Advocacy training	2-7 June 2002	Addressed issues: Lack of medical care, unemployment and Street children	16	8	24	
63	Advocacy training	16-21 June 2002	Addressed issues: Drop out, Lack of medical care, discrimination against women, lack of social sports and activities for girls.	14	12	15	
64	AWSO	25-31 Aug 2002	to provide tools for women empowerment to enhance their life standard	11	7	17	
65	TOT	12-19 Sep.2002	To build the capacity & skills of NH Facilitators to be able to mainstream gender in the Development programs & Projects.	12	0	22	
	Total		Total of different CDAs	99	306	1233	
						1539	

CEDPA

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6	AWSO Training	2 - 9 July 2000		to provide tools for women empowerment to enhance their life standard	2	1	17
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CEDPA

TRAINING ACTIVITIES						
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45	Group Forming workshop	18 - 20 June 2001	How to form effective group to work against HIV	10	0	23
43	Gender Training	26 June 2001	The Gender Training aims at sensitizing facilitators regarding Gender issues to enable them implement NH Program			

CEDPA

TRAINING ACTIVITIES						
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48	TOT Workshop	1-6 August 2001	To build the capacity and the skills of a group of NH Facilitators and developers of boys Program to work as Trainer	12	6	14
49	Proposal Development	26-28 August 2001	To provide technical assistance required to refine the NGO project design	1	4	8
50	Proposal Development	29-31 August 2001	To provide technical assistance required to refine the NGO project design	1	4	6
51	Project Development Workshop	2-4 Sept 2001	To refine the proposal that has been submitted to CEDPA	1	8	9
52	Project Development Workshop	24-27 Sept 2001	To refine the proposal that has been submitted to CEDPA	1	5	5
53	Positive Deviance Approach Workshop	15-16 Oct. 2001	Followup on results of the groups working on FGM eradication & using PDA	10	5	28
54	Team Building workshop	27-31 Oct. 2001	To improve the communication & skills of the participants & introduce the team building concepts & how to effectively work together, it also highlights the obstacles & problems faced by the tam work & how to solve it	16	13	9
55	Financial training	4-9 Nov. 2001	To build the capacity of NGOs/CDAs and to improve their financial and accounting management performance	21	17	4
56	Financial training	11-16 Nov. 2001	To build the capacity of NGOs/CDAs and to improve their financial and accounting management performance	18	16	4
57	TOT	13-18 January 2002	To build the capacity & skills of NH Facilitators to work as a trainer	13		23
58	Advance TOT	2-8 March 2002	To build the capacity & skills of NH Facilitators to work as a trainer	14	8	14
59	Advocacy training	1-15 March 2002	Addressed issues : Street Children, Illiteracy, FGM			

CEDPA

		INDICATORS		
60	Advocacy training	7-12 April 2002 TRAINING ACTIVITIES	Addressed: Drop out, Illiteracy, Shortage in	
61	Advocacy training	5-10 May 2002	10	7
62	Advocacy training	2-7 June 2002	8	8
63	Advocacy training	16-21 June 2002	16	8
64	AWSO	25-31 Aug 2002	14	12
65	TOT	12-19 Sep.2002	11	7
	Total		12	0
			99	306
				1233
				1539

APPENDIX II

24
34

البنات المصرية.. لئلا حاجز الصمت

صدة الدراسة وقد ساعد برنامج
الناقي جديدة على نشر الوعي في
المجتمعات المحلقة وساعد على
تزايد الطلب على برامج نحو الأمية
والتعلم وقد ساعد البرنامج على
كسر حاجز الصمت المفروض على
موضع عن ذلك سجنجة وحجامة
عمر أجمال وعدد تلاميذ البرنامج
لوحظ أن الفتيات والشابات يخبر
أسرهن بما تعلمه في البرنامج
وبذلك يفتل معلومات جديدة إلى
المراد الأسرة وتعتبر الجلسات
الخاصة بالصحة الإيجابية من أكثر
الجلسات شهرة، وخاصة الجلسات
المطلقة مخاطر الإنجاب والوراثة الذكر
والدخلة العادي، وبعد أن اكتسبت
الفتيات رؤية جديدة.. أصبح
يتطلعن إلى إحداث تأثير على
مواقف أبائهن في الوقت الحاضر
وقد اقتنعن بعدم تكرار الممارسات
الضارة مع أطفالهن في المستقبل



