

# **Improving Girls' Lives in Egypt: A Decade of Progress**

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## **Executive Summary**

This report provides an overview of the work of the Centre for Development and Population Activities (CEDPA) in Egypt from 1994-2004. During these 10 years, CEDPA's work was largely funded by three grants from the U.S. Agency for International Development (USAID) Mission in Egypt. Because this marks the end of a decade of USAID support for CEDPA activities, this report details the evolution and impact of CEDPA's program activities, focusing on the last grant period, 2002-2004.

This report demonstrates the impact of the dedication of USAID, CEDPA, and our hundreds of partners to improving the lives of girls and young women throughout Egypt. It also highlights the degree to which CEDPA and its partners needed to be reactive to the diverse needs of communities, families, individuals, and community-based organizations throughout Egypt. To this end, CEDPA developed several programs, including New Horizons, New Visions, NGO Capacity Building, the Female Genital Mutilation Abandonment Program, and Leadership Camps for young men and women. In the past ten years, CEDPA strove to meet these diverse needs. This report details this history.

Over the past decade, CEDPA/Egypt has expanded its program from five to 21 governorates and has worked with some 400 Egyptian nongovernmental organizations (NGOs) and community development associations (CDAs).

Towards New Horizons II worked with 283 NGO and CDA partners in 21 governorates during 2002-2004. More than 34,000 girls and young women completed the New Horizons Program, and more than 16,000 boys and young men participated in the New Visions Program.

## List of Abbreviations

ACDA	Assiut Childhood and Development Association
AGFUND	Arab Gulf Program for United Nations Development Organizations
AIDS	Acquired immunodeficiency syndrome
AWSO	Arab Women Speak Out
BPSS	Bishopric Public Ecumenical and Social Services
C4C	Communication for Change
CAWTATR	Center of Arab Women for Training and Research
CDA	Community Development Association
CEDPA	Centre for Development and Population Activities
CEOSS	Coptic Evangelical Organization for Social Services
CIDA	Canadian International Development Association
CSN	CDA for Children with Special Needs
EC	European Commission
EFSGG	Egyptian Federation of Scouts and Girl Guides
ENGO	Egyptian Non-Governmental Organization
FEDA	Family and Environment Development Association
FGM	Female Genital Mutilation
FGMAP	Female Genital Mutilation Abandonment Program
GALAE	General Authority for Literacy and Adult Education
GOE	Government of Egypt
GSP	Girls' Scholarship Program
HIV	Human immunodeficiency virus
ICA	Institute for Cultural Affairs
ICPD	International Conference on Population and Development
IE&C	Information, Education, and Communication
IIC	Al-Azhar University International Islamic Center
ITRFP	Institute for Training and Research in Family Planning
JHU/CCP	Johns Hopkins University Center for Communication Programs
KAP	Knowledge, Attitudes, and Practice
LNGO	Local Non-Governmental Organization
M&E	Monitoring and Evaluation
MISA	Ministry of Insurance and Social Affairs
MOE	Ministry of Education
MOHP	Ministry of Health and Population
MOYS	Ministry of Youth and Sports
NCW	National Council for Women
NCCM	National Council for Childhood and Motherhood
NGO	Non-Governmental Organization
NH	New Horizons
NGOSC	Non-Governmental Organization Service Center
NV	New Visions
PD	Positive Deviant
PDA	Positive Deviance Approach
PDI	Positive Deviance Inquiry
PIFP	Population Initiatives for Peace
PNGO	Partner Non-Governmental Organization
PPGYW	Partnership Project for Girls and Young Women

PROWID	Promoting Women in Development
RH	Reproductive Health
RH/FP	Reproductive Health/Family Planning
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TNH	Towards New Horizons
TOT	Training of trainers
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
YAPD	Youth Association for Population and Development
YC	Youth Center
YMWA	Young Muslim Women's Association

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We would also like to thank our other donors: the United Nations Population Fund (UNFPA), the Royal Netherlands Embassy, the Italian Embassy, the Japanese Embassy, United Nations Children's Fund (UNICEF), the Bill and Melinda Gates Foundation, and the Tahseen Project. Our thanks also go to Proctor and Gamble, Unilever Egypt and Ms. Hadia Ghabbour for their financial and in-kind contributions. Their belief in our work has always encouraged us to continue our efforts to serve the girls and young women of Egypt.

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On behalf of CEDPA/Egypt and our NGO partners, we would to acknowledge the support provided by the Ministry of Social Affairs, represented by the Under-Secretaries in all the 21 governorates as well as their colleagues on the central level.

Special thanks go to our NGO partners, for their dedication to our mission and their confidence in us. Without their hearty efforts and will to address sensitive issues for the benefit of their communities, many of the Towards New Horizons achievements would have not happened.

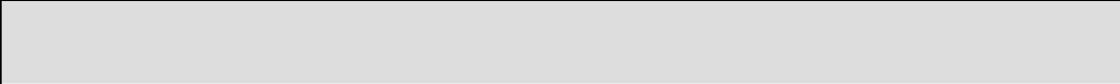
Our excellent volunteer facilitators from all over the country deserve special recognition and our heartfelt gratitude. You are the leaders of today and tomorrow. I am sure that you will continue your valuable contributions and serve your communities as you have always done.

CEDPA's programs have benefited greatly from both national and international consultants. We are grateful for their inputs and their dedication to complete their tasks with excellence.

I would personally like to thank Ms. Julie Hanson-Swanson and Ms. Pamela McCloud, the previous Directors of CEDPA's Egypt office. Their contributions to this project are impeccable, and their leadership, dedication and guidance have always been behind the success of our work.

Last but not least, I would like to thank my colleagues from CEDPA Headquarters for their ongoing support and my colleagues in the CEDPA/Egypt office, no words can describe the work you have all done and the support we have provided to each other throughout the project and in the preparation of this report. I thank each and every one of you personally and professionally for all the work we have accomplished to improve the lives of girls and young women in Egypt.

--Amel Gamal,  
CEDPA/Egypt  
Country Director



## Introduction

This report covers the work of the Centre for Development and Population Activities (CEDPA) during 1994-2004 in Egypt. During this decade CEDPA's work in Egypt was funded in large part by three grants from the U.S. Agency for International Development's Mission in Egypt. Because so much of CEDPA's work during the final grant period (2002-2004) built on the previous eight years, this report describes how the activities evolved over time. This 10-year perspective helps to demonstrate CEDPA's progress in improving girls' life prospects and success in supporting the creation of a more supportive environment for girls and young women in Egypt.

This report provides information on CEDPA's approach, activities, and contributions in Egypt over the past decade.

This report is organized around the five objectives of the Towards New Horizons II project:

1. **Girls' access to education:** To increase girls' access, retention and completion of formal basic education;
2. **NGO strengthening:** To strengthen the capacity of NGOs to develop, implement and evaluate quality sustainable programs for youth with a focus on girls and young women;
3. **Advocacy:** To strengthen the capacity of NGOs to advocate for a more favorable policy environment and equitable resource allocation for girls and young women;
4. **Girls' life skills:** To improve the life skills, self-confidence and health awareness of girls and young women; and
5. **Supportive families:** To enhance the enabling family environment to support the life options of girls and young women.

These objectives evolved over the decade of CEDPA's partnership with USAID/Cairo. This report will trace their evolution, building on effective program components and based on the improved capabilities of CEDPA's local partner agencies.

The report will cover the 10 CEDPA/Egypt programs linked to the five objectives:

- Girls Scholarship Program
- Capacity Building Program
- Advocacy Program
- National Council for Women Advocacy Program
- Networking and Building Coalitions Project
- Team Building and Planning for Theme Days
- Leadership Camps
- New Horizons Program
- Female Genital Mutilation Abandonment Program, and
- New Visions.

Following the sections on the 10 TNHII programs, the report will summarize four additional CEDPA/Egypt programs conducted during 1994-2002: (1) Arab Women Speak Out with funding

from Johns Hopkins University Center for Communication Programs; (2) Skills Training; (3) Literacy; and (4) Communication for Change. These four programs, which were also funded by USAID, ended before the current TNHII grant period (2002-2004).

## **CEDPA's Work in Egypt during 1980-1994**

The Centre for Development and Population Activities (CEDPA), an international nonprofit organization founded in 1975, addresses the critical role women play in development around the world. CEDPA's mission is to equip and mobilize women to achieve equality. CEDPA's approach to achieving women's equality is three-pronged: we develop women leaders; we support their institutions; and we help them mobilize.

CEDPA believes that by equipping women to be full partners at the community, national, and international level, women will play a key role in the development of their societies. To this end, CEDPA has worked in leadership development and management training programs in health, education, and political participation.

CEDPA began working in Egypt in 1980 in partnership with the Institute for Training and Research in Family Planning (ITRFP). CEDPA provided support for family planning services with non-governmental organizations (NGOs) as part of the USAID/Cairo Population Project. It also collaborated with ITRFP in the initial development of a life skills training manual for girls, known as the Better Life Options manual. Through its US-based training programs, CEDPA provided training to more than 50 Egyptian development professionals.

In 1989 USAID/Cairo made a buy-in to CEDPA's centrally funded Cooperative Agreement through the Office of Population to assist NGOs with the USAID/Cairo Population Project. Under this buy-in, CEDPA worked with the Coptic Evangelical Organization for Social Services (CEOSS), the Bishopric Public Ecumenical and Social Services (BPSS), and the Al-Azhar University International Islamic Center (IIC). Through these partnerships, CEDPA provided funding and technical assistance that enabled these partners to initiate integrated programs in family planning and development.

## **Egyptian Context in 1994**

The impetus for establishing CEDPA'S Cairo office and expanding its activities came from the International Conference on Population and Development (ICPD) held in Cairo in 1994. ICPD challenged world governments to shift from focusing on demographic targets to meeting the needs of women and men. It also acknowledged the linkage of population to development and emphasized empowering women through access to services and supporting their reproductive choices. These perspectives were consistent with CEDPA's mission. Because of CEDPA's early experiences and work on pre-ICPD activities with Egyptian NGOs, CEDPA was well positioned to respond to the Programme of Action that emerged from this historic meeting.

With the spotlight of the world on Egypt as host to the conference, the Egyptian government and emerging NGO sector were energized to meet the ICPD challenge. The extensive national preparatory activities, including efforts to build the commitment of public and private organizations as well as the public education campaigns on ICPD issues, created both a climate and institutional capacity to address the ICPD recommendations. The National NGOs Commission for Population and Development (NCPD) was created to prepare local NGOs to participate in ICPD and provide ongoing support for NGOs. Political will was demonstrated through the National Population Council, which assumed primary responsibility for conference preparation and the implementation of the ICPD agenda. The subsequent involvement of the National Council for Women (NCW) and the National Council for Childhood and Motherhood (NCCM) further created a critical mass of governmental support.

In addition, the Egyptian government made a commitment to establish partnerships with NGOs, the private sector, United Nations (UN) agencies, and donors. The government also agreed to include NGOs, especially women's groups, in the design and implementation of population and development programs.

The demographic and development profile of Egypt at the time amply supported the attention and resources drawn to the issues raised at ICPD. Data from Egyptian Ministry of Health and Population (MOHP) and UNICEF sources illustrate this:

- Egypt's population had doubled in size within 30 years, increasing from 30 million in 1966 to 61 million in 1996;
- Seven in 10 Egyptian females were illiterate in 1993;
- Fewer than half of the girls were enrolled in secondary school in 1992;
- One in eight girls had never attended school in 1996;
- About 23 percent of women were active in the labor force in 1993; and
- One in five (21%) of women were married by age 15 in 1994.

These statistics are nationwide averages and do not fairly represent the situation in rural Upper Egypt. For example, in 1996 educational enrollment of females aged 12-14 years was 54 percent in rural Upper Egypt and 88 percent in rural Lower Egypt. In rural Upper Egypt 31 percent of girls had never attended school versus 9 percent in Lower Egypt. The great disparity between Upper and Lower Egypt and urban and rural areas focused the attention of the Government of Egypt (GOE), donors and NGOs on the rural communities of the governorates of El Fayoum, Beni Suef, Assiut, Minya, Sohag and Qena.

It was in this context that USAID/Cairo awarded a grant to CEDPA to implement the Partnership Project for Girls and Young Women, which began in September 1994.

## **Partnership with USAID/Egypt**

USAID/Egypt has been CEDPA/Egypt's primary donor for the past decade. The partnership between USAID and CEDPA has focused around five common objectives:

- Mobilizing leadership at national, governorate and community levels to advocate on behalf of the needs of girls and young women;
- Improving the life-skills, self-confidence, social competence and reproductive health of girls and young women;
- Reducing the gender gap in girls' primary and preparatory education;
- Strengthening institutional capacity to plan and implement sustainable programs for youth with a focus on girls and young women; and
- Enhancing the enabling family environment to support the life options of girls and young women.

These common objectives have given shape to the three phases of grants funded by USAID/Egypt:

- **Phase I – Partnership Project for Girls and Young Women (PPGYW)**, September 1994 – October 1999, represented the development and launching phases of New Horizons and focused initially on five governorates in Upper Egypt, followed by an immediate expansion.

- **Phase II – Towards New Horizons I (TNHI)**, November 1999 – July 2002, focused on building a successful scale-up strategy and expanded program reach into 17 governorates.

- **Phase III – Towards New Horizons II (TNHII)**, August 2002 – August 2004, focused on further scaling up to 21 governorates, consolidating and sustaining results, and developing a companion program for boys and young men.

## **CEDPA's Partnership with Government Counterparts**

During the first phase of the project, the National Population Council (NPC) was CEDPA/Egypt's government counterpart as the government institution responsible for population activities after the ICPD. The support of the NPC leadership to the project was impeccable which was essential to the success of the first phase. Government backing was crucial to CEDPA's success in approaching controversial issues.

The Ministry of Education (MOE) was CEDPA Egypt's government counterpart since 1999 to the present. The support the MOE provided to CEDPA played a key role in the expansion and diversity of CEDPA's activities.

CEDPA's collaboration with the Ministry of Youth and Sports (MYS) began with a collaboration to open New Visions Program classes in the Youth Centers. CEDPA and the MYS

have become strong partners, expanding the scope of partnership to New Horizons and Leadership camps.

## **CEDPA's Collaboration with National Councils and Egyptian NGOs**

The collaboration with National Council for Women (NCW) was in the form of training of four of the branches of the NCW in four governorates. The collaboration although short, it highlighted a strong commonality and shared vision between the two organizations. The training provided by CEDPA to the NCW branches was very well received and went on to be highly recommended to the remaining twenty four NCW branches.

The National Council for Childhood and Motherhood (NCCM) proved a valuable long-term partner with the "Girls' Education Initiative." This initiative was recently expanded to include the training of New Horizons and New Visions to school teachers in the public schools. This was collaboration between the MOE, NCCM, and CEDPA. CEDPA also worked closely with the NCCM serving as advisors as they launched their FGM activities and participating in national and international meetings hosted by the NCCM.

The partnership with Egyptian NGOs has been a key element in all of CEDPA's achievements. Without the support and dedication of our NGO partners, CEDPA would never have been able to develop the trust with communities necessary to achieve programmatic success. The many NGOs have been our guides and partners throughout the past decade. In 1995, CEDPA started with nine partners. In the past decade, we have worked with almost 400 local NGOs in Egypt. Some of the early beneficiaries of our programs have gone on to start NGOs of their own who are now actively delivering CEDPA programs.

## **CEDPA's Focus on Change at the Individual, Community, Governorate, and National Levels**

From its beginnings as a catalyst for the Egyptian NGO movement, CEDPA worked to create partnerships for change. Although the main focus of CEDPA programs was change in individuals through empowerment and education of young women and men, CEDPA also worked through local CDAs to support change on a community level. CEDPA's focus on advocacy on a community, governorate, and national level has been at the forefront of CEDPA's focus on the status of women in Egypt.

The following sections describe CEDPA/Egypt's overall projects during 1994-2004.

### **Phase I – The Partnership Project for Girls and Young Women 1994-1999**

#### *Partnership Project for Girls and Young Women*

In September 1994, USAID/Cairo approved the Partnership Projects for Girls and Young Women (PPGYW). It served as an umbrella grant with CEDPA playing a leadership and advisory role to Egyptian sub-grantee partners who were responsible for implementing the project. Egyptian Non-Governmental Organizations (ENGOS) were funded over a five-year period to carry out advocacy, training and services for girls and young women living in

underserved areas in Egypt. The goal of PPGYW was to advance gender equity for girls and young women through increased access, choice and participation. The project aimed to reduce gender barriers in education and other areas, and to increase the availability of resources in order to broaden choices and options for the most number of beneficiaries.

PPGYW offered an integrated approach for maximum impact through community-based services, governorate-level advocacy and national-level policy. In collaboration with NGO partners, the project mobilized communities through building coalitions to promote changes in laws and regulations in favor of girls' and young women's development. Participation of the community was at the core of PPGYW's design, implementation, and evaluation. This was essential to developing a sustainable program that was "owned by the community" and could continue after donor funds receded. The project also used community models to broaden educational and health improvement choices and replicated these models on a larger scale to maximize the number of girls and young women served by the program. PPGYW worked at multiple levels to effect changes in attitudes and behaviors to improve the lives of girls and young women.

Youth to Youth was developed as part of the Youth Leadership Development Project (YLPD) begun in Cairo in 1995, CEDPA developed the Youth to Youth project, which funded by the U.N. Population Fund. The purpose of YLPD was to build the institutional capacities of NGOs and implement youth-serving projects using principles advocated during the ICPD. CEDPA acted as a coordinating body in partnership with three Egyptian NGOs: the Institute for Training and Research (ITRFP), the Youth Association for Population and Development (YAPD), and the Egyptian Federation of Scouts and Girl Guides (EFSGG). The Youth to Youth Project developed a manual on peer education, trained more than 200 youths as peer educators, and provided peer education in gender, reproductive health, and basic life skills to more than 2,000 young people.

Table 1a summarizes the benchmarks achieved by the Partnership Project for Girls and Young Women during 1994-99.

**Table 1a. CEDPA/Egypt Achievements during 1994-1999: Objectives, Indicators and Benchmarks**

**Phase I – The Partnership Project for Girls and Young Women (PPGYW)**

**September 1994 - August 1999**

Objective	Indicators	Final Benchmarks	
		Achieved	Planned
<b>1. Mobilize leadership at the national, governorate and community levels</b>	# Community leaders trained	3,313	1,000
	# Youth leaders trained	533	200
	# Annual conference	8	4
<b>2. Improve life skills, self-confidence and social competence in girls and young women</b>	# Classes established	451	75
	# Girls in Choose a Future (New Horizons)	15,046	10,000
	# Girls in literacy	4,969	2,000
	# Boys in literacy	304	0
	# Girls in skills training	3,619	1,000
<b>3. Reduce the gender gap in girls' education</b>	# Children (at least 80% girls) receiving educational support	11,549	6,500
<b>4. Improve health and reproductive health in girls, young women and young couples</b>	# Religious leaders trained	372	500
	# Young women in health education and young couples counseled	7,320	4,000
<b>5. Strengthen the capacity of institutions to plan and implement sustainable programs</b>	# Technical workshops	50	6
	# Technical consultant visits	187	50
	# Strategic plans completed	9	3

## Phase II – Towards New Horizons I (TNHI) 1999-2002

The Towards New Horizons (TNH) Project was a 33-month follow-on grant to the Partnership Project for Girls and Young Women funded by USAID/Cairo. Its goal was to improve the lives of girls and young women through education and development strategies designed to empower women and broaden their life options. During this grant, CEDPA developed the Partnership Network, and developed a scale-up strategy for the New Horizons Program by establishing our Regional Implementing Partners. In order to establish a scaling up, CEDPA went from using CEDPA staff as trainers to creating a cadre of trainers capable of trainers and trainers of trainers throughout Egypt. This phase also saw the initial phases of development of the New Visions Program.

Table 1b summarizes the benchmarks achieved by the first phase of Towards New Horizons during 1999-2002.

**Table 1b. CEDPA/Egypt Achievements during 1999-2002: Objectives, Indicators and Benchmarks**

### Phase II – Towards New Horizons I (TNHI)

September 1999 – July 2002

Objective	Indicators	Final Benchmarks	
		Achieved	Planned
<b>1. To increase girls' participation in formal basic education</b>	Primary school scholarships awarded	4,539	4,500
	Preparatory school scholarships awarded	1,638	1,800
	Beneficiaries served by scholarships	2,250	2,100
<b>2. To strengthen the capacity of NGOs to implement and advocate for quality, sustainable programs for girls and young women</b>	NGOs and/or CDAs implement the New Horizons 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	
	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
<b>2. To strengthen the capacity of NGOs to implement and advocate for quality, sustainable programs for girls and young women (continued)</b>	NGOs trained in participatory video for social change	0	2
	NGOs receive subgrants to manage	21	13
<b>3. To improve the life skills, self confidence and health awareness of girls and young women</b>	New Horizons adaptation for Boys and Young Men completed	<b>Completed</b>	
	Girls and young women complete the <b>Basic Life Skills Classes ONLY</b>	8,747	6,000
	Girls and young women complete the <b>Basic Life Skills and Reproductive Health Packages</b>	18,789	3,000
	<b>TOTAL Girls Completed New Horizons Program</b>	27,536	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

### **Phase III – Towards New Horizons II 2002-2004**

The Towards New Horizons II (TNHII) grant was approved on September 1, 2002. Like its predecessors, it both delivered training and technical assistance services and served as an umbrella grant with CEDPA playing a leadership and advisory role to Egyptian subgrantee partners. The project built on the successes of the two prior grants to achieve sustainability of major project activities. CEDPA broadened and deepened its efforts to consolidate gains and motivate communities to expand their programming and advocacy reach to benefit girls and young women. During this phase, the future sustainability of CEDPA's programs was a major focus. CEDPA developed new project components, provided training and technical assistance, and developed monitoring and evaluation capacities of its partners. These activities were all intended to develop NGOs that are capable and committed to continuing program implementation for many years to come.