لتعليم الفتيات الحفريات
الدوليات المهمة عن الأسرة وحقوق
المرأة وواجباتها وعن أسلوب
التربية السخيا والخدمة الذاتية
والوراثة المكر والصحة الإيجابية
ومرحلة المراهقة والتعب ضد المرأة
وتأثير الأسرة
والولياية من
الأسراض
المناسلية والذى
يقوم بتعليم
الفتيات الحفريات مخدرات من
نفس الذي قد حذر في السابق
على برنامج أفاق جديدة..
وقد تم أخيرا الإحتفال بتخريج
11 متدربة من الشابات من أربع
مخالفات هي البحيرة والمنوفية
والشرقية والدقهلية بمعهد التدريب
والبحوث بالإسكندرية تحت رئاسة
الدكتورة صالحة عوض عميدة
المعهد
وقد بدأ عملها منذ
الهيئة الاسريخا للتسمية الدولية
حجزه من مشروعات المساركة
للفتيات والشابات بتعدد محور
ويؤيد مركز النمسا والنشاطات

البنات المصرية.. بلونها الضمى
البديع.. وصفاء روحيا.. وهدايا
النكر.. أصبحت مركز اهتمام واحد
من أكبر الجمعيات الدولية التي
تقوم بتنفيذ برنامج تعليمي خادف
تحت مسمى «الناقي جديدة» للفتيات
اختارت الجمعية
50 الف لثاة
مصرية من قلب
ريك مصر..
كسرت بهم حاجز
الصمت المفروض على مؤمنات
ظلت محتجة وحرة عبر اجبال
والناقي جديدة هو عنوان برنامج
تعليمي غير نظامي الهدف منه
توصيل المعلومات والمعارف
الضرورية في مختلف المجالات
الأساسية للحياة والصحة الإيجابية
وتعريف الفتيات والشابات من
تحديد اختياراتهن في الحياة من
خلال المعرفة الصحيحة لأسور
الحياة المختلفة

زينب عبدالرزاق

فقدت الامانة بالاسرار والبرامج
صحة من داخل المجتمعات المحلقة
وانتفا وتعمل الحاضرة صالحة
خارج عمدة جمعية التدريب

والخبر ومعهد لهد ولإبحار صدا
الدمر بعقد المتدربين جلسات
تهدية لكر لالاسيات امنية ذوات
المعلومات الدقيقة لسان، في مجالات

التعليم وضع لثمة الفتيات
وان ايات من الفاسد، حتى من
العشر من بعد الفتيات لثمة،
كثيرة ويستمر البرنامج 1 أسبوع

فقدت الامانة
صحة من داخل
وانتفا وتعمل
خارج عمدة

وقد ساعد برنامج
الناقي جديدة على نشر الوعي في
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لوحظ أن الفتيات والشابات يخبر
أسرهن بما تعلمه في البرنامج
وبذلك يفتل معلومات جديدة إلى
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الخاصة بالصحة الإيجابية من أكثر
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المطلقة مخاطر الإنجاب والوراثة الذكر
والدخلة العادي، وبعد أن اكتسبت
الفتيات رؤية جديدة.. أصبح
يتطلعن إلى إحداث تأثير على
مواقف أبائهن في الوقت الحاضر
وقد اقتنعن بعدم تكرار الممارسات
الضارة مع أطفالهن في المستقبل

“The Egyptian Girl Breaks the Silence”

في الاحتفال السنوي الرابع بأفاق جديدة

آلاف فتاة ريفية نجحن في نحو أمية ٢٥ ألفا ممن فاتهن قطار التعليم

تبات في عمر الزهور أستطعن تغيير سلوك ٦٥ ألف فرد بمحافظات مصر



مصر - أقيمت في القاهرة مساء أمس احتفالية بمناسبة مرور ١٠ سنوات على تأسيس المجلس القومي للمرأة، وذلك بحضور عدد من المسؤولين الحكوميين والقيادات النسائية. وتخلل الحفل كلمة لوزير التربية والتعليم...