Additional programs such as the New Visions Program began implementation, and the income generation component of the Girls' Scholarship Program was added. The truncated nature of the grant precluded the planned Parents Awareness and Communication Program from being developed as well as other large-scale sustainability plans for our regional partners.

Towards New Horizons II worked in 21 governorates with a total of 283 NGO and CDA partners. Table 1c summarizes the benchmarks achieved by the TNHII from 2002 to 2004.

#### ***Common Mission with Different Mobilization Techniques***

Over the past decade, CEDPA Egypt's mission has remained to promote women to be full partners in development. With this focus, CEDPA has developed a variety of mobilization techniques and approaches to promote women's development and create a supportive environment for that development. CEDPA has worked to mobilize individual women at two stages of their lives. The New Horizons Program focuses on improving the life skills and critical knowledge of young women. In contrast, the Arab Women Speak Out project works to empower adult women to become advocates for change in their community.

Several additional programs were developed after New Horizons exposed new realities that influenced women's lives. The New Visions Program was developed to focus on young literate men in order to create an enabling environment for young women. CEDPA learned from the New Horizons beneficiaries that the girls' knowledge and attitude change from the NH Program was not enough to impact broad social change necessary to for the communities to abandon harmful traditional practices. CEDPA's beneficiaries asked CEDPA to develop a program that would address gender inequality, which has such a corrosive effect on women's well-being and self-esteem.

The main goal of CEDPA/Egypt programs developed over the past decade has been to empower Egyptian women to be full partners in development. This goal has been addressed by looking at the lives of Egyptian women—young and old—from a variety of perspectives within their communities. CEDPA has used many different community mobilization techniques, including using community-based facilitators, discovering the value of the Positive Deviance Approach, and teaching women how to become advocates for change in their own community. CEDPA has worked to find the methodologies and tools to empower women and men throughout Egypt to

embrace gender equity, improve their self-esteem, and gain the necessary tools to work towards improving the status of women in their communities.

**Table 1c. CEDPA/Egypt Achievements during 2002-2004: Objectives, Indicators and Benchmarks**

**Phase III – Towards New Horizons II**

**August 2002 – August 2004**

Objective	Indicators	Final Benchmarks	
		Achieved	Planned
<b>1. To increase girls' access, retention and completion of formal basic education</b>	Scholarships provided through NGO partners (80% girls)	2,727	2,423
	NGOs establish self-funding mechanisms to support scholarship programs	17	17
	Messages developed for PACP highlighting educational rights of all	0	0
<b>2. To strengthen capacity of NGOs to develop, implement and evaluate quality sustainable programs for youth with a focus on girls and young women</b>	New curriculum developed for NGO capacity building	1	2
	NGOs participate in TTA	124	22
	Training opportunities offered to NGOs	353	450
<b>3. To strengthen the capacity of NGOs to advocate for a more favorable policy environment and more equitable resource allocation for girls and young women</b>	NGO participate in Advocacy Training	47	30
	NGO advocacy activities implemented	24	26
	Special events celebrated	2	4
	IE&C materials distributed	37,370	20,000
	Environment, Health, Education Days celebrated	11	8

	Volunteer and Leadership Camps	3	2
<b>4. To improve the life skills, self-confidence and health awareness of girls and young women</b>	Regional Partners manage the implementation of TNH programs	6	6
	Regional Trainers trained	54	25
	Girls successfully completed the New Horizons for Girls Program-New Classes	27,537	16,432
	Girls successfully completed the New Horizons for Girls Program-Replication Classes	6,874	8,023
	New NGOs implementing the New Horizons for Girls Program	157	136
	Existing NGOs implementing the New Horizons for Girls Program	87	
	NGOs receive and manage grants to implement FGMAP in 24 communities	3	4
	A PDA NGO Network is in operation	0	0
<b>5. To enhance the enabling family environment to support the life options of girls and young women</b>	NGOs/YCs implement the New Visions Program	216	260
	Boys and young men participate in the New Visions Program	15,802	11,382
	Boys and young men participate in the New Visions replication	482	2000

## Towards New Horizons II Objectives and Programs

The five objectives for the Towards New Horizons II grant as well as the 10 programs under TNHII are listed in Table 2.

**Table 2. Towards New Horizons Programs by Grant Objectives 2002-2004**

Objectives	Programs
<b>Girls' access to education:</b> To increase girls' access, retention, and completion of formal basic education	<ul style="list-style-type: none"> <li>• Girls Scholarship Program</li> </ul>
<b>NGO strengthening:</b> To strengthen the capacity of NGOs to develop, implement and evaluate quality sustainable programs for youth with a focus on girls and young women	<ul style="list-style-type: none"> <li>• Capacity Building Program</li> </ul>
<b>Advocacy:</b> To strengthen the capacity of NGOs to advocate for a more favorable policy environment and equitable resource allocation for girls and young women	<ul style="list-style-type: none"> <li>• Advocacy Program</li> <li>• National Council for Women Advocacy Program</li> <li>• Networking and Coalition-building Project</li> <li>• Team Building and Planning for Theme Days</li> <li>• Leadership Camps</li> </ul>
<b>Girls' life skills:</b> To improve the life skills, self-confidence and health awareness of girls and young women	<ul style="list-style-type: none"> <li>• New Horizons Program</li> <li>• Female Genital Mutilation Abandonment Program</li> </ul>
<b>Supportive families:</b> To enhance the enabling family environment to support the life options of girls and young women	<ul style="list-style-type: none"> <li>• New Visions</li> </ul>

The following sections summarize the background, objectives, outputs, outcomes and overall assessment for each of the 10 programs listed in the right-hand column of Table 2.

These sections are followed by a section describing four additional CEDPA/Egypt programs conducted during 1994-2002: (1) Arab Women Speak Out; (2) Skills Training; (3) Literacy; and (4) Communication for Change. These four programs, which were also funded by USAID, ended before the current TNHII grant period (2002-2004). They are included in this report because they had important links to the evolution of current programs.

## Girls' Access to Education

*Objective 1. To increase girls' access, retention, and completion of formal basic education*

### Girls' Scholarship Program

#### *History and Background*

The 1995 *Egyptian Human Development Report* showed a 20 percent gender gap in primary school enrollment. It estimated that 80,000 primary-school-aged girls did not attend school in Minya; 37,000 in Beni Suef; and 29,000 in Cairo. In response to this large gap, CEDPA developed the Girls' Scholarship Program (GSP) in 1995. The aim of the program is to "increase girls' access to basic education, through decreasing the gender gap and increasing the school attendance rate." Given the current economic downturn and current poverty statistics, the Girls Scholarship Program continues to be relevant when carefully targeted in the most deprived areas.

#### *Program Objectives, Strategy, and Methodology*

The Girls' Scholarship Program (GSP) hopes to reduce the gender gap in education by targeting out-of-school girls and those at risk of dropping out. Among the many reasons for girls leaving school are the non-supportive school environment and the outdated curriculum and teaching methods. In addition, many families prefer to invest their limited resources in educating their sons, not daughters. The GSP is geared to providing support to deserving individual students. CEDPA believes it also strengthens the community through its support of local non-governmental organizations (NGOs) that design and implement the program at the various sites. These local groups select the scholarship recipients and provide ongoing support to the recipients and their families.

The scholarship for each student includes the payment of school fees and, in most cases, the provision of school supplies, including bags, school uniforms and books. The community itself becomes mobilized behind the issue of education and demands greater attention and allocation of resources to their children's needs. In some cases, schools themselves benefit as staff become energized when they see the community taking an interest. In two cases, NGOs have collaborated with the Ministry of Education and universities to provide methodological training in order upgrade skills of teachers. Thus, teachers themselves become secondary beneficiaries of the program.

#### *Geographic Distribution of GSP Sites*

<b>Cairo</b>	<b>Minya</b>	<b>Beni Suef</b>	<b>Fayoum</b>
Telal Zenhom	Itsa El Balad	El Ekhlal	Abgig
Hekr Hashem	El Tayeba	Ahmed Taher	El-Ealam
Agha	Sharona	Gaafar	Menyet el Heit
Hekr El -Sakakiny	Beni Mohamed	Bani Soliman	El-Ghaba
El Assal	Sharawi		Elhadka
	Beni Ghani		Tersa
	Deir El Bersha		

The Girls' Scholarship Program began in 1995/96 under PPGYW in most of these areas. The program was implemented through two main subgrantees:

- Coptic Evangelical Organization for Social Services (CEOSS) in Cairo and Minya
- Community Development Association-Gaafar
- Under TNH I, additional scholarships were provided to El Ekhlās, Ahmed Taher and Beni Soliman CDAs
- Under TNH II, another two subgrantees were added to the list
- Institute of Cultural Affairs (ICA) umbrella organization under which six local NGOs operate
- Better Future Association in Hekr Hashem, Sharabiya district in Cairo.

The main selection criterion of the GSP is household poverty level. Participating NGOs decided that families with very low income or a large number of children, orphans, and children with sick guardians would qualify for the program. The GSP earmarks 80 percent of scholarships for girls and 20 percent scholarships to boys from the most disadvantaged families. Adding boys to the program was a decision taken when our partners discovered that poor families who could not afford to send even their boys to school would not participate if only the girls were awarded scholarships. In order to meet the objective of providing scholarships for girls from low-income families, in some cases it was necessary to provide scholarships for boys in the same families, at the same time.

#### *NGOs' Self-Funding Mechanisms to Support Scholarship Programs*

The income generation component of the scholarship program was established to create sustainability of the funding for scholarships through income-generating projects at the local level. Project managers were concerned that gains in school attendance, especially among girls and low-income families, could be reversed if financial support for the Scholarship Program was reduced.

In 2002/2003, CEDPA funded the first 17 income-generation grants to each of the participating NGOs. Through these grants, it was expected that the NGO would be able to generate financing to cover 70 percent of the scholarship funds necessary to continue to support the students currently supported with USAID funds. In addition to the income-generation activities, the NGOs committed themselves to establishing additional fundraising activities to identify continuing support for the remaining scholarship recipients and new beneficiaries.

CEDPA has seven partner NGOs participating in the income-generation program:

- The Better Future Association, working in Sharabiya, Cairo, received a loan to start a computer and printing center.
- Gaafar Community Development Association, working in El Fashn, Beni Suef, received a loan to start a bakery.
- The Community Development Association of Beni Soliman El Sharqiya, in Beni Suef, started a sewage and solid waste collection project.
- Ahmed Taher NGO, working in El Fashn, Beni Suef, began offering microcredit and small loans.
- El Ekhlās NGO, also working in El Fashn, Beni Suef also began offering microcredit and small loans.

- CEOSS, working in Minya and Cairo, started three computer centers and three tent rental services.
- ICA, working in Fayoum, began six different projects: a stationery shop and photocopy center; three computer centers; a sewing workshop; and a honey-producing beehive.

These projects are all in their early stages. Their success will be determined by their ability to generate funds for the Scholarship Program.

### *Individual and Community-level Outcomes*

**Table 3. Scholarship Grants from September. 1, 1994 until June 30, 2004**

	<b>Number of Scholarships per Year</b>	<b>Number of Scholarships per Phase</b>
<b>PPGYW 1994 - 1999</b>	(approximately) 2,000	9,426
<b>TNH I 1999- 2002 :</b>		
<b>(1999- 2000)</b>	2,124	
<b>(2000- 2001)</b>	2,036	6,200
<b>(2001- 2002)</b>	2,040	
<b>TNH II 2002 - 2003</b>	1,575	1,575
<b>TNH II EXTENSION</b>	Old 1,278	3,678
<b>2003 - 2004</b>	New* 2,400	
<b>TOTALS IN L.E.</b>		<b>20,879</b>

**Total number of scholarships: 20,879**

**Total number of beneficiaries: 4,626**

The Girls' Scholarship Program benefits both individuals and communities. Individual girls were able to attend school – an opportunity they would otherwise not have had. Not only do the individuals gain from their personal empowerment, but also their communities gain from their added contributions. Families benefit by not having to pay school fees – a major expense for impoverished families. In the future, these students and their families will have the opportunity for economic and social mobility that otherwise would not be available to them. The program worked to support the school as place of commonality and equity among students. The provision of school uniforms for the underprivileged students went far in reducing the visual difference between the comfortable and poor students.

In addition, the GSP contributed to raising the communities' recognition of the importance of girls' education and the importance of access to education for all members of the community, including the most vulnerable. This awareness brought about the activation of associations within schools, which provided parents with an input into school activities.

### ***Focus on El Ekhlas Community Development Association***

Students receiving scholarships from the El Ekhlas Community Development Association attained a 97.8 percent final examination success rate. A total of 274 students—219 girls and 55 boys—participated in the Scholarship Program.

El Ekhlas has leveraged its resources and support to increase acceptance for girls' education, encouraging religious leaders at local mosques and churches to provide school fees for the disadvantaged.



### ***Overall Assessment of the Girls' Scholarship Program***

#### ***Achievements***

A major achievement of the GSP was to change the attitudes of community members toward girls' education. Support for the education of girls became the norm, not the exception. This change was fostered by the NGOs' focus on improving the awareness and support by families towards education in general, and girls' education in particular. This support for education was reinforced by strengthening relations between schools, NGOs, and parents. These strong ties went far in assuring that the girls and boys supported with these scholarships regularly attended school. The multiple layers of support created by the program spurred a sense of belonging towards the school, which was shared by most community members regardless of income.

The income generation aspect of the program also made significant contributions. Although in its infancy, many participants claimed that the training in income generation demonstrated the need for financial sustainability for the scholarship program and created knowledge of how to approach financial self-sufficiency in the future.

#### ***Challenges and Obstacles***

Like all programs, the GSP faced several important challenges and obstacles. Initially the NGOs had difficulty in communicating with the school staff and obtaining their assistance in implementing the program. Some school staff were reluctant or unable to provide the necessary information on male and female students so that the NGOs could select the needy students for the program. Often local school staff lacked either the interest or time to dedicate to the program.

The distribution of scholarship-related materials was complicated, and the income generation aspect of the program proved to be even more challenging. Many of the NGO partners had no experience developing income-generation activities. As a result, many NGOs began activities without conducting the proper needs assessment. Some activities failed and then needed to be replaced by others. Other NGOs experienced delays in obtaining governmental permission for the new ventures. Finally, those ventures that were successful had a difficult time generating profits substantial enough to cover the costs of the Scholarship Program. Because the program is

still largely in its infancy, it is too soon to know whether these microenterprise projects will meet the program's long-term financial needs.

### *Strengths*

The GSP fulfilled the needs of the most vulnerable families and children in many communities. In order to accomplish this, the GSP was effective in establishing local committees to administer and supervise the program. These individuals were the key to establishing a strong link between the NGOs, schools, and parents, thus assuring the program's success. Their ability to administer and oversee the program can be attributed to CEDPA's ability to identify and train local individuals with natural leadership skills.

The income-generation aspect of the program also created strength and stability within the program. By addressing sustainability, the program focused on the communities' concern that the program continue into the future, while adding the extra benefit of creating jobs in the community. For some of the NGOs, the program provided their first experience in small business development. The experience of this program paved the way for future programmatic sustainability in scholarship and other aspects of their work.

### *Weaknesses*

The success of this program depended largely on the skills and leadership of those involved. In some cases, a poor relationship between the NGO and the schools weakened the ability to implement and supervise the GSP. Similarly, lack of experience with microenterprise brought about poor feasibility studies and poor management of business plans. Several participating NGOs complained that the funds provided for the start-up of the microenterprise programs were insufficient. Obviously, the addition of a microenterprise component added a level of complexity and increased demand for skill, which challenged some of the NGOs.

### *Future Directions/CEDPA's Legacy*

The benefits of the scholarship program are clear. The acknowledgment of girls' right to education and creation of equity among school children in the community were exceptional. The program could be strengthened further by integrating more diverse stakeholders into the local committees administering the program. The addition of a microenterprise component as a means to create financial sustainability was well intended. However, the lack of familiarity with business development among NGO staff required considerable attention and training from CEDPA. It seems more likely that microenterprise work would be better placed as a separate program with the full focus of an NGO, rather than an addition to another program.

Today, CEDPA leaves a legacy of 17 implementing partners with 15 income-generating projects and two microcredit funds. As these projects mature, they are all likely to become profitable and, in time, meet their goal of providing continued access to educational scholarships within the communities.

## NGO Strengthening

*Objective 2: To strengthen capacity of NGOs to develop, implement, and evaluate quality sustainable programs for youth with a focus on girls and young women*

### Capacity Building Program

#### *History and Background*

CEDPA/Egypt developed a Capacity Building Program to meet the needs of its NGO and CDA partners. These capacity needs were identified during the first National Network Meeting. CEDPA gave priority to increasing the partners' capacity in order to support, manage, and sustain our collaborative work long into the future.

Since October 2000, CEDPA has worked to develop a cadre of regional trainers capable of delivering capacity building workshops at the local level. To meet this objective, CEDPA conducted 14 Training of Trainers (TOT) workshops, training over 280 participants from 46 CDAs representing 13 governorates. In addition, CEDPA organized 16 capacity building training workshops to develop and improve the participants' capacity and skills to plan, design, implement, advocate, monitor and evaluate development activities. These trainings benefited 405 participants from 87 CDAs representing 14 governorates.

These training workshops were on eight topics:

- Project Design & Proposal Writing
- Effective Report Writing
- Team Building
- Effective Networking Development
- Financial Management
- Gender Training
- Training of Trainers & Advanced Training of Trainers
- Strategic Planning

See Appendix C for more details on the content of these eight training courses.

#### *Program Objectives, Strategy, and Methodology*

CEDPA/Egypt's capacity building training workshops were designed to build the ability of organizations to perform functions effectively, efficiently, and ensure sustainability. CEDPA aimed to teach these organizations to solve problems, define and achieve objectives—especially within the core areas of internal governance, advocacy and management—and to understand and address their organizational needs successfully and in a way that promotes sustainability.

In order to communicate these skills, CEDPA used its successful experience with adult education and its participatory approach. Both contributed to the design of the capacity building sessions. The capacity building sessions were designed to employ experiential learning methodologies. These sessions encouraged participants to reflect on the information and skills from their own

life experiences to understand the concepts presented in the training and understand their application to NGO management.

### ***Outcomes***

After attending these training workshops and receiving technical assistance from CEDPA's training consultant, several NGOs succeeded in submitting a well-prepared proposal to donor agencies. Six NGOs received funds for their projects:

- YWMA received funds from the Egyptian Suisse Fund for its Project "Better life for women and children" in Al-Arish, North Sinai governorate.
- FEDA received funds from the NGOSC to implement New Horizons and New Visions classes in Qena governorate.
- Mensheyat Nasser CDA received funds from John Snow Inc. to equip the Local Health Unit in El-Fashn, Beni Suef governorate.
- Ekhlas Coptic Organization for Development received two grants from CEOSS for its projects "Better Serve the Handicap Child" and "Agricultural Management for Small-Scale Farmers" in Beni Suef governorate.
- Ahmed Taher CDA received funds from the Alliance for Arab Women for its project "Women and Girl Child Wellbeing" in Beni Suef governorate.
- CSN received funds from the Canadian International Development Agency for its project "Women and family Economic Development" in Sohag governorate.

Also, two networks of NGOs were established: one in North Sinai that was initiated by YWMA and the other in Sohag that was initiated by CSN.

### ***Case Study: Ahmed Taher Community Development Association***

The Ahmed Taher Community Development Association transformed itself from a community charity to a sustainable development organization through its partnership with CEDPA. The partnership, first formed in 1995, implemented a basic life skills project for girls and young women designed to increase their community participation and raise their awareness of critical issues of importance to girls and their families. This partnership led to Ahmed Taher's adoption of cutting-edge development approaches and helped transform the organization's strengths. The partnership has built the capacity of Ahmed Taher CDA to conduct community needs assessments and to design projects with local buy in and support, including the basic life skills program for boys called New Visions.

### ***Overall Assessment of Capacity Building Program***

#### ***Achievements***

The Capacity Building Program contributed significantly to the broader successes of CEDPA's partners. All of CEDPA's regional partners and many other organizations participated in the capacity building trainings. The organizations benefited in many ways. Internal to the organization, the trainings establishing a common language, which allowed the board members, staff, and volunteers to work smoothly together. It also increased the NGO's awareness of local issues, which many chose to tackle after the trainings. Many participants stated that the trainings increased their self-confidence and improved their personal negotiation techniques. Outside the organization, the trainings established strong relationships between CEDPA and the partner

organizations, which improved our ability to collaborate together on other program work. The trainings also provided an opportunity for networking and experience-sharing between organizations. When necessary, CEDPA also worked to develop special trainings for the particular needs of a partner.

#### *Challenges and Obstacles*

The main challenge faced by the Capacity Building Program was getting the proper participants to the trainings. In rare cases, it was clear that those nominated to attend the trainings were not necessarily the best candidates. This was especially evident in the under-representation of youth leaders. On the other hand, the demand for such trainings was high. CEDPA staff would have liked to be able to reach an even larger number of small CDAs.

#### *Strengths*

The Capacity Building Program served to improve an already strong relationship between CEDPA and our NGO partners. These partners demonstrated a genuine desire to improve their human resources. Most partners worked efficiently to select the most appropriate participants. Those trainees sent to the trainings were ready and willing to learn new skills. According to participants, CEDPA's methods, materials, and expert trainers made participation in the program a valuable experience.

#### *Weakness*

Several participants mentioned that in some training sessions there was too much diversity of experience among the participants to make the training relevant to all who attended. This could be a possible explanation for any trainee dropout experienced within the program.

#### *Lessons Learned*

One of the most important lessons learned in the Capacity Building Program is the effective and appropriate selection of course participants. These participants should be somewhat similar in experience and capacity building needs in order to make the training and the training materials relevant to all attendees. When working with individuals with considerable experience, it is important to use diverse training methodologies to maintain their interest and attention. Many partners suggested that CEDPA pay greater attention to the members of the NGO Boards.

#### *Future Directions/CEDPA Legacy*

CEDPA has established a cadre of expert trainers who are capable of continuing capacity building courses long into the future. These trainers will continue to be assets to the Egyptian NGOs, both large and small, as they help them to become more focused, more efficient, and better able to meet the needs of their communities.

## **Advocacy**

***Objective 3: To strengthen the capacity of NGOs to advocate for a more favorable policy environment and more equitable resource allocation for girls and young women***

### **Advocacy Program**

#### ***History and Background***

Over the past decade CEDPA's Advocacy Program has made significant achievements in youth development and capacity building, creating a vibrant network of NGOs and advocates dedicated to improving life in their communities. The major contributing factor has been CEDPA's cutting-edge training activities aimed at women and young people.

#### ***Advocacy and Strategic Communication Skills Program***

CEDPA/Egypt, in cooperation with the Institute for Training and Research in Family Planning (ITRFP), implemented the Advocacy and Strategic Communication Skills Project from March 2001 to September 2003. During that period, CEDPA delivered nine training programs to more than 75 NGOs from 17 governorates. A total number of 240 male and female participants completed the training, including 40 members from the National Council for Women (NCW) branches in four governorates.

The first five advocacy training programs, conducted in 2001, were undertaken with support from the Institute of International Education/DTII training project, which was supported by USAID/Egypt. From September 2002 to June 2003, CEDPA provided the advocacy pilot training program to NCW branches in the four governorates of Beheria, Fayoum, Qualubia, and Minya. These pilot training workshops were supported by CEDPA's Women's Leadership Program, funded by the Bill and Melinda Gates Foundation.

#### ***Program Objectives and Methodology***

The Advocacy and Strategic Communication Skills project aimed at preparing a selected group of active NGOs/CDAs and community leaders as well as select members of the local Branches of the National Council for Women to be advocates for gender issues in their local communities. The program was implemented using an action-oriented training model based on the actual design and implementation of an advocacy campaign, instead of theoretical training.

The 17 participating governorates were: Cairo, Giza, Alexandria, Beni Suef, Aswan, Fayoum, Sohag, Qena, North Sinai, Beheria, Assiut, Gharbeya, Minya, Menoufia, Qualubia, El Wady El Gedid, and Sharkeya. Training was provided to the NCW branches of the governorates of Fayoum, Beheria, Qualubia, and Minya.

General objectives of the training were:

- To train select members of NGOs and the NCW local branches on advocacy as a tool for policy change related to women's issues;
- To strengthen the capacity of NGOs to develop, advocate and evaluate quality sustainable programs for youth, with a focus on girls and young women;
- To strengthen the capacity of NGOs to advocate for a more favorable policy environment and more equitable resource allocation for girls and young women;
- To enhance the participants' skills in strategic communication to enable them to discuss women's issues with key policy and decision makers;
- To increase local capacity to conduct social mobilization and advocacy campaigns at the grassroots level; and
- To enhance the members' capacities to establish networks of advocacy task forces with media, GOE officials, key individuals, religious leaders, and NGOs to advocate on behalf of women's issues.

To this end, the program was implemented in three phases:

- The *Preparation Phase* consisted of six 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 returning to their respective communities and implementing the advocacy plan. The implementation period ranged from 6 weeks to 2 months. CEDPA consultants and staff conducted field visits to implementing governorates to monitor the implementation phase.
- The final *Follow-Up and Evaluation Phase* in which the groups presented and assessed their implementation of the plan lasted for two days. They focused on how well they were able to form networks and how responsive the decision maker was to the group of advocates. They also provided a SWOT analysis to their plans and discussed the lessons learned from their advocacy work.

Through the development and deployment of a range of innovative, cutting-edge training sessions, advocacy teams were taught basic skills such as needs assessment, development of tools to collect data, analysis of data, strategic communications, design of an action plan, advocacy messages, follow-up and evaluation tools, and networking. Techniques used during the training consisted of lectures, discussions, brainstorming, role play, exercises, group work, and presentations. Among the issues selected for the advocacy plans were early marriage, school dropout, illiteracy, FGM, street children, lack of social and sports activities for girls, unemployment, discrimination against women, shortage of schools, and lack of medical care.

## **The National Council for Women Advocacy Program**

The Advocacy Program delivered to the four NCW branches was a pilot project that developed and delivered a unique training module to members of the local women's councils. The purpose

of the training was to enable them to carry out NCW's advocacy agenda to enhance and empower the status of women and young girls at all levels.

The NCW training was comprised of five consecutive phases -- three workshops interspersed with two fieldwork activities -- implemented during nine months, from September 2002 to June 2003. Following are the major topics covered in the workshops and fieldwork:

***Workshop 1: Team Building and Data Collection***

- Steps of the advocacy process
- Methods of data collection and analysis
- Group dynamics
- Identification of priority issues, alternative solutions, and identification of appropriate solutions.

Field work: Participants return to their governorates and begin collecting data on the priority issue.

***Workshop 2: Enhancing Advocacy Skills and Tools***

- Writing advocacy objectives
- Identifying and analyzing the advocacy target audience
- Designing appropriate messages for the target audience
- Communicating advocacy messages
- Building advocacy networks
- Designing an advocacy action plan
- Designing fundraising campaigns for funding advocacy activities (optional)
- Developing a monitoring and evaluation (M&E) plan, including objectives, outcomes, and indicators in addition to M&E tools.

Field work: Participants implement the action plan they developed. Includes field visits from consultants, CEDPA staff and NCW staff to follow up on activities.

***Workshop 3: Presentations, Evaluations and Recommendations***

- Evaluation of the implementation of the action plans
- Presentation of achievements, challenges, and lessons learned
- Recommendations.

***Individual and Community-level Outcomes***

As a result of advocacy training, NGOs designed an activity and followed through. In almost every case, they had impressive, successful results, mobilizing the community and influencing key decision makers for policy change. Throughout the program, the advocacy task force in the respective governorates managed to convince policy makers to:

- Issue hundreds of national identification cards to vulnerable women in local communities;
- Organize mobile clinics to provide women with health services;
- Open an illiteracy class in under-served villages;
- Set up small schools for girls who had left school in the premises of some NGOs;
- Start small projects to employ women heads-of-households;
- Provide loans to low-income women heads-of-households in remote villages;
- Secure loans to vulnerable families to start small enterprises;

- Secure loans to educated unemployed girls to start small projects;
- Provide health units in remote villages with needed equipment;
- Train young women and girls and provide them with job opportunities;
- Activate ministerial decree No.882 of August 2002 of the Minister of Youth & Sports, which gives women the right of representation in the boards of clubs and youth centers either through election or appointment;
- Obtain approval for female students enrolled in the first year of college to undertake surgery to investigate anemia cases and identify its type and treatment in Zagazig University, Banha Branch during the 2002 – 2003 academic years;
- Establish, refurbish and equip RH/FP Centers in remote villages;
- Set a girls' only sports-day at the Youth Centers of some villages;
- Employ female doctors to work at medical units in some villages;
- Build medical units;
- Specify space and/or venue to teach girls hand-made skills;
- Mobilize the Ministry of Social Affairs to provide school fees for some dropout girls;
- Conduct health awareness public speeches and seminars in some districts;
- Arrange free transportation to school for students in remote villages; and
- Issue a decision to report on midwives who perform female genital mutilation.

The program benchmarks achieved from the first training on May 13,2001 to the last one on September 15, 2003 were:

- Over 75 NGOs participated in advocacy training.
- 240 male & female participants completed the training.
- 17 governorates participated in the program.
- 43 advocacy activities were implemented.
- 480 IE&C materials were distributed.
- 9 Advocacy and Strategic Communication Skills programs were delivered.

## **Networking and Coalition-building Project**

Building on the success of the Advocacy and Strategic Communication Skills Program to form core advocacy groups within the Partnership Networks, CEDPA sought to expand the model to form a network of advocates in each governorate to advocate for women's issues. This network would link the trained NGO members with key social institutions, including the media, Government of Egypt officials, key individuals, and religious leaders.

In late 2003, CEDPA developed an Advanced Training of Trainers (ATOT) curriculum to strengthen networking and coalition-building skills. CEDPA studied, scrutinized and applied lessons learned from the advocacy experience to expand the NGO Advocacy Task Force to larger networks.

From December 2003 to April 2004, CEDPA delivered three networking programs for six NGOs in six governorates: Minya, Beni Suef, Qena, Fayoum, Sohag, and North Sinai. The selection of the participants was based on those who had attended CEDPA's advocacy training. The 73 ATOT participants included six members of the six NGOs (three members and three board members), two members of the National Council for Women, two representatives of media affiliates, and two religious leaders representing the Muslim and Coptic leadership in Egypt.

### ***Program Objectives and Methodology***

The main objective of the training was to create a network of experienced advocates in each governorate to advocate for women's issues with key policy and decision-makers. The curriculum included:

- Learning about networking, its benefits and its composition;
- Learning the essentials of group-working and team-building;
- Learning about mobilizing resources from the Network to advocate for a cause;
- Identifying personal contacts who have similar interests and inviting them to join the network;
- Learning about local policies and how effective resolutions are adopted;
- Strengthening the abilities of individuals to advocate for a cause through the network;
- Identifying a general cause for the advocacy message;
- Identifying resolutions;
- Drafting proposals;
- Implementing resolutions; and
- Ensuring the continuity of the network.

The Networking Program employed the same methodology used in the Advocacy Program, but with more advanced subject material that focused on coalition-building skills, political hierarchy, policy making strategy, resource mobilization, team work techniques, writing proposals, and organizing media campaigns. To this end, the program was implemented in three phases:

*Phase One:* A seven -day workshop, during which the group learned and practiced the general objectives of the Networking Program. Participants identified a general cause for the advocacy message, set a framework for implementing resolutions and identified potential individuals or NGOs who share the same objectives to join in the network.

*Phase Two:* Implementation of advocacy plan/campaign. During this phase, Advocacy Networks conducted periodic meetings to exchange experiences and knowledge, identify common themes, and provide opportunities to explore coordination of efforts. Whenever possible, they linked media contacts and/or events that provide important channels for communicating their messages. CEDPA consultants and staff conducted field visits to implementing governorates to monitor the implementation phase. The implementation period ranged from 6 weeks to 2 months.

*Phase Three:* CEDPA held a two-day workshop for evaluation. Participants presented their achievements; submitted documents, articles, manuscripts that they had secured for their action plan; evaluated their work; discussed the challenges and lessons learned; provided recommendations; and identified future opportunities. At the end of the two-day workshop, each individual received a certificate of award for completing the Networking training.

### ***Individual and Community-level Outcomes***

Following are examples of the results of advocacy by the NGO network groups in the six governorates:

- **Improved health services for women.** The Network group of Minya Governorate has successfully managed to obtain a decision from the Under-Secretary of the Ministry of

Health to provide needed medical treatment and a specialist female doctor for the medical unit in Malawy district in Minya.

- **Recognition of women's civic rights.** The Beni Suef group sought to reduce the discrimination of women and empowering them through issuing 100 voting and ID cards in Al-Fashn village during a six-month period. A decision from the Governor of Beni Suef was obtained to that effect.
- **Higher education for newly literate women.** Communicating via video conferencing, the Fayoum group persuaded the Minister of Education to set up secondary-level classes for women and girls who have graduated from the illiteracy program.
- **Elimination of FGM in private clinics.** The Qena group received a written acknowledgment from the Head of the Doctor's syndicate of Qena to put in effect the Minister of Health's decree to abolish the practice of FGM in local private clinics.
- **Microcredit for village women.** The Sohag group successfully managed to obtain a decision from the Chairman of the Board of Directors of the CSN to provide 40 cash-loans for micro-projects (within the next 3 months) to 20 impoverished women in Ghorizat village and 20 impoverished women in Kheyam village.
- **Upgraded local clinics.** The Arish Network group successfully obtained a decision from the Under-Secretary of the Ministry of Health to provide needed medical equipment for the medical units in the Nasraweet and Kefah villages.

Benchmarks that were achieved from the first training in December 2003 through the last workshop in March 2004 were:

- 6 NGOs participated in networking training.
- 73 male and female advocates completed the training program.
- 6 governorates participated in the training.
- 6 advocacy activities were implemented.
- 146 IE&C materials were distributed.
- 3 Networking programs were delivered.

### ***Overall Assessment of Advocacy and Networking Program***

#### *Achievements*

One of the most significant contributions of the Advocacy and Networking Program has been the creation of a strong cadre of male and female advocates who now have the communication skills and capacity to reach and influence decision makers in their community. These individuals have worked together with local NGOs to conduct needs assessments, plan advocacy activities, and advocate for important community issues. Most participating NGOs reported that they had more volunteers after they became involved in the Advocacy Program. In some cases, groups of CEDPA-trained advocates formed Networks at the governorate level and worked together to create positive change. These networks were also successful in establishing ties with key political and civic leaders, further facilitating the process of change. The program has also educated the media on important advocacy issues.

### *Challenges and Obstacles*

There were layered challenges that influenced the teams' success of advocacy efforts. In some cases, it was difficult for the advocacy teams to gather the data necessary to conduct an accurate needs assessment. Secondly, at times there were no community support or financial resources available for a particular issue. Third, at times there was no support for an advocacy issue by key persons within the community. This lack of support made it difficult to break through the government bureaucracy to reach government decision makers. These obstacles demonstrate the advocacy teams' occasional dependence on key people outside of their group.

### *Strengths*

The commitment of participating advocates and local NGOs was very strong. This dedication, coupled with strong training, allowed these advocacy teams to meet the priority needs of their communities.

### *Weaknesses*

The challenges of working in rural areas, such as the long travel time for advocates to attend meetings, made it difficult for some groups to meet consistently. Other groups found that local NGOs were not willing to share data on the community to facilitate the needs assessment period. Similarly, administrative issues were complicated by the fact that in Egypt a network of individuals is not recognized as a formal organization, making it difficult to raise funds and assure recognition within the community. Since networks formed around a particular social issue, once the advocacy campaign had accomplished its mission, groups commonly dissolved rather than focusing on the next issue at hand.

### *Future Directions/CEDPA Legacy*

The Advocacy Program has made significant achievements over the past decade in community youth development and capacity building, creating a vibrant network of NGOs and advocates dedicated to improving life in their communities, through cutting-edge training activities aimed at women and young people. The advocacy training prepared a select group of active NGOs/CDAs and community leaders as well as selected members of the local branches of the National Council for Women to be advocates for gender issues in their local communities. This trained cadre of advocates is able to select a priority issue based on an informed decision supported by data and therefore design and implement an advocacy campaign to respond to that important issue. The core of 240 trained men and women, including 40 members from the National Council for Women branches in four governorates. The Advocacy Program has involved 75 NGOs from 17 governorates.

Under the Networking and Coalition-building Project, CEDPA expanded the NGOs' Advocacy Task Force to create networks of advocates and linkages between trained NGO members and the media, Government of Egypt officials, key individuals, and religious leaders. This work grew out of an expressed recommendation from our trained advocates. CEDPA developed an advanced training curriculum for previously trained advocates.

The legacy that CEDPA leaves behind from this activity is a network of 73 advocates from a wide range of local non-governmental organizations and representing six governorates -- Minya,

Beni Suef, Qena, Fayoum, Sohag, and North Sinai. These advocates share a common vision and are able to advocate for women's issues.

## **Team Building and Planning for Theme Days**

### ***History and Background***

Reinforcing the third objective of CEDPA's project activities, "To strengthen the capacity of NGOs to advocate for a more favorable policy environment and more equitable resource allocation for girls and young women," and in an attempt to initiate new approaches to community participation, CEDPA/Egypt introduced the concept of community theme days. CEDPA organized, developed and delivered a comprehensive training program on Team Building and Planning for Theme Days for working teams of New Horizons and New Visions projects to plan and design community theme days. The program aims to introduce new skills to facilitators of the New Horizons and New Visions Programs to spread societal awareness regarding health, environmental and/or education issues through the usage of creative and unconventional methods to best attract the attention of the public in community gatherings and events, together with the active participation of the New Horizons and New Visions beneficiaries.

### ***Program Objectives and Methodology***

Starting in March 2003, using specialized Egyptian consultants, CEDPA delivered the first training workshop on Team Building and Planning for Theme Days. The training employs two methods: *theoretical*, which focus on the fundamentals of team building and planning for events; and *artistic*, which focus on the art of theatrical presentation through a puppet show presentation. Criteria for the selection of participants stipulated the importance of artistic talents in participants in addition to a balanced ratio between male and females.

The program was implemented in three phases:

#### **Phase One: Workshop on Team Building and Planning for Theme Days.**

During this six-day workshop, participants attended theoretical and practical sessions in which they actively interacted with each other to plan for awareness events in their communities. Theoretical sessions focused on the characteristics of team members, designing and developing a plan for an event, identifying the community issue and the target audience, developing the message, communicating the message, and setting an evaluation plan. Artistic sessions focused on the art of story making, stage movements and puppet making. Participants formed team groups and returned to their respective governorates with prepared plans for theme days. The team groups worked with beneficiaries of New Horizons and New Visions to make puppets, draw the stage scenes and perform the shows and/or theatrical acts.

#### **Phase Two: Preparation for Theme Day events.**

During this preparation phase, which ranged from 4 weeks to 6 months, team groups worked with talented beneficiaries of NH and NV (boys and girls). They performed in the event and prepared stories for the puppet show, poems, and theatrical acts concerning the selected issue. Team groups also trained beneficiaries on the art of puppet making and stage movement. During this period, CEDPA consultants and staff conducted field visits to implementing governorates to monitor the preparation phase.

### **Phase Three: The Theme Day Event.**

During this one-day event, the beneficiaries give a theatrical performance advocating for girls' and young women issues related to health, education and/or environment. Issues addressed in Theme Day events included illiteracy, environmental awareness, women's social and political participation, water pollution, reproductive health, discrimination between boys and girls, protecting adolescents from drug addiction, illegal fishing, and awareness of women's legal rights (ID cards). The Theme Days were attended by community leaders, religious people and families, together with CEDPA staff and NGO members.

Benchmarks for the Theme Days from March 2003 to April 2004 were:

- 9 NGOs participated in the training.
- 76 male and female facilitators completed the training program.
- 6 governorates participated in the training.
- 11 Theme Day events were held.
- 3 programs were delivered.

### ***Focus on Theme Days***

*Theme Days* engage teams of male and female facilitators with girls and boys from CEDPA's New Horizons and New Visions Programs to organize, prepare and conduct a cultural event attended by the local community. One successful theme day held in Beni Suef at the village of Kombosh addressed Nile pollution and water contamination.



*Miss Samira*, about a young girl and her teacher, imparts messages of healthy living and maintaining a clean environment. It combines serious messages, with an amusing look at actions that cause pollution and disease such as bathing animals in canals and dumping garbage in a drinking water source.

### ***Overall Assessment of Theme Days***

#### ***Achievements***

Feedback from our partners and Theme Day participants indicates that this program was very successful in achieving its objective to improve social awareness of women's issues. This program established a core group of individuals capable of addressing key social issues. These individuals have also been equipped with puppetry, verbal, and written communication skills. CEDPA's training allowed this core group to be successful in engaging community leaders and their communities to become advocates for change on social issues related to women's status.

#### ***Challenges***

Similar to all of CEDPA's programs, the few challenges that this program faced revolve around two main areas: the program's intensive demand for facilitator availability and commitment; and community resistance to controversial social issues.

### *Strengths*

This program engaged past beneficiaries from the New Horizons and New Visions Programs and thus built on their skills acquired during these programs. The program's training was efficient and effective in its preparation of NGO staff members and facilitators to create change within the community. This was reflected in some NGO staff's ability to mobilize sources of support from within the community.

### *Weaknesses*

CEDPA became aware that it needed to work more carefully with the NGOs implementing the Theme Day to be sure that they clearly understand the rationale behind the activities. At times, CEDPA and its NGO partners had difficulty identifying a source of financial support for the Theme Days. Also, CEDPA received the feedback that the presence of community leaders was at times overwhelming and overshadowed the program's intention to target the public.