نصبت «اخترت بنو الأبية.. و«هنا» الفحص الطبي قبل الزواج.. و«هنا» حاربت خان الإناث

عبد الحمن - أفاق جديدة استطاع ان يصل للفتاة في الصعيد..

ورؤى جديدة للشباب بمساعدة وزارة الشباب والرياضة



في إطار سلسلة من الفعاليات التي تنفذها وزارة التربية والتعليم بالتعاون مع المجلس القومي للمرأة، أقيمت في الصعيد سلسلة من الندوات والورشات التدريبية...

مشاريع - تم تنفيذ عدد من المشاريع الاجتماعية في مختلف المحافظات، تهدف إلى تحسين الظروف المعيشية للمواطنين...



في إطار سلسلة من الفعاليات التي تنفذها وزارة التربية والتعليم بالتعاون مع المجلس القومي للمرأة، أقيمت في الصعيد سلسلة من الندوات والورشات التدريبية...

At the 4th annual celebration of the "New Horizons" day: 4000 Grass Roots Girls Succeeded In Educating 35000 Illiterate Girls Young girls that could change the behavior of 65000 people in Egypt governorates



في إطار سلسلة من الفعاليات التي تنفذها وزارة التربية والتعليم بالتعاون مع المجلس القومي للمرأة، أقيمت في الصعيد سلسلة من الندوات والورشات التدريبية...

APPENDIX III

THE POSITIVE DEVIANCE APPROACH TO FGM ABANDONMENT

The Positive Deviance Approach

POSITIVE DEVIANCE
A New Approach To
Ending FGM



Positive deviance is an assets-based development approach that identifies best practices already existing in a community, and builds on them. Positive Deviance identifies local solutions to problems within a community and suggests immediate strategies for action using local resources. Pioneered by Save the Children/US in its nutrition work in Vietnam, the Positive Deviance Approach (PDA) focuses on individuals who have deviated from the norm resulting in a positive outcome.

CEDPA/Egypt has adapted the approach, for use in FGM abandonment in Egypt. Positive Deviants in this context are those individuals who have decided that the practice of FGM is wrong and harmful, despite the fact that the majority of people around them excise their girls.

PHASE I - THE PILOT PROJECT

Introducing the Approach and Identifying Positive Deviants in the Community

CEDPA has worked with and supported four Partner NGOs to help them identify Positive Deviants in the communities in which they work. All partners were at first skeptical about the possibility of finding Positive Deviants in their communities. They thought that few, if any, existed, and if they did, they would not talk about FGM. Everyone involved has been surprised not only to find Positive Deviants but the number they had found.

To initiate the activity, CEDPA facilitated the formation of four separate Positive Deviant Inquiry teams for each of the Partner organizations. These teams underwent a series of basic trainings that demonstrated methods of interviewing - highlighting what to look for and how to analyze information gathered. After the training, teams went to their communities to identify Positive Deviants, and in collaboration with Positive Deviants, developed action plans for reducing the incidence of FGM in the community.

The Goals of Phase I

1. To identify Positively Deviant people from the community who could be powerful advocates for change
2. To help local NGO volunteers develop or improve advocacy skills by learning from the Positive Deviants

3. To enable NGOs and communities to develop or integrate new action plans based on the Positive Deviant Inquiry findings
4. To identify successful activities which reduce the incidence of FGM within the community

Results of Phase I

At the end of Phase I, a number of significant outcomes were observed:

- For the first time, people were publicly talking about FGM and their reasons for opposing it
- For the first time, people who are typically the least 'empowered' members of closed and traditional communities stood up and spoke their minds
- Experimentation with different strategies aimed at reducing the incidence of FGM yielded a potentially effective way of collaborating with Positive Deviants. The NGO formed a group of Positive Deviants who were not only convinced that FGM is a bad practice but were willing and excited about persuading other people of this.

PHASE II - FURTHER DEVELOPING THE POSITIVE DEVIANCE APPROACH

Building on Initial Success



In Phase I, the PDA approach focused on enabling local NGOs to identify Positive Deviants. Through the inquiry process, the NGOs were able to identify local solutions to the problem of FGM within their community. By better understanding the reasons why Positive Deviants chose to abandon the widespread practice, NGO staff in partnership with community members were able to design more effective ways of combating FGM. Some of these methods proved extremely successful and were adopted by others.