### *Lessons Learned*

The Theme Day's use of unconventional communication techniques such as puppet shows was extremely effective as a means of improving knowledge within the community. Other activities such as poetry, skits, songs, and seminars proved complementary to the puppetry. In terms of reaching out to the community, the NGOs' mobilization of New Horizon and New Visions beneficiaries and invitation of targeted community audiences also contributed to the success of the Theme Days.

### *Future Directions/CEDPA Legacy*

The Team Building and Planning for Theme Days Program has established a core group of individuals who are capable of addressing key social issues in an unconventional way. CEDPA's training allowed this core group to be successful in engaging community leaders to become advocates for change on social issues. These female and male individuals have also been equipped with skills in puppetry, verbal, and written communication.

CEDPA leaves behind a core group of nine NGOs and 76 male and female facilitators representing six governorates. This core group is not only able to design and hold Theme Days but also they have the capacity to train others and relay key messages. They also serve as role models for their peers.

### *Theme Day Stories*

The "*Team Building & Planning for Theme Days*" has proven to be a very successful program as it engages team groups of male and female facilitators together with the CEDPA's NH and NV program beneficiaries, boys and girls, in organizing, preparing and producing a cultural event – surrounding a civic priority issue – that is attended by the local community. For a period of two months, facilitators and beneficiaries, under the auspices of their NGOs/CDAs, work together under a well-planned agenda whereby they plan, engage the services of the local leaders; write stories, poems, puppet plays, and make puppets to produce an event with a sound message to the community. Not only do they acquire new skills, experience in events organization, and artistic proficiency, but they also become recognized as visible community activists contributing to its welfare.

One example of a theme day event is the event that was held in Beni Suef at the remote village of Kombosh on April 3, 2004. The event addressed an environmental issue – Nile pollution and water contamination – and criticized the people’s habits of polluting the water. The event was held at Kombosh cultural centre, which included a small simple stage that was set with a long drape for the puppet show, and backdrops prepared and painted by one of the facilitators. The beneficiaries had made their own puppets according to the characters of their written story, and had prepared the performance which was comprised of a puppet show, *Miss Samira*, written by beneficiaries for the event; *The Clean Village* show, from the NH Program; *The Court* from the NV Program; two poem recitals; and a public speech regarding the issue at the end of the event.



The puppet show, *Miss Samira*, performed by seven girls and one boy, is briefly about a young girl Samia, who encounters her teacher, Miss Samira, on her way to school, and complains to her about a friend who drinks unclean water from the pond. Then they meet Samia’s friend on the way, and the teacher tries to advise her not to drink unclean water as well as advises them to try to eliminate bad habits against the environment. On their way they watch as people do other bad habits such as cleaning animals in the canals, throwing garbage in the canal, baking bread inside the house and polluting the environment. At the end, Samia’s friend dies as she gets stuck by a serpent while drinking from the dirty pond.

A simple melodrama which also includes comic scenes and comic behavior from the characters of the play was performed. All through the play the audience, comprised of beneficiaries, parents, NGO members, CEDPA staff and consultants, was continuously laughing. At the end, when the girl dies and her mother blames herself for not advising her against that habit, a big applause was heard.

Not only was the event entertaining for the audience, the performers and the organizers, but it also provided the organizers and performers with the rich experience of learning, working, and having fun. The enthusiasm of the team group was very obvious. The children were all over the place obviously very excited, as were the facilitators. Before the show had started, everyone was helping to make things ready for the show, moving furniture, adjusting scenery and so on. The team spirit was very strong. The children performed the puppet show as well as all the other elements with great enthusiasm and spontaneity, obviously learning a lot in



the process. Their message of environmental awareness was equally well-delivered, and the audience was very responsive. Everyone participated fully and it was a sound and enjoyable learning experience for all those involved. The facilitators worked with persistent energy to train the children and to organize the whole event. Parents were elated that their children could produce so much and perform so well.

Generally speaking, in all theme day events held, the challenges and obstacles that the team encounters during the preparation period provide learning tools on what not to do next time and the inspiration is just that; occasions when everything comes together in perfect timing. Both are good experiences for the children and the facilitators, demonstrating how important good teamwork is and how important enthusiasm for one's work is. The program has been a great success because in all the theme days held, the participants have learned, in an enjoyable way, useful skills that they can use over and over again and that they can teach to others.

## **Leadership Camps**

### ***History and Background***

Recognizing the remarkable results achieved by CEDPA's New Horizons and New Visions facilitators, CEDPA, in collaboration with the Ministry of Youth, decided to organize Leadership Camps. The camps were intended to reward facilitators from different governorates of Egypt for their work as well as to further enhance their skills and provide them with incentives to carry on their community service and volunteer work.

The idea first emerged when facilitators asked CEDPA to organize trips and/or entertaining programs. The idea was crystallized after several meetings with the Minister of Youth, H.E. Dr. Aly El-Din Helal, who presented the concept of leadership camps that aim at developing cadres of young leaders capable of building, developing and serving their local societies, in a program that combines entertainment as well as learning. Hence, the Leadership Camps offer cultural and intellectual knowledge, free discussions and debates, workshops, trips and outings, and cultural entertainment programs. They are designed to enhance facilitators' leadership skills and set a camp model as a nucleus for other camps to be organized by the facilitators.

The first leadership camp was organized on December 23-30, 2003 at the Institute for Research and Family Planning (ITRFP) in Alexandria, attended by 46 facilitators from four governorates. During the first half of 2004, two other camps followed at the same venue. The camps were organized by CEDPA in cooperation with the Ministry of Youth under the auspices of the Minister of Youth.

### ***Program Objectives and Methodology***

The Leadership Camp Program's main objectives were to:

- Enrich youth with leading managerial and voluntary skills;
- Conduct research, using teamwork, on four main issues for discussion with prominent Egyptian leaders and scholars;
- Develop participants' skills of discussing and dialoguing with some public figures;
- Organize and evaluate cultural and entertainment events/nights in the participating governorates;

- Plan for short-term projects of two-months' duration for each governorate to offer voluntary services to the society; and
- Provide a "camp module" to be implemented by the facilitators.

Similar to the previous programs, the program is also comprised of three phases:

**Phase One: A one-week residential program.**

The program for the seven-day Leadership Camp included sports, workshops, cultural trips, outings, and discussion sessions with public speakers, group presentations, and national nights. The workshops tackled issues that the facilitators had chosen in the pre-camp preparations. These issues covered social, political, economic, psychological, media, and health topics. During the camp, participants put together short-term plans to be implemented in their governorates during the following two months. At the closing ceremony, participants received certificates of appreciation from the Ministry of Youth and CEDPA.

**Phase Two: Implementation of community projects.**

Upon returning home, the participants implemented their project plans, mobilizing available resources and handling all challenges to implement their plans. CEDPA staff conducted field visits to implementing governorates to monitor the implementation phase.

**Phase Three: Follow-up camp.**

Participants in the first camp attended a follow-up camp for presentation and evaluation. The follow-up camps were all sponsored by the Ministry of Youth and were hosted at the Egyptian resort of Sharm El Sheikh, hosted at Sharm El Sheikh International Youth Centre. The follow-up camp included sessions for presentation on implemented projects, evaluation and SWOT analysis, and a full entertainment program prepared by CEDPA staff and the Ministry of Youth. The follow-up camps also included an interview with the Minister of Youth. He recognized their success in implementing their projects and answered their questions regarding various community issues.

CEDPA has organized three Leadership Camps, held in December 2003, March 2004, and May 2004. Participants from nine governorates participated in the camps.

***Individual and Community-level Outcomes***

The Leadership Camps Program was successful in engaging community participation at multiple levels: at the national level with the Ministry of Youth; at the governorate level with local officials and local NGOs that provided support for the community projects; and at the community level with colleague facilitators, parents, and beneficiaries of CEDPA's New Horizons and New Visions Programs, who also participated and assisted in the implementation of the projects. The format of the camps contributed to these outcomes, since it engaged participants in the camp organization and in the decision making, provided an atmosphere for free speech and opinion sharing, and it promoted group work and cultural tolerance.

The benchmarks achieved from December 2003 to June 2004 were:

- 13 NGOs participated in the camp.
- 136 male & female facilitators participated in the camp.
- 9 governorates participated in the camp.
- 17 community service projects were implemented.

- 3 camps were organized.

### *Focus on Leadership Camps*

#### *KNOWLEDGE NURTURES THE SOUL*

Over seven days, 48 participants from four governorates (12 from each governorate) meet, mingle and function together under a tailor-made schedule that provides opportunities to acquire new skills and leadership qualities. They form groups and working teams, attend workshops on various topics of discussion, make their own presentations on these topics, meet with prominent speakers, go on sightseeing tours, and learn about each governorate by organizing a combined national night. Individual differences – gender, religious, territorial – become blurred amidst the functional program that they go through, and in the process they get to learn to express their opinions freely and to accept each other’s differences.



On the eve of the camp, participants arrive at the venue – the Institute for Training and Research for Family Planning in Alexandria – full of high hopes, expectations, and aspirations. Although many come from remote villages and don’t know fellow participants, even those from the same governorate, they all have one thing in common: their eyes gleam with a certain spark in anticipation of the new skills they’ll acquire at the camp.



Nonetheless, on the last day of the camp, despite the tears of departure, that same spark is still glowing and shining; this time as a result of the new skills they’ve acquired; the love and respect they reap for each other; and the beautiful memories they gain, which will remain with them for life.



## VOICES FROM THE LEADERSHIP CAMPS



Abdel-Bassit had strongly opposed the FGM Abandonment Program when he first arrived at the camp. On his last day at the camp he said, *“I have learned to express my opinion freely, to listen to others, and to accept different opinions as long as they are backed with scientific evidence.”*

Abdel-Bassit, North Sinai



“The schedule is rich, educational and entertaining; I had a lovely time to the extent that I forgot to call and check on my family back home.”

Nagwa, Aswan



“It’s the first time for me to mingle with the opposite sex, interact and work with them; it has been a rich experience.”

Seham, Minya.

Despite the emotional departures expressed here, the program continues and participants meet again after a period of two months in a three-day workshop.

The second workshop is intended for participants to present and evaluate their achievements concerning short-term plans that they had put together at the "future-planning" session to serve their respective communities. These are community service projects that the participants implement under the supervision of the CEDPA staff. Some of these projects include; planting trees in a specified area, helping women obtain their national identification cards, and teaching women and youth the basics of mathematics, reading/writing, computer skills, sports, and music.

The first leadership camp took place in December 2003. Today the participants from the governorates of Sohag, Qena, Ismailia, and Beni Suef have successfully implemented their community service plans. One team conducted a forestation plan in the village of Al Kola in the governorate of Sohag. They successfully planted 100 trees as well and overcame the many obstacles they faced in implementing their plan. Initially, a team of 45 members was formed. This team was comprised 12 leadership camp participants and 33 students from the NV Program. They managed to secure free planting tools, foliage, and permission from the community service office in Sohag governorate. They also successfully secured free transportation to the plantation site – 25 km away from their villages. When the planting time came, their biggest challenge was

to provide free meals for the volunteer team members who had to plant the trees from 9 am to 3 pm over four days. Through their volunteer efforts they prepared 45 meals. One of the participants provided the sandwiches. The juice was provided through a donation of Pepsi, which was sold and converted into more transportable juice cartons. These organizational abilities and confidence are the result of the skills gained at the camp.

### ***Focus on: House to House for Literacy***



Leadership Camp workshops are designed to build leadership skills among young women and men in an environment of sharing and learning. Forty-eight participants from four governorates worked together under a tailor-made schedule providing opportunities to acquire leadership skills.

Sabah Attia from the governorate of Ismailia participated in the first Leadership Camp held in December 2003. Working with peers from the governorates of Sohag, Qena, Ismailia and Beni Suef, she developed a community service plan to teach women and girls the basics of reading and writing. Upon her return to her community, she organized reading classes in her home three times a week for girls and women from 10 to 35 years of age. She implemented her plan by going house to house to recruit class members. Now, 21 women and girls in her community can read and write their names, read numbers and perform simple mathematical equations.

### ***Overall Assessment of the Leadership Camps***

#### ***Achievements***

CEDPA's Leadership Camps have motivated and inspired male and female facilitators to implement community service projects in their home communities. Plans for these projects were formulated during the Leadership Camps, where these young leaders were given a chance to openly debate important social issues with each other and with prominent public figures. During their time at camp, young men and women further discovered their potential through decision making and leadership exercises that empowered them to become more effective advocates in their home communities.

#### ***Challenges and Obstacles***

The major challenges to the Leadership Camps were logistical. First, it was difficult to find a venue capable of hosting 50 participants with adequate housing for both males and females. Second, it was a challenge for camp organizers to find prominent public speakers willing to attend camp sessions. Third, it was a challenge to help the young leaders plan for community activities to take place in their home communities after the camps, since these activities were completely reliant on their volunteer time and dependent on local resources.

#### ***Strengths***

CEDPA launched its Leadership Camp activities with widespread support from its NGO partners and families of facilitators, and with direct support from the Minister of Youth. With this support

CEDPA arranged for a non-traditional meeting of both male and female facilitators, which allowed a free and open dialogue during the camps.

#### *Weakness*

Some conservative youth were uncomfortable with the culture of openness and frank discussion that took place between the male and female facilitators. Usually their discomfort was most evident at the beginning of the camps and dissipated as the camp progressed and they become more comfortable.

#### *Future Directions/CEDPA Legacy*

The Leadership Camps have had a powerful effect, since they build on all of CEDPA's programs from the past 10 years. The participants of the camps were selected carefully based on their outstanding volunteer contribution to their communities through the CEDPA programs. Their participation in the Leadership Camps has sharpened their skills. The design of the activity engaged participants in the camp organization and in the decision making. The camps also provided an atmosphere for free speech and opinion sharing as well as promoting group work and cultural tolerance. The plans they have developed managed to engage community members with colleague facilitators, parents, and beneficiaries of CEDPA's NV and NH.

The enthusiastic and capable young women and men that have demonstrated the sincere will to serve their communities as volunteers are a great asset that CEDPA leaves behind knowing that they will continue because they have experienced the success of their efforts.

The 13 NGOs that participated in the Leadership Camps, represented by 136 males and females from nine governorates, continue to work to champion change in their local communities.

## **Girls' Life Skills**

*Objective 4: To improve the life skills, self-confidence, and health awareness of girls and young women*

### **New Horizons**

#### ***History and Background***

New Horizons is a non-formal education program designed to demystify and communicate essential information in the areas of basic life skills and reproductive health for girls and young women between the ages of 9-20 in rural and urban settings. The information is delivered by peer educators through a series of simple easy-to-use educational materials that employ posters, songs, drama, and discussions in transmitting messages that are of interest to girls and young women. An important aspect of the program was determining an effective and consistent method to train peer educators who would in turn provide training to other girls in different communities. The development of the curriculum and the training of peer educators are described in detail here.

New Horizons is based on CEDPA's previous work with adolescent girls in Asia, Latin America and sub-Saharan Africa, where NGO partners had implemented "Choose a Future!", a non-formal education program designed to increase girls' self-esteem and confidence and help them acquire basic life skills. This work inspired the initial efforts of the Partnership Project for Girls and Young Women.

The rationale behind the development of the program in Egypt was to develop a culturally sensitive curriculum that would be tailored to the needs of girls and young women in Egypt using "Choose a Future!" only as a reference. Having a curriculum with a specific Egyptian focus would also strengthen the sense of community ownership of the program.

The program was elaborated in a series of six workshops that took place over 18 months beginning in the fall of 1995. The main objective of the workshops was to develop a training program that would meet the needs of rural girls and strengthen the capacities of NGO staff to deliver such a program. Two international consultants, experts in curricula development and educational research, were hired by CEDPA/Cairo to facilitate the development of the program.

The first step in the process was to identify the most competent NGOs to develop the materials. Initially, the Institute for Training and Research in Family Planning (ITRFP) and the Coptic Evangelical Organization for Social Services (CEOSS) were enlisted to work on developing the Egyptian curriculum. Nine local NGOs representing five governorates were later added to the team in order to ensure that the curriculum was representative of the entire project zone.

#### ***Program Objectives, Strategy, and Methodology***

The New Horizons Program is implemented by CEDPA-trained facilitators. These facilitators are selected based on interest, communication skills, availability, and commitment. Before the facilitator training begins, CEDPA works with the selected implementing NGO to nominate young women to be interviewed by CEDPA staff. The nominated facilitators are usually staff or volunteers of the implementing NGO. CEDPA staff members then go into the field to interview

and select the most capable of the nominated facilitators. These women are then informed of their selection and invited to the first training round. The facilitators are expected to open one class each, consisting of 20-25 beneficiaries and deliver the material trained in each workshop to the beneficiaries during a certain period of time. Once facilitators complete a full training round and program implementation, they are given certification as a CEDPA New Horizons Facilitator. Those whose performance is unsatisfactory are not offered certification by CEDPA. The vast majority of facilitators who are given certification are encouraged by CEDPA to continue to open classes and are allowed to keep their New Horizons Kit materials as long as they continue to open classes.

The training methodology for the New Horizons Program consists of one gender module and three modules of skills training. In addition, there are three monitoring visits that occur during the program cycle and a culminating graduation ceremony.

#### *Gender Training:*

The gender training is typically delivered before the first round of the skills training to sensitize the participants to gender issues. Gender training takes place over a three-day period. The training topics include: distinguishing between gender and sex, gender roles, strategic and practical needs of women, division of work, and access and control over resources. It also highlights the gender gap in terms of education, politics, and law. Violence against women and women's image in the media are additional topics presented in the training.

#### *First Training Round:*

The first round of New Horizons skills training for the facilitators requires five or six days, depending on the background of the group. The first two days are dedicated to training facilitators in four critical skills: communication, facilitation, leadership and volunteerism. The remaining three days of the training cover the following topics: the development of female identity, women's rights, nutrition, health, and first aid. Following the presentations the trainees incorporate the ideas discussed in one of the sessions in role-playing exercises.

After the first round of training, facilitators return to their communities where they have three months to implement the material covered in the first training round by training the material to local beneficiaries. This typically requires 35 sessions. During the implementation period a monitoring visit is undertaken by CEDPA staff to evaluate the performance of the facilitators as well as the implementing CDAs. The monitoring visit is usually in the middle of the implementation period (a month and half after the first round of training).

#### *Second Training Round for Peer Facilitators:*

The second round of the New Horizons training takes five days. Two days are dedicated to providing background information to the facilitators on the following topics: child rights and psychology, environment and small projects. The last three days are again devoted to incorporating the themes discussed in role playing sessions.

Following training, peer facilitators are again given three months to implement the 36 sessions of the second unit. During the implementation period CEDPA staff again visit the facilitators to evaluate their performance and provide any technical assistance to them or the implementing

CDAs that may be required. The monitoring visit usually takes place during the middle of the implementation period (a month and half after the second training round).

*Third Training Round:*

The third round of training for peer facilitators takes five days. A gynecologist is recruited to provide technical and scientific information about a range of reproductive health issues. The remaining three days of the training are dedicated to role playing. As in the other training rounds, each facilitator must utilize information presented in one of the previous sessions. Topics include: adolescence, violence against women, marriage, pregnancy, family planning, and sexually transmitted diseases.

Facilitators have another three-month period after their training to implement the information covered in the third round (31 sessions). During the implementation period a monitoring visit is undertaken by CEDPA to evaluate the performance of the facilitators and the implementing CDAs. Technical assistance is provided if needed. The monitoring visit is usually in the middle of the implementation period (a month and half after the training round).

*Graduation Ceremony:*

At the end of the ten-month program, a graduation ceremony is organized by CEDPA and the implementing CDAs in their local communities to celebrate facilitators who implemented the project in communities over three training rounds. In addition, beneficiaries who attended at least 75 percent of the program sessions are rewarded with hygiene kits. During the ceremony, certificates are awarded to the facilitators and NGOs that attest that they are qualified New Horizons Program facilitators.

*Scope of the New Horizons Program for Girls and Young Women:*

The manual covers 102 carefully designed and structured sessions that introduce and explore each topic, asks questions to determine what the participants know and do not know, reinforces correct information and corrects wrong information. The program is presented in the form of a kit that includes 67 colorfully illustrated posters, two instructor's manuals, and 3 audio-tapes with songs, poetry, drama, and educational pieces.

Areas addressed in the program are:

-Basic Life Skills: Feminine Identity, Rights and Responsibilities of Men and Women, Nutrition, Health, First Aid, Child Development and Rights of Children, the Environment, and Small Business Projects.

-Reproductive Health: Adolescence, Violence against Women, Marriage, Pregnancy and Delivery, Family Planning, Sexually Transmitted and Dangerous Diseases.

Each one of the 102 hour-long sessions covers one subject area and is delivered using a simple approach:

- Introduction of session topics through a song, story, drama or related activity;
- Review of the group's knowledge level and experience with the topic;

- Discussion, usually organized around key points displayed on a poster, song or taped drama;
- Engaging in an activity relevant to the topic;
- Wrap-up assessment to verify correct assimilation of the main messages; and
- Follow-up activity to be carried out in class or at home.

The pedagogical method and program activities are especially attractive for illiterate girls who have no educational opportunities because they do not read. The program is learner-centered and uses drama, songs and posters to stimulate the hour-long discussions.

CEDPA' choice to target out-of-school girls in rural communities influenced its decision to implement the New Horizons Program in conjunction with local NGOs in the communities. Given the sensitive nature of the curriculum it was believed that engaging these trusted local organizations would encourage program acceptance.

Six years after being launched, the New Horizons Program continues to be implemented by Egyptian NGOs in local facilities by locally recruited facilitators who deliver the curriculum to young women recruited within the community. While minor variations exist, the New Horizons Program is primarily held on association premises, although in some instances the venue has been private homes, schools, youth centers or other public places. Sustainability was a prime concern from the outset, and is reflected in both program development and implementation strategies. In terms of implementation, CEDPA has intentionally and gradually transferred responsibility for all aspects of the program to the local NGO community. The participatory development of the program ensured community ownership. The description of the implementation process below illustrates how this occurred.

The majority of New Horizons implementing organizations are classified as community development associations (CDAs). These are village-level organizations that are registered as NGOs with the Ministry of Insurance and Social Affairs. The majority are small organizations working under the umbrella of a larger CDA that cover one or more villages and rely primarily on volunteer staff. These larger organizations typically have professional staff and broader geographic and programmatic coverage than the CDAs. CEDPA staff maintained responsibility for training facilitators and providing technical assistance to NGOs for program implementation and monitoring.

### ***Partnership with NCCM***

A more recent development that provides another dimension to the implementation of the New Horizons, and the parallel program for boys, New Visions, is the piloting of the two curricula in the secondary schools using teachers as facilitators. At the request of the National Council for Childhood and Motherhood, CEDPA is collaborating with the Ministry of Education in 20 schools in nine governorates to add the curricula to the activity period at the end of the school day. If successful, this will provide an important new venue for implementation, with potential to reach all secondary school students in Egypt. Facilitator training had to be redesigned, as the facilitators were trained teachers rather than young secondary school graduates with little or no work experience who were the facilitators for the out-of-school programs. The challenge this has presented is how to teach learner-centered facilitation skills to teachers who employ a more traditional, rote system of learning.

### ***Partnership Network***

The Partnership Network includes all organizations that use the New Horizons Program. National and regional meetings are held annually to review any implementation issues that have arisen, identify training needs and exchange experiences. The meetings provide a vehicle for assisting NGOs in identifying areas of collaboration, as well as providing feedback to CEDPA on new areas and topics to explore. All Network members are eligible to participate in CEDPA-sponsored training activities to strengthen their development capabilities.

### ***Capacity Building***

CEDPA found that many Network partners needed assistance in transitioning from small welfare/charity-oriented organizations to community development organizations that are capable of managing larger-scale activities. CEDPA created a practical training program to address the partner NGOs' capacities to plan, design, implement, advocate, monitor and evaluate development activities.

Additional topics include strategic planning, program design, proposal writing, technical report writing, fundraising, financial management, training of trainers/advanced training of trainers and advocacy. Each training event has a practical component linked to actual outputs and the monitoring of those outputs. Advocacy training participants, for example, learn theory and skills, identify specific advocacy activities, plan and implement the activities, and report on the results.

### ***Regional Trainers***

Increasing the availability of competent trainers of trainers to handle the growing number of new implementing organizations was central to the scale-up strategy. Prior to scale up, CEDPA staff had trained all facilitators. As outstanding facilitators and CDA staff members who managed the program were identified, CEDPA recruited them as regional trainers who would progressively assume the responsibility of training the facilitators. The regional trainers participated in training of trainers (TOT) and advanced TOT courses and gained practical experience through a team teaching/mentoring approach prior to receiving their New Horizons Trainer qualifications. As staff members of partner NGOs, their impact is multiple. They contribute not only to the sustainability of the New Horizons Program within communities but also to their own organization's ability to implement other development programs.

### ***Regional Implementing Partners***

In order to manage the increasing number of NGOs implementing the New Horizons Program, CEDPA identified six strong NGO Partners that had been implementing the program at very high standards. Grants and technical assistance were provided to them to identify new NGOs, select groups of facilitators to be trained, and assist in implementing monitoring and results reporting of new local NGOs. The actual training has remained the responsibility of the regional trainers employed by CEDPA, not the regional partners, because not all of the six had a sufficient number of qualified trainers available. Ultimately, each of the fledgling NGOs will have developed the capacity to independently carry out the full range of services needed to continue the expansion of the New Horizons Program.

### ***Mid-term Evaluation – July 1997***

The mid-term evaluation of the New Horizons (NH) Program looked at program outcomes in Cairo and Minya. At the time, NH was preparing for dissemination to a wider audience. An independent team of consultants held focus group discussions with various program participants and conducted a document review. The findings looked at program effects on female beneficiaries as well as the participating NGOs.

The evaluation noted many “radical indices of change” for girls participating in the NH Program, including greater self-confidence, increased freedom of movement, and greater determination to be involved in family and community decision-making. Beneficiaries now felt they were in a stronger position to argue their views and “win battles” against customs and traditions, since they had become less inhibited about voicing their questions and opinions even on sensitive issues such as reproductive health. Attending NH classes also gave them greater freedom of movement. Whereas previously they had no place to go outside their family compounds and villages, they could now come and go to class and participate in fieldtrips. This was a first for many who had never left their village before. Beneficiaries also became convinced of the importance of education and work, and some even started their own income-generating projects.

Families also benefited indirectly as girls shared information on personal hygiene and sanitation with them. Girls reported improved relationships with their mothers, and these relationships were now characterized by respect and more open discussion. The program’s low absentee rate reflected the success of the program in meeting the participants’ needs. Active family involvement in meetings and the families’ willingness to pay nominal fees for additional activities when necessary confirmed its success within the community.

While not the primary program intent, the evaluation also found that the program had a great effect on the seven NGOs that participated in its development. The process of elaborating appropriate materials for the program was itself a learning experience and resulted in substantial institutional development. NGOs were involved in administering questionnaires, pilot testing the curriculum, developing topic units, training master trainers and monitoring the first administration of program.

Finally, based on the focus groups and documents reviewed, the evaluation team concluded that the program appears to have contributed significantly to improving the status of girls and young women in many rural communities. Program participants were stimulated to identify and debate critical issues facing rural girls in Egypt today, and this process mobilized leaders to work towards improving girls' education and health.

### ***Impact Study – September 2002***

The second NH Program impact study was conducted in Alexandria, Beni Suef and Qena governorates where the NH Program had been implemented during 1997-1998. This study was funded under CEDPA’s Enabling Change for Women’s Reproductive Health (ENABLE) project, funded by USAID. Although this study was originally planned to be a population-based survey, it was not possible to obtain the necessary approvals. Consequently, the study was qualitative in nature, based on 21 focus group discussions with unmarried and married beneficiaries and non-beneficiaries who were unmarried and married as well as 54 in-depth interviews with the beneficiaries’ parents and male siblings, NH facilitators, and key community leaders. Non-

beneficiaries served as a “control group” and provided a point of comparison from which to measure the program’s effectiveness in changing knowledge, attitudes, and behaviors.

The impact study revealed a number of important findings. When compared to non-participants:

- Beneficiaries and their families had more positive attitudes and behaviors toward the education, health and status of girls and women as well as girls’ life options;
- Girls and young women who participated in the program demonstrated greater self-confidence, and improved communication with parents, family members and other community members;
- Beneficiaries had a better understanding of reproductive health (RH) issues and a greater determination to share in RH decisions like family planning with partners than non-beneficiaries. The RH knowledge gained not only removed communication barriers, but also contributed to greater self-awareness and confidence.
- Beneficiaries felt that they had a right to share in decision-making, especially in family issues such as the selection of husbands, the number of children, the intended use of family planning methods and other matters.
- Most parents of beneficiaries gained confidence in their daughters' abilities to properly manage situations and began to encourage them to make independent decisions.
- Beneficiaries were granted greater freedom of movement, which was previously uncommon in most communities.
- Participants demonstrated greater awareness of the importance of education, gender equity and combating violence against women.

Beneficiaries' comprehensive understanding of the importance of education was reflected in improved school performance for in-school girls and re-enrollment for some dropouts. Parents, noticing the changes in their daughters, realized the important role of education in girls’ lives and began to participate more actively in their daughters' education. The NH Program also provided beneficiaries with an opportunity to rethink their social roles and to discuss the issue of discrimination within their families for the first time in their lives. Beneficiaries, unlike the control groups, felt that girls and boys should have equal opportunities, and they intended to raise their children, boys and girls, equally. Moreover, it was the first time that beneficiaries received reliable information about the effects of female genital mutilation (FGM). Apparently, beliefs concerning this practice are very difficult to change. Even among beneficiaries opposed to FGM, a large proportion reported they still intended to circumcise their daughters due to community and family pressure. However, all of the program facilitators were adamant in their desire to abolish FGM and insisted they would not allow their daughters to be circumcised.

The knowledge and skills that girls and young women gained through their participation in NH have contributed to changes in the way they see themselves and their priorities. It has also changed the way their parents and communities perceive them. Community members began to see girls who had participated in the NH Program as role models within their community. They found the girls to be more mature, have better communication skills, profess knowledgeable and valuable opinions, and demonstrate a range of other skills that they could use to benefit the

community. Parents began to realize that their daughters had capabilities beyond those associated with marriage.

## **Focus on New Horizons as the Catalyst for Leadership Development**

### **A Leader Is Born**



**Ghania Ewida Ahmad**  
**Chairperson of Association of Women**  
*Qena Governorate, Egypt*

*“I have made life-altering changes to myself, my family, my siblings, my beneficiaries and most importantly to my community. CEDPA is the best thing that ever happened to me.”*

Ghania Ewida Ahmad, 23, from Qena Governorate is an outstanding example of CEDPA’s success in creating a cadre of young leaders. Just a few years ago, the tiny, slim, oldest of eight children was shy, introverted and soft-spoken. Her mother, a housewife, and her father, a laborer, obliged her to stay home upon her completion of a Technical High School diploma. She was unable to convince her father to allow her to seek a university education.

With the introduction of the New Horizons Program in Qena Governorate, Ghania convinced her father to allow her to join the non-formal education class. Ghania successfully completed New Horizons (NH), became a facilitator for New Horizons and New Visions (NV), and completed several of CEDPA’s leadership building programs. Today, she is the chairperson of the Association of Women, a local NGO that addresses illiteracy, gender and civic awareness. She is also an active member of a political party; a social activist and an avid volunteer adopting and implementing community service projects.

### **Focus on New Horizons Beneficiary: Heba Said Abdel Samiegh, Age 16**

Heba is the oldest child and only girl in a family of four children. Because of social constraints and expectations in her family and community, she did not fully appreciate the value of an education. Consequently, she performed poorly in school and dropped out. Heba joined the New Horizons Program and has since seen it open a world of opportunities for herself, her family and friends. Since participating in the New Horizons classes, she has gained an understanding and passion for such issues as women’s equality, reproductive health care, female circumcision, domestic violence, literacy for all and political participation.

Not only has Heba empowered herself, she has also convinced her mother to attend literacy classes. Although her mother’s reasons for joining the literacy classes are simple, “I will be able to read letters, sign papers and help my children study,” Heba’s intentions are broader. She is

convinced that the relationship between her parents will improve once her mother is exposed to education.

### ***Overall Assessment of the New Horizons Program***

#### *Achievements*

The New Horizons Program has been the largest and possibly the most successful program that CEDPA/Egypt has developed and managed. It has made a significant contribution to the lives of thousands of Egyptian girls and their families. A secondary benefit of the New Horizons Program relates to the program facilitators who were trained. Their skills in the area of training, management and advocacy will have an effect on community development throughout Egypt in future years. Many of the most successful activists in our FGM Abandonment Program were former facilitators in the New Horizons Program. In many communities, New Horizons facilitators forged a relationship between the participating NGO and key social and religious leaders and created a broader sense of volunteerism within the community. Of particular significance are the multiple levels at which the New Horizons Program has empowered individual women and their communities.

#### *Strengths*

New Horizons can point to a number of important strengths. Key among them are the following three: (1) The program has reached 21 governorates and established a nationwide network of implementing NGOs; (2) The program has met the non-formal education needs of tens of thousands of young Egyptian women, especially the underserved; and (3) The participatory development of the program made it highly acceptable to recipient communities, and it has often been successful in engaging the support of key community leaders.

#### *Challenges*

During its expansion, New Horizons experienced a number of challenges. One of the most difficult obstacles for the program was the initial skepticism by community members, especially parents, about the content and intentions of the program. In the earliest phase of the program, many parents saw New Horizons as a foreign program that was attempting to change the social and religious values of Egypt. The problem was accentuated by the fact that CEDPA never formally developed introductory procedures and materials for the community. Often, recently trained facilitators were left to introduce the program to community members who scrutinized its goals and content. For many facilitators the best way to quell the fears of the parents and community leaders was to invite them to attend classes.

The greatest amount of controversy arose over the reproductive health sessions. Parents were given the choice as to whether their child would attend these sessions. Actually, most parents allowed their children to attend, but in some cases, they asked to attend the classes themselves. This created a potential problem for the facilitators. Few adolescent girls feel comfortable learning and asking questions about reproductive health issues in the presence of their parents. This was to be resolved through the creation of a Parents Program that would provide a life skills, reproductive health, and gender program appropriate to parents. Unfortunately, this program was cancelled when this grant period was shortened by two years. CEDPA hopes to develop this program in the coming phase of its work in Egypt.

A second challenge arose due to CEDPA's insistence on programmatic sustainability and unwillingness to provide financial incentives for those who were trained as facilitators for New Horizons. In some cases, CEDPA-trained facilitators left New Horizons and joined other non-formal education programs that were willing to pay their facilitators. CEDPA also experienced facilitator dropout when trainers married or became gainfully employed during program implementation. At times this meant that the program was terminated until a replacement could be found. It also represented a loss for the program in terms of the financial resources invested in training.

A third challenge experienced was an imbalance between the number of facilitators trained and the number of young women who wanted to participate in the program. At times, CEDPA experienced an over-supply of facilitators. At other times, there were not enough facilitators to meet the demand for the program. This problem was often resolved by one or two facilitators offering to train more than one class at one time.

Despite the inherent flexibility in identifying training sites for the New Horizons classes, several implementing NGOs mentioned that at times they experienced difficulty finding an appropriate place to offer the program.

### *Lessons Learned*

Over the years, CEDPA learned some important lessons about implementing youth programs at the community level. One of the most important components of program success is the capacity of the local NGO and its understanding of the program. CEDPA found that writing a memorandum of understanding with the local partner was critical to assuring that the local partner fully understood the responsibilities of the program. Transferring responsibilities to and ultimately relying on a local NGO to take over implementation of the program meant that CEDPA needed to carefully assess the capacities of the NGO to meet its responsibilities before selecting it as a partner. Often this required training in areas in which the NGO was weak. CEDPA also found that it was necessary to assess and then monitor the relationship between the NGO and the community to ensure the success of the program.

### *Future Directions/CEDPA Legacy*

The implementation of New Horizons Program started in three governorates in Upper Egypt in 1997 on a demand driven basis. Two years later the demand for the program increased. CEDPA responded by providing TOT to New Horizons facilitators, which resulted in well-trained regional trainers, thus enabling CEDPA to expand in 21 governorates in Upper and Lower Egypt. The outstanding performance of the trainers encouraged the NGOs to hire them as main staff, which helped in sustaining the program and increasing the sense of ownership of the New Horizons Program.

CEDPA also provided capacity building to six of its partners who then became regional partners to CEDPA. Creating six regional partners enabled CEDPA to expand the service to reach the smallest hamlets in the 21 governorates, working with 365 NGOs, CDAs and youth centers.

CEDPA is leaving behind well-trained regional trainers, as well as regional partners who have experience of managing the program. In addition to the New Horizons kits, the facilitators and the CDAs are available to replicate the New Horizons classes.

## **Female Genital Mutilation Abandonment Program (FGMAP)**

### ***History and Background***

Since 1998 CEDPA has been working to reduce Female Genital Mutilation (FGM) in Egypt. During this time, CEDPA has been a significant partner to the anti-FGM movement by spearheading the Positive Deviance Approach. Pioneered by Save the Children/ US in its nutrition work in Vietnam, the Positive Deviance Approach (PDA) focuses on individuals who have deviated from an existing norm, resulting in a positive social and/or health outcome. CEDPA adopted this approach to promote FGM abandonment in Egypt. In this context, Positive Deviants are those individuals who have decided against the practice of FGM despite the fact that the majority of parents around them circumcise their daughters. The mobilization of these Positive Deviants (PDs) and their solutions of personally preventing the practice of FGM is the cornerstone of our FGM Abandonment Program (FGMAP).

In earlier phases, CEDPA worked in three governorates in Egypt: Giza, Beni Suef, and Minya. At this time, CEDPA provided training and supervision directly to our implementing partners. This early phase showed that the identification and mobilization of Positive Deviants could be an effective strategy against FGM. The program broke the long silence surrounding FGM and convinced many people that FGM is a harmful and unnecessary traditional practice. CEDPA and its partners learned that it is most effective to have a period of public awareness about the issue of FGM followed by a period in which the families with young girls are approached directly by the PDs. CEDPA found that 72 percent of the families visited by the PDs said that they did not have the intention to practice FGM. This declaration was, in itself, a breakthrough in a country where more than 97 percent of all married women are circumcised.

With these positive results, CEDPA prepared for a systematic scaling up of the program. From August 2002 to June 2003, CEPDA worked to develop a program design, implementation plan, training materials, and FGM Kit that could be used as a package program. In this revised program model, the successful Positive Deviance technique was complemented by solid program implementation and monitoring and evaluation methodologies. CEDPA/Egypt staff saw the need to revise our earlier reliance on the PDA and integrate techniques for social mobilization and change. Accordingly, we changed the name of the program from the PD Approach to the FGM Abandonment Program. This new program encapsulates our learning from earlier phases with a strengthened emphasis on empowerment and evaluation methodologies.

### ***Program Objectives, Strategy, and Methodology***

The goal of the FGM Abandonment Program is to decrease the incidence of FGM in Egypt. This goal is accomplished through six primary objectives:

- To increase knowledge of community members of dangers of FGM and empower these individuals to be advocates for eradicating the practice;
- To increase the number of leaders who speak out against FGM in their communities;
- To increase the number of Local NGOs implementing the FGMAP through training and support by Partner NGOs;
- To increase community mobilization activities related to FGM eradication;
- To increase the number of girls saved from FGM; and
- To establish FGM-free communities.

## ***Program Design***

In the current phase of the project, CEDPA has been working with three Partner NGOs in three governorates in Egypt. USAID/Egypt's funding has supported our work with two Partner NGOs—Family and Environment Development Association (FEDA) in Qena and CARITAS in Alexandria. Our work with our third Partner NGO, Assiut Community Development Association (ACDA) in Assiut was in collaboration and with funding from UNICEF Egypt. Each Partner NGO has provided training workshops and implementation guidance and supervision to four local NGOs in each of the three governorates. Staff at these organizations are providing support and monitoring of the FGMAP activities in two communities per local NGO. Using this model, the FGMAP has been in operation in 24 communities in Egypt since June 2003.

## ***Administrative Structure***

The administrative structure of the FGMAP was designed to give the three Partner NGOs (PNGOs) full administrative and supervisory responsibility for program implementation. CEDPA has been involved in supervision, analysis, and technical assistance of the program. But the day-to-day management of the program has rested primarily with the Partner NGOs. To this end, CEDPA provided a grant to support staff at the PNGO and Local NGO (LNGO) level. At each Partner NGO the grant supported a full-time Program Manager and four half-time field officers as well as other necessary administrative staff (Secretary, Accountant, Financial Manager, and office support) at less than full-time positions. A small staff at the LNGO level was also supported within the grant. Four field officers and one part-time supervisor managed the FGMAP. These individuals were hired to carry out the LNGO's responsibilities within the program.

## ***Training the FGMAP Partners***

CEDPA provided each of these Partner NGOs with a comprehensive FGMAP implementation package. This package included a Program Manual that offers step-by-step directions to FGMAP implementation, three workshop training manuals, a comprehensive monitoring and evaluation package, and an FGM IEC kit to be distributed to each local community.

In addition to these materials, CEDPA provided a training of trainers (TOT) course and program monitoring and implementation training to staff at each of the three partner NGOs. This TOT establishes each PNGO as capable of applying the FGMAP training to local implementing partners or future Partner NGOs throughout Egypt. Several outstanding trainers from FEDA and CARITAS have provided a TOT to ACDA in Assiut. This transfer of program training and implementation capacity from CEDPA to our governorate-level partners has been a major goal achieved during this phase of the program.

The FGMAP training is divided into three workshops and a three-month check-in seminar. The community mobilization phase is launched through two training workshops. The first workshop is attended by members of the local NGO staff. During this first workshop, NGO staff members are trained on the PDA, provided a solid education on FGM, and given the tools to identify Positive Deviants. For one month after the first workshop, the trained members of the local NGO conduct inquiries to identify PDs. Once several PDs are identified, they are selected to join the local NGO members at the next workshop. The second workshop, held one month after the first one, is designed to help the local NGO members and the PDs learn from the interviews conducted and work together to design a six-month community mobilization to improve

knowledge and attitudes towards FGM at the community level. The third workshop begins the Girls at Risk phase by teaching the FGM team to approach families and track girls at risk of being cut.