Further Developing the Project

In addition to the original NGOs, four more were trained in interviewing and analyzing the information. As with the other NGOs, they were supported by CEDPA/ Egypt in their community awareness raising activities.

Building on the success of the strategy of community level groups tracking 'at risk' girls CEDPA undertook to design a group forming training for all the NGOs. This training was based on the very real examples modeled by the first group and, therefore, practical in nature.



Groups could only be formed after a significant amount of 'social preparedness' had been achieved. Intensive awareness raising campaigns including public discussions and religious sermons over a period of about six months helped to create an environment that allowed these groups to form.

One of the advantages of the grass-roots approach of the project is that the members of the groups tracking the 'at risk' girls are from the community. Within tight knit rural communities people know who is at risk and who is less so. For example, they know if an older sister has been circumcised, or if the mother is an advocate for circumcision. Both of these place a girl in a high-risk category. It was therefore deemed both more effective and appropriate to leave the identification and subsequent definition of girls at risk to the community members.

Community based FGM groups met and identified girls 'at risk'. The groups then created a system whereby households, which included 'at risk' children would be targeted for visits from the group members. The groups then created a visiting schedule and divided the visits among themselves. The visits targeted strategic household members - those individual or number of individuals within the household who have the authority and power over the FGM decision.

Monitoring and Evaluation through Group Forming

Although it was apparent that the awareness raising campaigns were having an impact on the community's perception of FGM, it is always difficult to evaluate the actual results and rarely is awareness raising sufficient to change behavior. The new approach of tracking and targeting girls 'at risk' opened the window of opportunity to gauge the effect of activities within the community. Simple tracking forms were designed to help document progress. Because of the importance of the advocacy component of the visit and the need to create an atmosphere of trust, questionnaires were not brought with the group members on their visits. The simple forms were filled out after the visit.

The forms included the following information:

- Name and age of the girl
- Individuals interviewed
- Number of visits
- Results of the meeting
 - Insisted on performing FGM
 - Convinced that FGM is bad
 - Inconclusive results

Tracking girls who are 'at risk' by the team tells us if they are circumcised or not, and allows the teams to measure the effectiveness of activities against the goal of reducing the incidence of FGM in the community. CEDPA has compiled a database with the information gathered. However, girls who are 'saved' one year may be circumcised the next, and, therefore, the community groups will continue tracking them until they are no longer 'at risk'. In this way, we will eventually be able to quantify the number of girls who have escaped FGM through these initiatives.

Results of Phase II

The following table presents the data collected to date from the three Governorates:

Governorate	Girls	Visits	Results					
			For Fgm		Against Fgm		Inconclusive	
			#	%	#	%	#	%
Giza (urb)	204	343	11	5.4	183	89.7	10	4.9
Beni Suef (rur)	700	2023	175	25	454	64.9	71	10.1
El Minya (rur)	129	241	16	12.4	113	87.6	-	-
TOTAL	1033	2607	202	19.6%	750	72.6%	81	7.8%

Preliminary Analysis Some Hypotheses

- Over 73% of the families visited declared that they would not circumcise their daughters. This number is a far higher percentage of people against FGM than the national average (The latest DHS confirms that 97% of ever-married woman are circumcised, while other data suggests that the number of never married is slightly below 90%. In the areas of this intervention, the practice is at the high end of any statistics.) It is therefore reasonable to assume that the community group interventions are making a significant impact on people's perceptions of the practice.
- While being against FGM does not necessarily mean that the girl is "saved" according to the CEDPA working definition, continued monitoring of the girl's situation will greatly increase the chance of this. Continued monitoring will also ensure that any change in perception will be reflected in the data. In rural areas, the community groups will know if a girl has been or is planning to be circumcised.
- A girl can only be definitely categorized as "saved" if she has married without being circumcised. This is because the strongest reason for circumcision is as a right of passage to marriage, however if a girl has got married and her husband does not complain that she is not circumcised then there is very little likelihood that she would be circumcised.