### ***PDA NGO Network***

Earlier plans to develop a national-level network of NGOs against FGM using the PDA were postponed when the length of the third phase grant from USAID was shortened by two years. Since our early efforts focused on launching the FGMAP and providing the necessary technical assistance to our Partner and Local NGOs, our plans to support an advocacy network did not come to fruition. Instead, the CEDPA staff focused on supporting and coordinating with existing networks such as the National Council for Childhood and Motherhood (NCCM), the International Network to Analyze, Communicate and Transform the Campaign Against FGC/FGM/FC (INTACT) and members of the former Egyptian FGM Task Force. In addition, CEDPA/Egypt staff participated in national and international conferences to share our experiences with the FGMAP and support anti-FGM advocacy efforts in Egypt as well as throughout Africa, such as the Regional Training Workshop organized by Rainbo in March 2004.

### ***Individual and Community-level Outcomes***

In order to document and assess the impact of the Female Genital Mutilation Abandonment Program's community activities phase, CEDPA conducted a study in the three governorates where the FGMAP is being implemented -- Alexandria, Assiut and Qena. Most of the study data came from project activities reports from local NGOs in all 24 communities participating in FGMAP. In these reports, the NGOs document the extent and nature of the outreach conducted during the community activities phase. The study also included focus group discussions and in-depth interviews to examine the impact of the community activities phase on key community figures and the community at large. Due to time and resource constraints, focus groups and interviews were conducted in only two communities in each governorate for a total of six communities.

Given that the three governorates have rural/urban differences, each partner NGO and its local partners implemented the FGMAP differently. Alexandria, because it is primarily urban, adhered relatively closely to the FGMAP model -- namely the primary focus was on community mobilization through group activities, with some additional individual outreach in the form of home visits and meetings with community leaders. In contrast, NGOs in Assiut and Qena recognized that the communities in which they were working were more conservative and insular. Consequently, these LNGOs decided that they needed to focus more on individual outreach, specifically home visits. Moreover, since the communities in Assiut were considered even more conservative and women were much less mobile, the LNGO teams in Assiut set up an extensive home visit plan. The differences in the mix of group versus individual outreach can be seen in Table 4 below. By far, the LNGOs in Assiut conducted the most extensive outreach, both in terms of group activities and individual outreach.

**Table 4. Community Outreach on FGM**

	Alexandria	Assiut	Qena
<b>Group Outreach</b>			
<b>Total Attendees</b>	<b>8,155</b>	<b>9,444</b>	<b>3,443</b>
<b>Total # Activities</b>	<b>213</b>	<b>243</b>	<b>101</b>
<b># seminars</b>	134	48	28
<b># meetings</b>	47	193	60
<b># other</b>	34	2	13
<b>Individual Outreach</b>			
<b>Total # people visited</b>	<b>1,689</b>	<b>6,485</b>	<b>3,146</b>

While communities varied greatly in the scope and nature of their implementation of the community activities phase in their specific areas, there were some commonalities that can be drawn from the data. All of the local NGOs drew on a combination of professionals and non-professionals as members of their core Positive Deviant teams. The teams had physicians and teachers, but they also had many homemakers and blue-collar workers, e.g. drivers, seamstresses, etc. The teams in Alexandria and Qena were also able to attract young students still in their teens. Although there was a wide range in percentage, women made up the vast majority of members on most of the teams.<sup>1</sup> Women were also the main beneficiaries of community activities; comprising about 80 percent of attendees at community activities.

As the data showed, the type of group activities was varied. Local NGOs, particularly in Alexandria and Assiut where there were a large number of activities, used a mixture of seminars, meetings and other activities to educate people about FGM. FGMAP teams were able to incorporate FGM awareness into existing activities in the community, which led to greater diversity in the nature of activities. They also held more non-traditional outreach activities to promote FGM awareness. Individual outreach created a sense of trust with the community and drew many people to community activities. Teams in all of the communities continued to find PDs throughout the six months of implementation. This was true even in difficult communities such as Abu Bakr in Alexandria, where the FGM Team had to stop group activities due to a counter-campaign from a small group of people. Many of the youth were also unexpectedly mobilized to participate in anti-FGM efforts.

At this stage it is difficult to adequately gauge the levels of success in the three governorates. However, both focus group findings and anecdotal data from field staff indicate that the major achievement in all three governorates has been the breaking of the silence around the issue of FGM. While in some areas the program provoked a backlash, there are now more people in the communities questioning the practice and many more people opposed to FGM. It was evident from the qualitative research that because of the FGMAP, FGM had become a main topic of conversation in all of the communities. Regardless of each individual's position, the majority of focus group and interview participants remarked that they were actively learning about the issue and debating it with other members of the community. Members of the FGMAP team have repeatedly stated that the six months of community activities have been instrumental in breaking the silence surrounding the issue of FGM.

One of the changes most often cited during the community activities phase has been the evolution of people speaking up, thinking for themselves and challenging the societal norms on this issue. During the initial community activities and seminars, people would be embarrassed to

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<sup>1</sup> There were one or two communities that were exceptions to this rule, most notably El-Gamalaya in Qena.

speak publicly. Slowly they started to ask questions and soon thereafter active debates were happening in the seminars, with people of all ages and both genders participating. Now it has become commonplace to hear people discussing the issues in many forums, not only in seminars and meetings specific to the topic.

Furthermore, baseline and post-intervention research repeatedly highlights the crucial role that key community leaders—especially sheikhs and physicians -- play in shaping individuals' views and ultimately decisions regarding FGM. While the position of many sheikhs has been to overtly oppose the message of the FGMAP, some physicians, even those who are well-intentioned and state that they are against FGM, are not communicating a strong enough message to the community, particularly in Alexandria and Qena. This was clearly demonstrated in the interviews conducted with the physicians in these areas. Because some physicians still say that circumcision is necessary for some rare conditions, many community members continue to think that FGM should not be completely abandoned. Several focus group participants in Alexandria and Qena even repeated this argument to justify their position.

While other physicians in these communities have actively spoken out against the practice, there had been justifiable confusion among community members as to the necessary nature of the practice. The weak message is particularly dangerous because some religious leaders continue to believe that that FGM is preferred for religious reasons. Physicians, whose knowledge levels are low, need to receive correct information and training about FGM. The confused message and the frustration that it creates were best articulated by the young female focus group participants in Alexandria. They declared that they benefited from the activities and arguments articulated by the NGO team rather than that of the community leaders such as physicians and sheiks. They argued that the latter did not have a clear argument: the sheiks argue that religion has neither forbidden it nor encouraged it, and doctors argue that it should be practiced only if it is needed. The NGO team, on the other hand, was stronger and had more conviction in their argument citing practical examples of people who suffered from the practice.

In all of the governorates where attitudes changed, most of the focus group participants had heard prominent figures that were firm in their stance against FGM. Those who still supported FGM had attended seminars with less convincing speakers. While a significant percentage of community leaders continued to support FGM, LNGOs in Assiut and Qena were able to draw on one prominent sheikh who was very persuasive. This combined with the fact that more local community leaders changed their opinions may have contributed to more favorable attitudes community-wide.

Both quantitative and qualitative findings demonstrate that ACDA and the local NGOs with which it works in the communities have had the most successful outcomes in terms of attitudinal change. This has been the result of a variety of factors. In the course of home visits, ACDA recognized that seminars in which religious leaders and physicians participate are a critical component given the great desire of people visited to hear religious and medical opinions directly from sheikhs, priests and physicians, not from the FGMAP team. As a result, ACDA made extensive efforts to educate local religious and medical community leaders and then to choose speakers that had strong convictions and were persuasive. They held special seminars for sheikhs and physicians. These seminars were effective in changing many of their opinions, or at the very least discouraging them from outwardly opposing the program. As quantitative data illustrate, while a significant portion of religious leaders continued to support FGM after the seminar, many Islamic leaders changed their minds as a result of the religious seminar directed at them. Many sheikhs declared that their interaction with other religious figures helped them learn

more about the issue from a religious perspective. The same is true of physicians. FGMAP team members' outreach to community leaders was very successful overall.

As illustrated above, FGMAP's achievements to date have been great. However, there are still many challenges that need to be faced. The message from the community leaders should be nothing short of full abandonment based on the lack of any religious or medical justification for this harmful practice.

The main focus of the community activities phase was intended to be group activities to educate the community about FGM and begin to change attitudes and behavior. While some conclusions can be drawn about people's attitudes and behavioral intentions based on approximate quantitative data and a limited number of focus groups/interviews, the outcome of this phase will only be seen in the Girls at Risk Phase in which FGMAP team members can systematically assess individual attitudes and monitor behavior.

### ***Case Study: FGM Abandonment Project***

From the first days of implementation of the FGM Abandonment Project (FGMAP), Ahmad Ali was an outspoken critic. A respected and outspoken schoolteacher in the village of Dweina in Assiut Governorate, he actively advocated in favor of FGM, using the Quran to make his arguments. Finally, using the Positive Deviant Approach, members of the project team enlisted the support of two prominent community members to help change his opinions. The discussion marked a turning point for Ahmad Ali, who realized that his religious justifications were weak and unfounded. Ultimately, Ahmad Ali told his students that FGM had no religious justification. From that point on, he became one of the strongest Positive Deviants in Dweina village.

### ***Overall Assessment of FGMAP***

#### ***Achievements***

The achievements of CEDPA's contribution toward FGM abandonment in Egypt, particularly in this last phase, are noteworthy. Since the beginning of its work in FGM, CEDPA has pioneered the use of the Positive Deviance Approach to mobilize individuals and communities to abandon FGM. This technique, with the strength of the FGMAP methodology and materials, has had an enormous impact on the communities where CEDPA works. In the past year of community mobilization activities, the FGMAP has broken the community norms of silence about the FGM. Our local FGM teams, consisting of Positive Deviants and local NGO staff, have identified many other Positive Deviants and have gone far in increasing awareness of the harmful physical and psychological consequences of FGM. These teams have also engaged community leaders and persuaded them to work against the practice of FGM. Under pressure from local communities, some local physicians have started to refuse to practice FGM. The results of the community awareness phase provide ample evidence that the FGMAP will go far in encouraging families and communities to abandon their support for FGM. In addition to meeting our primary goal, the FGMAP focus on FGM has proven a gateway to educating community members on new topics, such as gender and nutrition.

## *Challenges*

There have been many challenges to developing a public program on such a contentious issue. One of the challenges faced in the early phase had to do with the sequence of the program. CEDPA believed that the most effective way to change an individual family's decision about FGM was to engage the community broadly in a public education campaign before directly approaching parents about their decision regarding the circumcision of their daughters. However, in some communities there was strong resistance to the community education activities, especially from Muslim religious leaders. In these communities, the FGM teams did not feel comfortable organizing public education activities because of the criticism and sometimes individual attacks by religious leaders. Under such pressure, many community groups turned to home visits as a preliminary strategy for the awareness campaign.

Reports show that in areas where there was more controversy, there were more home visits. As the FGM teams slowly gained legitimacy and challenged the opposition of religious leaders, the number of public activities increased. The early use of home visits to families meant that CEDPA did not have the chance to train the Positive Deviants with the skills or monitoring tools necessary to document the effectiveness of these family visits. CEDPA's initial training focused on preparing the Positive Deviants to work together to change knowledge and attitudes through public education and to document this change. At the point when our FGM teams began conducting home visits, they were not trained to select, approach, or document their outreach to individual families. In the next phase, this problem of home visits will be resolved by encouraging the FGM teams to conduct small group education meetings rather than approaching individual families in the early stages of the program. In addition, the timing of the third workshop has been moved up from six months to four months into the program.

The resistance by Muslim religious leaders is two-fold in its origin. First, Islam has no religious hierarchy. Therefore, a religious leader is encouraged to present his opinion about issues. Unlike the Coptic Christian church where if the Pope says FGM is bad then all of those beneath him preach his position, Islam is different. Each religious leader is able to preach what he believes. Secondly, the Egyptian government's increased control over Al-Azhar, the center of Islamic teaching and jurisprudence in Egypt, has encouraged a rebellious rejection from local Islamic leaders of the official positions of the institution. Many local Muslim leaders claimed that FGM was a necessary Islamic practice despite the Azhar's calls for its abandonment.

The most unexpected and serious challenge to the success of the FGMAP, or any other FGM Abandonment Program in Egypt, is role of local physicians in supporting the practice. As awareness about the physical consequences grows, many parents believe that the harmful effects will be eliminated if a physician performs the circumcision. Thus, the demand for circumcisions has been filled by underpaid physicians eager to make much-needed income. Even parents who claim to be convinced that FGM is not necessary for religious or cultural reasons will often visit a physician believing that there might be medical reasons for circumcision.

Although FGMAP has many dedicated physicians who are active Positive Deviants, physicians with such views are rare. Physicians are both underpaid and among the most conservative members of Egyptian society. Although it is illegal and immoral for physicians to practice female circumcision, few physicians turn parents away. We discovered that as FGM became challenged within the communities where we worked, physicians would continue to perform circumcisions, but not publicly in their clinics. It is not uncommon for these circumcisions to take place as a home visit out of the public's eye. Currently, the majority of circumcisions taking

place in Egypt are being performed by physicians. CEDPA conducted research about this phenomenon. It is clear that until the Egyptian authorities and the physician syndicate prosecutes physicians who are illegally performing circumcision, the prevalence of FGM will remain high. Unfortunately, many Egyptians rely on a physician's opinion despite their own belief that the practice is not necessary.

### *Strengths*

The FGMAP has unique strengths. The revision of the program, integrating new training methodologies, community mobilization tools, and monitoring and evaluation tools, was very well received by our partners in the field. Our Partner NGOs commented that CEDPA's training materials provided extensive information, made learning accessible, and were easy to use during implementation. These materials were also made effective by a successful training methodology that was empowering to our Partner and Local NGO partners. Our Partners felt that by teaching each community to make its own action plan, each community was able to craft its own strategy that was appropriate and effective for local conditions. The fact that CEDPA did not dictate a strategy to them created a great deal of ownership among the local communities. The use of the Positive Deviance technique remained a strong cornerstone of the FGMAP. It is the mobilization of the Positive Deviants, as models for other families, that allows decision makers to denounce the practice of FGM.

### *Future Directions/CEDPA Legacy*

USAID's support for the FGMAP has allowed CEDPA to develop our FGM methodology, materials, and demonstrable programmatic impact to the extent that the FGAMP is attractive to other donors. UNICEF/Egypt has decided to continue its partnership with CEDPA/Egypt by expanding its support for the FGMAP from eight communities in Assiut to 16 communities in Assiut, 10 communities in Qena, 8 communities in Minya, and 8 communities in Sohag. Thus, in the first year after USAID support, the FGMAP will be continuing in at least 42 communities in Egypt.

CEDPA sees a wider application for the FGMAP model. It is cost-effective, efficient, and complete. The program's ability to focus on local knowledge and key leaders makes it a model that could easily be launched throughout Egypt. It would also be appropriate for use in other areas of Africa where FGM is prevalent. CEDPA is interested in pursuing the option of launching the FGMAP in other parts of Egypt and Africa in partnership with USAID and other donors. Over the past six years, CEDPA has developed one of the few FGM abandonment programs that focuses on community education and mobilization, rather than national-level advocacy efforts. CEDPA has come to believe that both local and national-level efforts are crucial to the large-scale abandonment of this harmful traditional practice. We believe that the FGMAP is a strong step in support of FGM abandonment at the level of families and communities.

## **Supportive Families**

*Objective 5: To enhance the enabling family environment to support the life options for girls and young women*

### **New Visions**

#### ***History and Background***

The New Visions Program, like its sister program New Horizons, is a non-formal education program aimed at boys and young men aged 12 to 20. Initially the program was geared to boys as young as 10, but the minimum age was raised to 12 to ensure that the boys were sufficiently mature to benefit from the program. The program's objectives are to increase the reproductive health knowledge and gender sensitivity of young men and to encourage the development of important life skills. The New Visions Program is implemented primarily through local youth centers collaborating with local NGOs. New Visions was initially introduced in 2002 in three governorates. By August 2004, 14 governorates have had New Visions training, and 11 governorates have implemented the program.

These 14 governorates are:

- Aswan
- Qena
- Sohag
- Assiut
- Minya
- Beni Suef
- Fayoum
- Gharbeia
- Alexandria
- Ismailia
- North Sinai
- Giza (did not implement)
- Sharkeia (did not implement)
- Menoufia (did not implement)

#### ***Program Objectives, Strategy, and Methodology***

The primary goal of the New Visions Program is to broaden and deepen the enabling environment to support young women in enhancing their health, education and social status. The program targeted the young men in communities where New Horizons had been or was being delivered.

From the beginning it was clear that the New Visions Program would have to serve the direct needs of the young men in the community in order to serve the broader goal of supporting young women. This became even more critical as the communities began to identify a vast range of unmet needs among this group. Community workers concluded that the most likely audience for the New Visions Program would be overwhelmingly literate, have completed some schooling or currently be enrolled in school. This profile guided content development, module duration, choice of venue and facilitator selection.

Program development was not constrained by literacy or lack of education, and thus the program uses a more complex vocabulary, provides greater exposure to information and ideas, and offers a broader range of activities requiring reading and writing, compared with New Horizons.

However the young men did have constraints on their time, for in addition to their studies, many of them had significant responsibilities outside the home. Their greater mobility also resulted in more competition for their free time. Accordingly, the program planners decided that a more intensive program approach with a high degree of relevance would compensate for more limited program duration.

Youth centers were chosen as the primary venue for the program because they are natural congregating sites for young men. It was felt that the young college graduates, particularly those trained in education or social work, would provide good role models, be suitably educated to deliver the NV Program, be available to serve as facilitators, and already be involved with the boys at the centers. This venue was not originally considered an option for the New Horizons Program, since youth centers offer limited services for girls, have few female staff, and are not generally considered “safe places” for young women. However, increasingly NH classes are being held in youth centers as these centers become “safe” and “appropriate” in the eyes of the community. In addition, female facilitators have also been successfully utilized in NV program implementation.

### ***Methodology***

The New Visions curriculum consists of 64 sessions delivered over a six-month period. Each session covers one subject and lasts approximately one and one-half to two hours. Originally, the design team planned to present the reproductive health component to all participants, but after initial piloting it was found that some communities preferred this topic to be optional for the 12-14 age group. Another modification was made when the lower age requirement was raised from 10 to 12 to assure a greater degree of maturity in order to fully benefit from the program. Currently, most classes have participants ranging in age from 12-20, but some communities have set up separate classes for the 12 to 14-year-olds.

The New Visions manuals are designed as a training and facilitator resource, not as a textbook for participants. Facilitation aids include two audiotapes of drama and poetry, 68 posters, 437 activity cards, and other game-specific tools contained in two kits.

Sessions follow the same simple pattern and learner-centered approach of New Horizons. In addition to learner-centered dialogue, more emphasis is placed on written work, since the program was designed for literate young men. Group discussions, individual tasks, and fieldwork constitute other main components of the sessions.

As with the New Horizons Program, the curriculum contains central messages and develops specific skills. These messages and skills are divided between two manuals.

The messages include:

- Gender equality
- Partnership with women
- Responsibilities to self, family and community
- Civil and human rights

The skills include:

- Anger management
- Planning
- Negotiation
- Communication
- Decision making

#### **Manual I**

- Values
- Human emotions
- Gender
- Communications
- Human relations
- Marriage
- Family
- Puberty and Adolescence
- Reproductive Health

#### **Manual II**

- Personal Health and Nutrition
- Life Skills
- Work
- Civil and Legal Rights
- Health Rights
- First Aid
- Our Community
- Environment
- Planning for the Future

The New Visions Program benefited significantly from the New Horizons Program development and implementation. It adopted the use of regional trainers, regional implementing partners, and NGO capacity-building strategies from the outset. New Visions introduced a change in the venue for the classes. Prior to the introduction of the New Visions Program, non-formal education and social development activities were not a significant part of youth center activities. The New Visions Program introduced a linkage between the CDAs and the youth centers that maximized mentoring opportunities in program management for youth center staff, and permitted collaboration on facilitator selection, implementation monitoring, and data collection.

#### ***Individual and Community-level Outcomes***

The study to measure program effectiveness on improving beneficiaries' knowledge, attitudes and behaviors with respect to the central components of the New Visions (NV) Program was undertaken in the summer of 2002. The preliminary study was conducted during the pilot phase of the NV Program in three villages in Beni Suef Governorate, Upper Egypt. A knowledge, attitudes and practices (KAP) survey was administered to beneficiaries at baseline and following program intervention, as well as to non-beneficiaries for comparison purposes. Focus groups with beneficiaries were also used to evaluate changes, as were interviews with program facilitators in order to assess what, if any changes, they had personally experienced throughout their participation. Their perspectives on the program's impact on the boys and young men were also garnered. Finally, participating NGO and youth center directors were interviewed to determine whether their organization's capacity and role in the community had changed as a result of participating in the NV Program.

Both quantitative and qualitative data illustrated improvements in participant's basic life skills and reproductive health-related knowledge and attitudes. Participants were more likely to express self-confidence, show progress towards future goals, and increased capacity to deal constructively with negative feelings such as anger. Respondents also clearly demonstrated greater RH knowledge in areas such as HIV and family planning after participating in the program.

Gender sensitivity and awareness, including regarding gender-based violence, were more mixed. Male-female interaction and female genital mutilation were issues where ambivalence remains, largely due to long entrenched traditions, beliefs and community pressures. Nonetheless, there were marked gains, particularly in breaking down to some degree the traditional division of gender roles and responsibilities. By program's end, significantly more respondents felt that areas such as decision-making, household duties, political participation and volunteerism were the responsibility of both men and women. Furthermore, more respondents opposed the differential treatment of boys and girls. Beneficiaries and facilitators both recounted how they had started to help out more around the house and take care of their own needs rather than automatically relying on their sisters or mothers.

Findings also indicated that youth centers and community development associations, the two main channels through which NV is implemented, have also benefited from their participation in the NV Program. For the youth centers it represents the first time they have been involved in this kind of programming for youth. Their partnership with CEDPA has helped them work towards their goals to increase awareness among youth and provide them with more skills. This in turn has encouraged the youth centers to expand the services they provide and seek additional funding. Moreover, the CDAs that were initially involved with New Horizons recounted how the addition of New Visions has led to greater gender interaction and made such interaction more acceptable.

#### **New Visions Beneficiary: Mahmoud Fadi Abd El Azeem, Age 14**

Mahmoud was unmotivated and aggressive. He had no respect for girls. His relationship with his family was strained, especially with his father who did not understand his aggressive nature. Mahmoud joined the New Visions Program (NV) for boys and young men out of curiosity. The NV sessions helped Mahmoud develop decision-making skills that led him to rethink his future. Now he is saving to help finance his continued education. Furthermore, after learning about women's rights and capabilities he believes that men and women are equal. Because of his newfound beliefs, Mahmoud was able to convince his brothers, father and mother to permit his sister and sisters-in-law to join the New Horizons Program.

#### ***Overall Assessment of the New Visions Program***

##### *Achievements*

The New Visions Program has achieved many things that bring great pride to CEDPA and our partners. It is clear from our evaluation and partner feedback that the New Visions Program has gone far in changing our male beneficiaries' attitudes towards women inside and outside the home. Many of these beneficiaries have not only gained a new respect for women, but also they have gained a new respect for themselves. Many beneficiaries sought health care after they were empowered by the program. Like the New Horizons Program, the achievements of the program went far beyond improving the knowledge, attitudes, and capacities of the beneficiaries. There

are also considerable benefits for facilitators of the program in knowledge, teaching techniques, and self-esteem. For many of these facilitators, volunteerism became more popular with the community.

### *Challenges*

Some of the challenges of the New Visions Program were similar to challenges of New Horizons. It has been difficult to find facilitators who are willing to take a non-traditional stand on certain issues covered in the course, particularly FGM. Those facilitators who agreed to participate were similarly greeted with skepticism from parents in the villages who were not comfortable with the topics covered in the manuals. Like New Horizons, these facilitators were not provided with formal materials to share with the parents or other community leaders. This made it initially difficult for them to gain acceptance by the community. Like New Horizons, some facilitators also found it difficult to find a place to hold their classes. The wide age range of participants also made it difficult for the facilitators to make all activities relevant to such a wide age group.

### *Strengths*

Like the New Horizons Program, the materials developed for the New Visions Program received very positive reviews. The messages, communication strategies, and materials all received positive feedback from the facilitators and beneficiaries. As the New Visions Program expanded so did the national and governorate-level interest in the program. The Minister of Youth and Sports became active in supporting the program, attended a graduation event, and motivated many local associations and youth centers to implement the program. On a governorate and regional level, networks of NGOs implementing the program established themselves to promote the expansion of the New Visions Program. These networks were anchored by a hundreds of dedicated facilitators and implementing NGOs.

### *Weaknesses*

One of the biggest weaknesses of the New Visions Program was the unanticipated problem with facilitator dropout. CEDPA's program dropout rate measures the number of beneficiaries who dropped out of classes held by facilitators. But this rate does not include the number of classes that either did not start or ended when a facilitator dropped out. It was difficult for CEDPA and its partners to find a significant number of men who were able to leave their jobs for the time required to be trained as a New Visions facilitator. Many times the men who were available were temporarily unemployed. When they became employed, they often ended their participation in the New Visions Program. At times, our partners were unable to find a new facilitator for the class. There was also no way for CEDPA or its partners to assure that all of the curriculum material was always being presented during training. In some cases, facilitators omitted sessions that were controversial or uncomfortable for them to teach—namely the sessions on marriage and FGM. Again, the wide age and educational range of young men attending the same classes was seen as a weakness, since it was difficult for the facilitators to meet the diverse needs and learning style of each young man. Finally, many facilitators claimed that the training kit was extremely heavy and difficult to carry around.

### *Lessons Learned*

Most of the suggestions that CEDPA received from our partners in the field were related to the training of facilitators and the training materials themselves. Many facilitators suggested that offering two rounds of training, instead of one extended training, would be more appropriate. Facilitators also recommended improving the training on work, especially small enterprise development. They also suggested that controversial subjects such as marriage be delayed until the second manual. This would mean that these subjects could be covered later in the program when a stronger relationship between the facilitator and the young men has been established. Facilitators suggested that religious leaders could be resources in providing assistance to facilitators when teaching controversial subjects such as marriage and FGM. They also recommended that beneficiaries be provided with a take-home booklet, which would allow them to refer to the content of the program into the future.

Again, the main lessons CEDPA learned had to do with initial program acceptability and facilitator dropout. In order to create stability within the program, these two critical issues must be resolved.

### *Future Directions/CEDPA Legacy*

All of CEDPA's regional partners have been trained and are willing and capable of continuing the expansion of the New Visions Program. These partners include FEDA, CSN, ICA, Ahmed Tah CDA, ITRFP, and YWMA. To date, only FEDA in Qena, CSN in Sohag, and ICA in Beni Suef have replicated classes through the volunteerism of facilitators or by raising a grant from another donor.

Similar to the New Horizons Program, the regional partners are left with the New Visions kits, which will enable the CDAs and facilitators to replicate the program.

## **CEDPA's Past Programs Not in the Final Grant (1994-2002)**

The four programs listed below—Arab Women Speak Out, Skills Training, Literacy and Communication for Change—were not active in the third and final grant from USAID. These programs were supported with USAID funding in the first and second grants from USAID from 1994-2002.

### **Arab Women Speak Out**

Arab Women Speak Out was conceived as an innovative documentary, training and advocacy project designed to promote women's empowerment and active participation in social development through out the Near East. Developed by the Near East division of the Johns Hopkins University Center for Communication Programs (JHU/CCP), the various project components were produced in collaboration with the Center of Arab Women for Training and Research (CAWTATR), an NGO based in Tunis and London, and Population Initiatives for Peace, Ltd. (PIFP). The project was funded by USAID, the European Commission (EC), and the Arab Gulf Program for U.N. Development Organizations (AGFUND). CEDPA participated in the project from December 1998 until June 1991. Although implemented over the short time of seven months, CEDPA learned that the Arab Women Speak Out model had a great deal to contribute to Egypt and complemented CEDPA's work with New Horizons.

The project features print and video profiles of women in Egypt, Lebanon, Palestine, Tunisia and Yemen who are perceived and respected as innovators within their communities. These women, most of them of modest means, have made significant contributions within their communities in the areas of economic and social development, political activism and women's rights, literacy, and family health. They have been successful despite cultural, political, professional and personal constraints.

The primary purpose of the AWSO project is to share the experiences and skills of Arab women with their peers throughout the Arab region. Other target audiences include development workers, health providers, community leaders, policy makers, and donors. The conviction is that these women can provide role models of achievement and self-esteem for others in comparable circumstances and facing similar obstacles. CEDPA trained 60 facilitators and reached 1,200 beneficiaries from Beni Suef, Sohag, and Qena.

While no formal study of this phase of AWSO was undertaken given the limitations of time and budget, it was not difficult to see that changes had taken place. A more rigorous study would be needed to better understand and establish the relationship between the two programs. However, our field observations and discussions with implementing partners confirm that young women who participated in both New Horizons and AWSO have already made substantial decisions about their futures and taken steps toward establishing independence; these decisions may not have been made with New Horizons alone. For example, some women have started their own business with capital provided by their husbands; others have worked within their families for a more equitable distribution of daily labor, resulting in recognition that these tasks are for the entire family and not just a woman's responsibility. All of these actions required using both the information and skills provided by New Horizons supported and reinforced by the models in AWSO.

NGOs reported increased knowledge and skills of beneficiaries, creation of a stronger cadre of facilitators, community cohesiveness, and civic involvement within the community.

## **Skills Training**

The skills development program provides opportunities for New Horizons graduates and other community members to receive training in a number of skill areas in order to gain experience for establishing their own businesses or participating in CDA-sponsored income generation activities. These programs are supported by CEDPA to enhance the social and economic status of beneficiaries by providing opportunities for increased personal as well as family income and by providing an ongoing potential for employment. Part of CEDPA's commitment in supporting any skills or income generation projects is to ensure that all partners participating in these projects are fully aware of the appropriate conventions and laws on child labor, and that any activity supported by CEDPA is in full compliance with them. In total, 3,619 girls received skills training in the PPGYW grant and 518 received training in Towards New Horizons I grant.

## **Literacy**

An important objective of the New Horizons Program is to increase the educational status of beneficiaries. As part of the success of the program, a demand for greater educational opportunities was created. CEDPA responded to this by supporting expanded educational opportunities through literacy classes, scholarship support and skills development. The Literacy Program was aimed at those who desire to gain this basic skill or prepare themselves to enter the formal educational system. CEDPA funding provided for NGO support of teachers where the normal government literacy services are nonexistent or inadequate. Literacy classes were implemented with three NGOs: CEOSS, Abguig CDA and the Young Women's Muslim Association in El Arish. The intervention areas were in Cairo, Fayoum, Minya and El Ain. Subgrant mechanisms were used to support the literacy classes with the collaboration and coordination of GALAE (General Authority for Literacy and Adult Education). In total, 4,969 girls and 304 boys received literacy training in the PPGYW grant and 724 during Towards New Horizons I.

## **Communication for Change**

In 1997, Communication for Change (C4C) was selected to carry out the Video and Community Dreams Project. C4C, a recognized pioneer in participatory video, is an organization that has demonstrated the potential of building local leadership through developing grassroots communication skills. The project sought to improve the life skills and self-confidence of girls and young women through the acquisition of media literacy training, access to sophisticated media tools, and skills to document their activities and issues.

The Coptic Evangelical Organization for Social Services (CEOSS) was selected to pilot the video activity, which complemented the implementation of the New Horizons empowerment program for girls. CEOSS has trained CEOSS field staff, women community leaders, and New Horizons participants to produce simple, unedited programs about New Horizons messages.

The first video training for CEOSS was held in March 1998 in Minya. The project was piloted at Tayeba, Itsa El Balad and Beni Ghani villages in Minya and Telal Zenhom area in the Cairo

governorate. Sharnouna, Deir El Bersha and Beni Mohamed Sharawi were later added to the Minya sites.

During the training, the participants learned how to operate a video camera, use a tripod, and master special effects, duplication, video insert and dubbing. They also learned how to plan, facilitate discussions, and film simple 15-minute programs with a beginning, middle, and end. The theme of each program is a development message important to the community.

The objective of the project did not end at producing the programs; it also involved holding community playbacks to stimulate discussion among girls and young women as well as parents and community members.

The tapes addressed a wide range of issues, including children's rights to education; local environmental problems and water pollution; female genital mutilation; financial barriers to marriage; entrepreneurship; the importance of literacy classes and women's diverse roles in the communities.

Levels of participation and commitment were high among the women, and they were eager to develop their project. They grew confident in using the equipment. The participants demonstrated critical viewing skills in the questions they raised and comparisons they made between their work and what they see on television. Two team members from the Telal Zenhom area were hired to document a CEOSS-organized conference on reproductive health issues, which was attended by council members and covered by the press. The project ended in 1999.

## The Legacy of Towards New Horizons

The benchmark statistics enumerated in this report show the many individuals and communities served by the activities of the 10-year partnership of USAID and CEDPA. These numbers are impressive by any measure: 76,993 girls and young women and 17,359 boys and young men receiving crucial life skills and reproductive health information; hundreds of male and female facilitators committed to their communities' welfare; 3,860 community workers trained to better perform their jobs; 533 men and women and representatives of 47 NGOs trained to advocate on important community issues; 16,526 girls and boys able to stay in school because of scholarships; and 10,134 young girls given important literacy or vocational skills to enhance future opportunities.

Yet these data do not present a complete picture of the full impact of Toward New Horizons on the people of Egypt. CEDPA believes that it has contributed more broadly to creating a climate for change and equipping Egyptians of all ages to bring this about. Some of these contributions include:

- **Breaking the silence** on key issues such as gender equity and FGM, thereby fostering and legitimizing public and private debate around them. This is a critical first step for bringing about change.
- **Energizing and building the capabilities of local NGOs**, a long stagnant element of civil society. CEDPA supported many NGOs as well as small Community Development Associations, which have increasingly played an important role in giving local voice to solving local issues.
- **Activating youth as community assets** committed to creating a better future for themselves and all youth in their communities.

### Breaking the Silence

- The New Horizons Program was the first education program that openly and directly provided detailed information on reproductive health to girls and young women and later to boys and young men through the New Visions Program. Reproductive health had long been a taboo topic that was glossed over or omitted entirely in the school curriculum. Parents were ill-equipped to discuss RH due to their own lack of knowledge. The New Horizons Program encouraged girls to talk frankly with their parents about their reproductive health needs and helped educate parents themselves. It also prepared girls to open a dialogue with their future spouses, who traditionally had unilateral control over many decisions such as family size and birth spacing.
- Female Genital Mutilation was another topic long hidden from public or even family discussion. For 97 percent of Egyptian girls, it was a given that they would undergo circumcision before they reached puberty. While the New Horizons Program made only modest headway on such an entrenched custom, it did prepare the ground for subsequent interventions that have now taken root in many communities. It also demonstrated to national leaders that the issue could be addressed in a more public way. This had led to

the coordination of national campaigns with those of local NGOs, resulting in the first high-profile campaigns to eliminate this harmful practice.

- Gender was another word absent from the vocabulary and discourse around the roles of men and women in other than academic or scholarly circles. If there was a discussion about roles it was always rooted in terms of “equity,” which was a safe term. The New Horizons and New Visions Programs introduced the concepts of rights-based gender equality. Thus, the concepts of equal rights to education, health services, and employment became part of the vocabulary of the thousands of girls and boys who participated in the program and helped lay a strong foundation upon which to build their futures.

### **Energizing the Local NGO Community**

One of the most important legacies of the Towards New Horizons Program is a strengthened, committed and energized NGO community that continues to address the issues that hamper the progress of almost 50 percent of the population, and therefore retard the progress of the entire nation.

The New Horizons Program came at a time when the NGO community was evolving from a charity/welfare-based model to a more development-based one. ICPD was a watershed for the NGO movement. The New Horizons Program took advantage of the greater appreciation of NGOs and worked to strengthen them, despite the ambivalent views of the Government of Egypt toward NGOs.

No other project or activity in Egypt has impacted as many community organizations as New Horizons has. Some 400 NGOs and Youth Centers have become activated to raise the status of young women in their communities and address a broad range of social and economic issues. Through the capacity-building efforts of CEDPA and through implementation of programs such as New Horizons and New Visions, scholarships, literacy classes, skills training and other activities, these organizations have established themselves as credible development organizations and have built a strong base of trust and support within their communities. NGOs are a critical pillar of civil society. As a result of their work with CEDPA, this element of society has assumed a more prominent and effective role.

### **Activating Youth Leadership**

Youth have long been overlooked as a community asset. However, through their participation in New Horizons and New Visions activities, youth have become potent leaders providing vital services and advocating for important issues. Program participants have been transformed into agents of change: facilitators who dedicated their time to bring the messages and skills of these non-formal education programs to girls and boys as well as youth who participated in theme days, joined volunteer committees or shared their new-found knowledge with others. Many found new purpose and demanded to learn new skills to provide even stronger leadership. They came to recognize that they could change their lives and the lives of subsequent generations. The Leadership Camps were born of this new-found sense of self-empowerment and desire for community service. The involvement of youth strengthened the emerging NGO community and brought youth to the forefront of social activism.

## **Future Directions for CEDPA/Egypt and Our Partners**

CEDPA Egypt's mission to "Empower women to be full partners in development" will continue to inspire us to work for a better future of girls and young women in Egypt. Over the past decade, we have witnessed the impact of our work on individuals, families, communities, and NGO partners. We have watched as changes in knowledge have led to changes in attitudes, and ultimately positive changes in behavior and outcomes. Although this change is surely gradual, it is permanently positive for Egyptian women and their families.

Moving forward, the credibility of CEDPA's nation-wide network of local partners, hundreds of committed youth, and decision makers is our key resource. CEDPA is committed to continue its focus on our mission and build on our past success to serve as a local, regional, and international resource. The CEDPA/Egypt office will continue to work with its local partners to improve the lives of girls and young women and involve youth and communities in the development process. In this capacity CEDPA will continue its role as a leading organization in participatory development and in empowering women and youth to better serve their community.

APPENDIX A

**List of CEDPA/Egypt's Partner Agencies  
1994-2004**

Ministries	Ministry of Education
	Ministry of Social Affairs
	Ministry of Youth and Sports
National Councils	National Population Council
	National Council for Women
	National Council for Childhood and Motherhood
UN Agencies	The United Nations Children's Fund (UNICEF)
	The United Nations Population Fund (UNFPA)
Bilateral Donors	United States Agency for International Development (USAID)
International Embassies	Embassy of Italy
	Embassy of Japan
	Embassy of the Royal Netherlands
International Organizations	Catholic Relief Services
	CARE
	Tahseen/Catalyst
	Save the Children
	The Population Council
	Coptic Orphans
	Poverty Alleviation Project (PAP)
CEDPA Regional Partners	Ahmed Taher
	Children with Special Needs (CSN)
	Family and Environment Development Association (FEDA)
	Institute for Cultural Affairs (ICA)
	Institute for Training and Research in Family Planning (ITRFP)
	Young Moslem Women's Association (YMWA)
<b>CEDPA Community Development Association Partners by Governorate</b>	
<b>Governorate</b>	<b>Partner CDA</b>
<b>Beni Suef</b>	Abou Elkassem CDA
	Ahmed Amr CDA
	Ahmed Taher
	Anfast CDA
	Badhl CDA
	Bani Soliman CDA

Barout CDA
Beba CDA
Care
Coptic Orphans Association
COST
Dalas CDA
Dalhans CDA
Dashtout CDA
El Alalma CDA
El Dawalta CDA
El Ekhlas El Kepteya
El Fant CDA
El Gameeya El thaqafeya El Qebteya - Nassir
El Halabeya CDA
El Helal El Ahmar
El Ikhlas
El Kom El Ahmer& Abou Elqassem CDA
El Mansoura CDA
El Saadana
El Shabat El Moslemat ICA
El Shabat El-Moslemat
El Shantour CDA
El Sheikh Ali CDA
El Talt
El Tanmeya El Shamla
El Zeitoun CDA
Gaafar
Kamish El Hamra CDA
Khelouseya CDA
Malaheyet Saeed Gaafar CDA
Manial Ghidan CDA
Monshaat Heidar CDA
Monshaat Nasser CDA
Nazlet El Barky CDA
One Class Schools Association
Reyad Bacha CDA
Saft El Kharssa CDA
Sedment El gabal CDA
Shantour CDA
Sherif Basha CDA
Tanmeyet El Mar'aa
Tanmeyet El Mogramaa-El Mansoura
Tansa Bani Malo CDA
Tansa El Malak CDA
Tezment El Sharqeya CDA
Youth Centre of Tansa El Malak

	Youth Centre of El Fashn
	Youth Centre Nazlet Hanaa
	Youth Centre of Aqfahe
	Youth Centre of Dalas
	Youth Centre of Dalhans
	Youth Centre of El Fant
	Youth Centre of El Fashn
	Youth Centre of El Talt
	Youth Centre of El Talt
	Youth Centre of Nazlet Hanna
	Youth Centre of Zeitoun
	Zaraby Der El Hadid CDA
	Zeitoun
<b>Fayoum</b>	Abgig
	Abou Dongash CDA
	Demashkine YC
	El Aalaam CDA
	El Ezab CDA
	El Gaafera CDA
	El Gameeya El Islamia El Khaireya In Snouras
	El Ghaba CDA
	El hadqa CDA
	El Hamdeya El Guedida CDA
	El Khaireia El Eslamia
	El Khaireya-Abshway
	El Mekrany CDA
	El Namouss CDA
	El Nassereya CDA
	El Nazla CDA
	El Shawashna CDA
	Etsa CDA
	Gameeyet El Tanmeya wa El Reaaya El Motakamela
	Gameyet Sayedat el Fayoum
	Horus CDA
	Kasr Rashwan YC
	Kohafa CDA
	Menyat Elheet CDA
	Mohafzet El Fayoum YC
	Nawara CDA
	Sonouras CDA
	Tabhar CDA
	Tersa CDA
	Youth Centre of El Nazla
<b>Sohag</b>	Abar El Malak CDA
	Akhmim CDA