- Outside factors may well have an influence on people's decisions. Recently, the media and national policy statements have focused some attention on the issue. Girls have even noted that they have heard some mention of the issue in school. This aids any effort as it sets a policy environment supportive of change and varies the source and content of messages while at the same time adding credibility to other efforts. It is unlikely, absent other interventions, however, that such a deeply-rooted belief and practice could be significantly altered by these factors.
- The data indicates that there is a higher success rate with Christian communities than there is with Muslim communities. The NGO partners suggest that this is because many Muslim communities see FGM as a religious requirement while the Christians quickly recognize it as a traditional practice and find no support for it in their literature.
- The data indicates that the level of adherence to tradition, and willingness to change differs between communities, even within the same Governorate. A closer look at the different communities in Beni Suef reveals that some are originally from that area and others have migrated from further south that are more conservative/traditional.
- NGO partners noted that the strength of the relationship between the community group and the rest of the community significantly affected the group's ability to persuade people that FGM was a bad practice.
- Another significant factor that affected the level of success of the community groups was if the NGO supporting the community group has other work in the community. Other projects in the community facilitated building trust between the community and the NGOs. This better placed the NGO to conduct community awareness campaigns against FGM. Similarly, results suggest that the length of time the NGO had been working in the community might be an indicator of the level of trust between the community and the NGO.
- The NGO partners also noted that there was a higher rate of success in communities where there were Positive Deviants who were community leaders such as doctors or religious leaders.
- While it is always difficult to draw a single causal relationship between the intervention and the results in every case, we believe that the high percentage of initial success after group intervention - 73% say they will not circumcise their daughters and only 12% who say they will do it - can reasonably be attributed to the intervention.

The results suggest there a high scale and level of effectiveness of the approach. On-going monitoring and follow-up of girls at risk until they have reached marriage will give us more definitive picture of the number of 'saved' girls.

Two Notable Success Stories to Illustrate the Results

- CARITAS reported that in their work in three villages in El Minya, the success rate in one was 100%. They attributed this to two main factors: first, the target group is a Christian community, which means they do not view FGM as having religious significance; second, the solid and long-standing relation between the NGO and the community means that there already exists a high level of trust between them. In addition, CARITAS has been carrying out other activities aimed at raising the awareness of the community members of the harmful effects of FGM thus paving the way for the new approach (PDA) to be used.
- Ezbet Girgis Village, in Fashn District of Beni Suef governorate has a population of 3000, mainly Christians. Since 1996 the Coptic Organization for Services and Training (COST) has been working in the village in the Family Planning and Small Loans Project. A Positive Deviance Inquiry (PDI) was conducted in 1998 to identify Positive Deviants within the community. The results of the PDI were very encouraging. COST addressed the at-risk girls between 9-12 years through raising their awareness on the harms of FGM. The girls were convinced and formed a committee to advocate for the issue and to identify girls at-risk. Four seasons have passed without observable incidents of circumcisions taking place. These observations are based on biweekly home visits to at-risk girls

PHASE III - TAKING THE PROJECT TO SCALE

CEDPA/Egypt would like to harness the successes of the first two phases of the project and take the process to scale. With this in mind, CEDPA/Egypt has developed a proposal for which it is seeking funding to leverage ENABLE and Toward New Horizons Grant monies. The following outlines CEDPA/Egypt's proposal for Phase III of the Positive Deviance Approach Project.

Implementation Plan



communities.

CEDPA/Egypt proposes to train trainers from six NGO strategic partners to become the trainers of trainers for the Positive Deviance Approach. Training manuals will be designed and used as guides and references to strengthen this training. (These manuals are under development based on earlier experiences.) The trained trainers from these six NGOs will make up the PD Team. Each of the NGOs will be responsible for the supervision and training of a further four NGOs who wish to collaborate in implementation in their villages. Each NGO will implement the project in two communities. Therefore, community groups will be setup by 24 NGOs in 48

The PD Team's role will include conducting training workshops as well as extending support to the NGOs in their implementation phase. The NGOs will organize cross visits so that community and NGO teams will be able to learn from each other. In addition, the PD Team will manage a small budget designated to seed NGO activities in the field.

Goals and Objectives

GOAL:

- Decrease the incidence of FGM in girls in the impact communities.

OUTCOMES:

Short-term:

- NGOs are trained in the use of the Positive Deviance Approach for FGM Abandonment

Intermediate:

- NGOs establish FGM strategies and implementation plans using the Positive Deviance Approach

Long-term:

- NGOs establish quality, sustainable activities to support the abandonment of FGM in their communities

OBJECTIVES:

Population-level objectives:

- Increased knowledge of community leaders/members of dangers of FGM and advocating for its abandonment
- Increased number of NGOs implementing the PDA
- Increased community activities related to combating FGM

Program-level objectives:

- Training manual produced
- TOT delivered to strategic partners
- NGOs trained to implement PDA
- NGOs receive funding to develop activities

SUSTAINABILITY

At the Community Level



At the community level, all activities are geared to enable the creation of a self-sustaining community group, which is tracking girls at risk and trying to save them from FGM. So far experience has shown that if these groups are given the initial support and guidance, and the community is suitably prepared (and therefore not hostile to the formation and activates of the group), a

committed group will continue to carry out activities and track girls at risk. Their successes and the encouragement and support of their NGOs bolster this commitment and increase the likelihood they will remain committed. As FGM becomes less accepted in the community the ranks of Positive Deviants will grow and add to the strength of the movement.

At the NGO Strategic Partner Level

The sustainability strategy at the NGO strategic partner level is made up of two main components:

1. ASSISTING IN THE DEVELOPMENT OF FUNDRAISING STRATEGIES
CEDPA will assist the NGOs through its capacity building efforts to design proposals for further funding and identify possible funding sources or strategies. This funding will be aimed at enabling the NGOs to expand the project into other impact areas.
2. CREATING LINKAGES BETWEEN THE NGO STRATEGIC PARTNERS AND DONOR ORGANIZATIONS
CEDPA will help to create linkages between the NGOs and relevant donors interested in the program either to support or to collaborate on complementary interventions.

CEDPA/EGYPT - November 2001
For Further Information Contact:
Pamela A. McCloud
Country Director
pmccloud@cedpa.org.eg

The Positive Deviance Approach to FGM Abandonment is an activity funded by USAID under the PROWID and ENABLE Projects

APPENDIX IV

TNH Project Benchmarks November 99-July 2002

Objective	Indicator	Final Project	Project
		Benchmark: 11/9 -7/02	Benchmark:
1. To increase girls' participation in formal basic education	Primary school scholarships awarded	4539	4500
	Preparatory school scholarships awarded	1638	1800
	Beneficiaries served by scholarships	2250	2100
2. To strengthen the capacity of NGOs to implement and advocate for quality, sustainable programs for girls and young women	NGOs and/or CDAs implement the <i>New Horizons</i> program.	157	70
	Regional NGOs trained to provide New Horizons training and follow up	5	3
	Facilitators trained and certified to deliver New Horizons program components	725	500
	NGO staff trained to manage NH Training (TOT)	111	140
	NGO staff trained to manage New Horizons activities	92	
	Copies of newsletter distributed (issued four times per year, 1,000 copies each issue)	7,300	12,000
	Community leaders are trained	547	400
	Community members are trained	4,828	
	Training Program Developed for community leaders	5	X
	Copies of IEC materials disseminated	43,990	9,000
	Special events (i.e. the celebration of Egyptian Women's Day) held on an annual basis	3	3
	New Horizons Day celebrated on an annual basis	2	3
	Annual National Partnership Network Conference held	2	3
	Regional Partnership Network workshops held	23	23
	NGOs trained in participatory video for social change	0	2
NGOs receive subgrants to manage	21	13	
3. To improve the life skills, self confidence and health awareness of girls and young women	New Horizons adaptation for Boys and Young Men completed	Completed	
	Girls and young women complete the Basic Life Skills Class ONLY	8,747	6,000
	Girls and young women complete the Basic Life Skills and Reproductive Health Packages	18,789	3,000
	TOTAL Girls Completed New Horizons Program	20,698	9,000
	Boys and young men complete the Basic Life Skills and Reproductive Health packages for males	1,075	2,000
	Girls and young women complete literacy classes	724	500
	Girls and young women complete the skills training program	518	500
	Regional FGM task forces in operation	2	2
	NGOs receive training in Positive Deviance Approach to combat FGM	4	2