Askofyat El Kadmat
Awlad Khalaf CDA
Awlad Yehya CDA
Badr CDA
Bahna CDA
Bandar El-Karamaneya CDA
Bani Helal CDA
Beit Khalaf Youth Centre
Dar El Salam CDA
Edfa CDA
El Ferasseya CDA
El Ghorayzat CDA
El Hama CDA
El Korasheya CDA
El Monshaa CDA
El Sheikh Makram CDA
El Shouraneya CDA
El Tawayel CDA
Future CDA
Gameayet El-Seayeed Leltanmeya
Gameayet Tanmeyet El-Mara'a El-Refeya
Gerga CDA
Geziret Mahrous CDA
Layaly Youssry CDA
Magless Karawy Mahaly
Nagaa El Masekh CDA
Naseyat Amer CDA
Neida-El Wehda El Mahaleya
Nida CDA
Reayet El Aytam-Nida
Shabab El Mostakbal CDA
Tama CDA
Tanmeyet El Maraa-El Shouraneya
Tanmeyet El Mogtamaa Lel Tefl
Youth Centre of Al Sheikh Makram
Youth Centre of Gerga
Youth Centre of Mazata & El Sheikh Gabr
Youth Centre of Abar El Wakf
Youth Centre of Awlad Hamza
Youth Centre of Edfa
Youth Centre of El Ahaywa Gharb
Youth Centre of El Anbareya
Youth Centre of El Ghorayzat
Youth Centre of El Hay El Kebly
Youth Centre of El Monshaa
Youth Centre of Mashta
Youth Centre of Nida

	Youth Centre of Rawafea El Essaweya
	Youth Centre of Shabab El Nasr-Hay Rashed
	Youth Centre of Shatoura
<b>Assiut</b>	Askofyat El Khadmat
	Childhood and Development association CRS
	El Shabab Lel Sokan Wal Tanmeya CDA
	Hay El Kowayes CDA
	Human services and developmeng office
	Sahel Selim CDA
	Sahel Selim CDA
	Youth Centre of Abou Teig
	Youth Centre of Abanoub
<b>Qena</b>	Awlad Negm CDA
	El Ashraf El Qebleya CDA
	El Barahma CDA
	El Hella CDA
	El Kalaa
	El Khadamat El Egtemaeya Begaragous
	El Nesaeya in Gammaleya CDA
	El Nessaeya Association in Hegaza Qebly
	El Nessaeya Be Garagous
	El Nessaeya Be Kallahen El Hager
	El Nessaeya Bel Gamaleya
	El Olaykat CDA
	El Saeed Lel Tarbeya Wal Tanmeya
	El Saleheya CDA
	El Shabab Lel Sokan Wal Tanmeya CDA
	El Zafereya CDA
	Gameeyet El Emam El Hussein El Khaireya
	Gameeyet El Khadamat El Egtemaeya in Gezeret Matera
	Gameeyet Tanmeyet Qodrat El Mogtamaa we Hemeyet El Beaa
	Garagous CDA
	Gezirat Matira CDA
	Hegaza Qebly CDA
	Nagaa Ragab CDA
	Tanmeyet El Mar'aa
	Youth Centre of El Hella
	Youth Centre of El Kabiba El Motawar
	Youth Centre of Gezeret Matera
	Youth Centre of Heraqeya
	Youth Centre of Nagee Ghanem
<b>Aswan</b>	Abou El Reesh-Qebly CDA
	Abou El-Reesh Bahari CDA

Abreem CDA
Adendan CDA
Aniba CDA
Aramna CDA
Baharef Sharq CDA
Baharif Gharb CDA
Belana Thaleth CDA
Dar El Deyafa CDA
Draaw CDA
Edfou CDA
Eissa CDA
El Aakab Bahary CDA
El Aakab CDA
El Aakab YC
El Abbaseya CDA
El Adwa CDA
El Agayeb CDA
El Gaafera CDA
El Gabalawy CDA
El Geel El Geded CDA
El Hagandeya CDA
El Hassaya CDA
El Hegabb CDA
El Kajoug CDA
El Kefteya CDA
El Kerour CDA
El Khatara CDA
El Kholassat CDA
El Malkat CDA
El Malkata CDA
El Mansheya Elgededa CDA
El Merabaat CDA
El Nagagera CDA
El Nahda El Nessaeya-Aklit
El Nahda El Nessaeya-El Atwany
El Nasr for Social Development
El Nessaeya-Edfou
EL Rakba CDA
El Saayda Qebly
El Sharouna CDA
El Shatb CDA
El Shededda CDA
El Sheikh Eissa CDA
El Shoban El Mesehein CDA
El Tahrir YC
El-Saayeda Kebly CDA
Elseil Elreify CDA

	El-Tanmeya El-Shamla Abu El-Reesh
	Ezbet El Marshah CDA
	Fetera CDA
	Gaafar El Sadiq CDA
	Gezeret Aswan CDA
	Gharb Soheil CDA
	ISIS
	Kamoula Bahary CDA
	Kima CDA
	Loaloat El Ganoub Lel Meraa
	Massmass CDA
	Meneha CDA
	Misr 2000
	Nagaa Elgamee-Elgezera CDA
	Nagea Wanas CDA
	Nasr El Noba CDA
	Sakr Koresh El Malkata
	Seidy Abou El Hagag CDA
	Tahseen El Sehha Association
	Toshka Sharq CDA
	Youth Centre of El Sad El Aly-Shark
	Youth Centre of El Aekab
<b>Alexandria</b>	Alexandria for Caring for Children
	Alexandria Family Planning Association
	Caritas Alex
	El Kaashafa El Guaweya CDA
	El Kashafa El Bahareya CDA
	El Malak Mikhael
	El Said Club CDA
	El Salam El Khayreya CDA
	El Tawagoh El Islami
	El Wakad CDA
	Hadi El Islam
	Om El-Nour El-Capteya
	Omar Ibn-El-Khattab
	Tanzim El Osra (Family Planning Association)
	Tosoun CDA
Youth Centre of Karmouz	
<b>Minya</b>	Belhasa CDA
	Coptic Evangelical Organization for Social Services (CEOSS)
	Dakk of CDA
	El Abasseya CDA
	El Fath El Eslamy CDA
	El Ghad letanmeyet El Reef CDA
	El Khadamat Leltanmeya El Shamela
	El Raey El Salaeh

	El Tayeba CDA
	El-Kossayema
	El-Shabat El-Moslemat
	El-Sheikh Zowayed
	El-Towayel
	Esttal CDA
	Gameyet El Fath El Eslameya
	Hawaa El Mostaqbal
	Islamic Organization
	Motranyt El Katoliek
	One Class Schools Association
	Shabab Misr CDA
	Sham El Bahreya CDA
	Tanmeyat Bae'y Ate'mat El Shaware'
	Youth Centre of Belhassa
	Youth Centre of Dehemro
	Youth Centre of El Abasseya
	Youth Centre of El Saliba
	Youth Centre of Katousha
	Youth Centre of Mayana
	Youth Centre of Sawada
	Youth Centre of Sharouna
	Youth Centre of Tanbada
	Abou Taweela CDA
<b>North Sinai</b>	El Areesh Youth Center
	El Gameeya Elzeraeya le Tanmeyat El Sahary
	El Kaieria El eslamia
	El Kawthar CDA
	El khierya Al eslamya Bier Abed
	El-Moslem El-Sagheer
	El-Shabat El-Moslemat
	Gameeyat El Amlein Belketab Wa Elsunnah
	Ghezlan CDA
	Goura CDA
	Negiela CDA
	Youth Centre of 6 Octobre
	Youth Centre of El Goura
	Youth Centre of El Kharouba
	Youth Centre of El Massaeed
	Youth Centre of El Shalak
	Youth Centre of Neguila
	Youth Centre of Rabaa
	Coptic Orphans Association
<b>Cairo</b>	Poverty Alleviation Project
	CEOSS
	Caritas

	Caritas
<b>Qualubia</b>	Abou El Nomrous CDA
<b>Giza</b>	El Desmy CDA
	El Omraneya CDA
	Abou Ragwan El Qebly CDA
	Dahshour CDA
	Abu-Bakr El-Seddik CDA
<b>Beheria</b>	Bessentway CDA
	Caritas
	El Mohafza Ala Koraan CDA
	El Thanaa CDA
	Gameayet Tanmeyet El-Mara'a El-Refeya
	Markaz Takween Mehany Edko Center
	Meit El Sudan CDA
	Social Affairs in El-Beheira
	Youth Centre of Shabsheir El Hessa
	Al Osar El Montega Association in Sharkiya
<b>Sharkeya</b>	El Nessaeya Association in Hehya
	El Nessaeya Association in Husseineya
	Handasset El Ray
	Hehya CDA
	Karmout Sahbara CDA
	Minya El Kamh CDA
	Saidat El Sharkeya Association
	Sobeih CDA
	Tahseen El Sehha Association in Zaqazeq
	Tanzim El Osra
	Family Planning Association
<b>Ismailia</b>	Tahseen El Sehha Association
<b>Port Saeed</b>	El Osar El Montega Association
	Family Planning Association
<b>Kafr El Sheikh</b>	Family Planning Association
<b>Dakahleya</b>	Tahseen El Sehha Association
	Meit El Faramawy CDA
	Talkha CDA
	El Moqataa CDA
	El Sebkhaweya CDA
	Comprehensive Care
<b>El Wadee El Guedid</b>	El Omda CDA
<b>Suez</b>	El Ganayen CDA
	Abou El Hassan CDA
	Koweisna CDA
<b>Menoufia</b>	Shober CDA
<b>Gharbeya</b>	Shabsher El Hessa CDA
	Kafr Hegazy CDA
	Mahallat Marhoum CDA

## APPENDIX B

### Summary of NGO Strengthening Training Curricula

#### Project Design & Proposal Writing:

The overall objective of the training is to develop, enhance and improve the capacity and skills of the participants in designing developmental projects by a high contribution of the community in order to ensure the concordance of the objectives of these projects with the priorities of the community. It aims to enable the participants with the proposal writing knowledge and skills needed and to assist them to improve their projects that are submitted to the donor agencies.

The training covers the following points:

- Appreciative inquiry
- Assessing the community needs
- Methodologies of information & data collection and its importance in different phases of project design
- Analyzing and determining the Problems
- Planning terminology (Goals, Objectives, Activities, etc...)
- Determining the activities and developing the work plans
- Developing a monitoring & evaluation plan and setting indicators
- Follow-on planning
- Budgeting
- Project design improvement

#### Effective Report Writing:

The “Effective Report Writing” training aims to develop and enhance the basic concepts and techniques of effective report writing and evaluation skills of the participants.

The objectives of this training are to get the participants identify the phases and the sequence of the report forms; the key success factors and common problems in report writing; and the concepts and techniques of report writing. Also, to demonstrate the skills for selecting indicators to be used as report information, increased competency in identifying, analyzing, and classifying information.

The training covers the following topics:

- The importance of reporting
- Types of the reports
- Steps involved in report writing
- Outlining
- Elements of a good report
- Information gathering in support of reports
- Four recommendations for a readable report

### Team Building:

The Team Building Training aims to improve the communication skills of the participants, introduce the team building concept and how to effectively work together. Also, it aims to highlight the obstacles and problems faced by the teamwork, improve their efficiency in analyzing these problems, and develop their skills in conflict resolution. The training offer the participants an opportunity to actively interact with one another in small groups to help build up team spirit.

The training covers the following topics:

- Introduction to the team building concept
- Skills of Human Intercommunication
- Self knowledge and knowing others (perception)
- Obstacles and Risks of communicating with others
- Potential Relationships in Intercommunication Process.
- Problem Analysis within the Team
- Proposed Categorization of Problems
- Effects of Problems on Team Members and the Organization
- Problem solving within the team
- How to resolve conflicts (strategies and management of conflict resolution)
- Problem Analysis (Problem Resolving Meetings)
- Effective Work Team Characteristics

### Effective Networking Development:

The purpose of the workshop is to train a group of local NGO partners, on the topic of “Collaboration and Networking between NGOs”. The overall objective of the training was to facilitate and support participants forming voluntary self-motivating sustainable networking going through the following steps:

- Clarify the importance of collaboration, partnership and networking
- Define the basic elements of network and networking
- Define roles and responsibilities of NGOs and networks
- Define the process of networking (working together and with the community)
- Identify different forms of networking (advantages and disadvantages)
- Identify obstacles arising from within networking
- Identify benefits of networking
- Design and develop a plan of action for networks

The trainer, CEDPA coordinator and the NGOs’ representatives worked together to achieve the goal of the workshop. This helped the group members in designing an action plan to be implemented after the workshop. The teamwork approach was the main method used. Using this approach allowed all participants to contribute, make suggestions, express their opinions and share their experiences.

The training covers the following topics:

- Importance of collaboration, partnership and networks
- Definition of networking
- Objectives of networks
- Basic elements of effective networks
- Process of networks
- Different forms of networks (advantages and disadvantages)
- Obstacles arising within networking
- Benefits of networking
- Planning (designing a plan for networking)
- Selection of partners
- Objectives
- Roles and responsibilities of NGOs and networks
- Strategies
- Executive plan
- Evaluation plan
- Budget
- Finalization of plans
- Group presentations

#### Financial Management:

The purpose of this training program is to improve the financial and accounting management performance of the NGOs/CDAs and to strengthen their financial management and reporting skills and make them capable of applying correctly and fully a proper financial management system. The participants will be able to:

- State the aspects of a good accounting, financial management and a reporting system that incorporates adequate internal controls.
- List applicable statutory requirements related to accounting, reporting, tax withholding and the Generally Accepted Accounting Principles and International Accounting Standards.
- Recognize and understand the features of well functioning personnel, procurement and other administrative systems.
- Discuss the value of budgeting, financial planning and budget monitoring systems within their organizations.
- Report on the basic policies and procedures that need to be in place for administering sub-grants.
- Critique the concept of Cost Sharing.
- Describe the most pertinent/significant and applicable rules and regulations applicable to grantees.

The training covers the following topics:

- Internal Management
- Planning and Budgeting
- Financial Management System
- Procurement
- Personnel and Payroll

- Training and Travel
- Audit Guidance
- Cost Sharing Requirement
- Sub-grant Management

### Gender Training:

The training aims to build the capacity and the skills of participants to be able to mainstream gender in their programs, projects and activities.

The training accomplished several goals:

- Help the participants to identify the difference between sex and gender.
- Introduce the participants to levels of gender analysis.
- Help the participants to understand the relation between gender and development.
- Build the capacity of the participants to use analysis tools and specific tools for gender.
- Analyze gender gaps.
- Help the participants to identify access and control over resources.
- Define obstacles for achieving equality between both sex on the political and legislation level.

The training methodology is based on interaction between participants. Exchanging experiences, ideas and real examples had proven to be a very essential tool in the success of the training workshop. Most of the training activities are carried out through group discussions. Film, articles, CEDAW, Journals & Magazines, and TV dramas are analyzed and discussed within groups and each group is required to present their views in solving the gender gaps found in these materials.

### Training of Trainers (TOT):

The Training of Trainers workshop aims to increase the number of local trainers skilled to train facilitators on New Horizons and New Visions Programs and evaluate their performance to work as regional trainers.

The training accomplished different goals:

- Help the participants to define the concept of training and the different roles of the trainers
- Introduce the concept of experiential learning and adults learning
- How to analyze training needs or requirements
- How to develop training objectives
- How to outline training content
- How to plan for a training sessions
- How to select training methods
- How to select and prepare training aids.
- How to develop session (training) plans.
- How to use basic facilitation skills
- How to handle problem situations
- How to evaluate training

This training workshop used a methodology that took the individual participant as its focus, whereby her own strengths and weaknesses were assessed with the purpose of providing each participant with the capacity for constructive self-criticism as well as for evaluating others. At the outset of the workshop, a thorough training in the different steps and elements of the training process was provided to develop essential training skills. Each participant selected one of related topics and designed a lesson plan to deliver a 15 minutes training session on the topic. In these sessions, the participants used the various training techniques introduced earlier in the program as well as a whole range of training tools and aids. At the end of each session, the rest of the participants evaluated the presenter using a structured evaluation form.

#### Strategic Planning:

The overall objective of the training is to develop, enhance and improve the capacity, the performance, and the skills of the participants in analyzing organizational trends and in taking better position in development community. Also, to help the NGOs/CDAs take stock of actual financial and human resources, diversity resources, evaluate major problem, identify major questions that affect performance, develop a shared commitment to organizational visions and direction, and make a road map for the future-a practical plan that can be operationalized.

The training accomplished different goals:

- Define Strategic Planning (its definition and basic principles)
- Strategic Planning steps/process (needs assessment, develop vision, message, and objectives, identify organizational strengths and weaknesses, evaluate relevant development, social, economic, and political trends and their impact on NGOs/CDAs programming.
- Strategic Planning by objectives method and its advantages.
- The internal system of a NGO (the hierarchy, the NGO Board and its roles, the executive committee, secretary general, treasurer, information fellow and authorities, relation and cooperation between the board and the executive manager).
- Fund-raising and resource mobilization.

## APPENDIX C

### Case Studies

#### Case Study: Girls' Scholarship Program

##### *Focus on El Ekhlas Community Development Association*

Students receiving scholarships from the El Ekhlas Community Development Association (CDA) attained a 97.8 percent final examination success rate. A total of 274 students -- 219 girls and 55 boys -- participated in the scholarship program. All but six passed their final exams. As scholarship recipients, the girls and boys in the program received funds through the CDA for school uniforms, book bags, shoes and stationery.



El Ekhlas CDA has leveraged its resources and support to increase acceptance for girls' education, and the community association reports that the Girls' Scholarship Program has raised awareness for the importance of girls' education. This is demonstrated by the girls' regular attendance during the school year and an outstanding performance in the final examinations. The Scholarship Program has also encouraged other officials and community leaders based at local mosques and churches to pay school fees for the other underprivileged not covered under the Girls' Scholarship Program. School administrators and teachers, now aware of the scholarship program and the girls involved, are more attentive to the scholarship students' performance and work more closely with them and their families to achieve success. The Girls' Scholarship Program has also helped build the strength and capacity among El Ekhlas CDA staff and has helped to raise its credibility within the community.

#### Case Study: Capacity Building Program

##### Focus on: Ahmed Taher Community Development Association

The Ahmed Taher Community Development Association (CDA) was formed by a network of families from Ahmed Taher village in the Beni Suef Governorate in 1977. Initially it operated out of a small room donated by one of the members, working to help the poor and resolve familial conflicts. From 1977 to 1995, it functioned as a charity, providing small-scale literacy classes (literacy rates in the village did not exceed 7 percent at the time), craft skills, agricultural services, and other outreach areas.

After the International Conference on Population and Development (ICPD) held in Cairo in 1994, and with the support of the Ministry of Social Affairs, the Ahmed Taher CDA began to build its own sustainability through the establishment of income-generating enterprises to support its charitable giving.

In 1995, Ahmed Taher CDA began implementing a basic life skills project and the New Horizons project in partnership with CEDPA. This partnership led to Ahmed Taher CDA's adoption of innovative development approaches and helped expand its services in the community. In 1998, Ahmed Taher CDA expanded its work on enhancing the status of girls and young women in Egypt by implementing three programs in partnership with CEDPA: New Horizons, Girls' Scholarship and Arab Women Speak Out projects. It also participated in the development of the New Visions programs for boys and young men.

Ahmed Taher CDA expanded its capacity, creating a cadre of young male and female facilitators, introducing the concepts of volunteerism, community service, and public awareness; decreasing the number of girl dropouts; increasing girls' age at marriage; and encouraging the participation of women in development programs. It also strengthened its relationship with community leaders, government representatives and youth centers.

CEDPA's capacity building program transformed Ahmed Taher CDA from a small local association with a limited role to a full-fledged regional partner and a powerful catalyst for change. Under CEDPA's monitoring and follow-up initiatives, the CDA's active participation in decision making led to significant improvements in community health and development, greater gender awareness and an increase in women and young girls' status in the communities they serve. The organization also gained the capacity to assess local needs and build networks of support for women's rights.

Today, Ahmed Taher CDA has a Board of Directors and 315 members (40 percent women and 35 percent youth). The community group has six committees working: Economic Development, Women and Childhood, Health and Population, Agriculture and Animal Wealth, Education and Literacy and Youth. It has also established partnerships with national and international non-governmental organizations and is implementing projects with the Japanese Embassy to expand its office space, the Karma Company on awareness raising among parents and the Swiss Fund on health and environmental housing.

#### *Ahmed Taher CDA Benchmarks*

##### *New Horizons:*

Facilitators: 225

Classes: 339

Beneficiaries: 6,439

##### *New Visions:*

Facilitators: 112

Classes: 122

Beneficiaries: 2,402

##### *Scholarship Program 1998 - 2004:*

Beneficiaries: 166

##### *Arab Women Speak Out*

Beneficiaries: 142

Facilitators: 8

## Case Study: Theme Days

### *Focus on the Kombosh Puppet Shows*

*Theme Days* engage teams of male and female facilitators with girls and boys from CEDPA's New Horizons and New Visions Programs to organize, prepare and conduct a cultural event attended by the local community. For a period of two months, facilitators and beneficiaries plan, engage the services of the local leaders, write stories and poems, and produce puppet shows for a grand public event focused on raising awareness of critical community issues. Throughout the process, participants not only acquire new skills, experience in events organization, and artistic proficiency, but they also become recognized as visible community activists contributing to its welfare.



One theme day addressed Nile pollution and water contamination. A puppet show performance was held in Beni Suef at the remote village of Kombosh on April 3<sup>rd</sup> 2004. The stage backdrops were painted by one of the facilitators. The beneficiaries made their own puppets and performed three puppet shows: *Miss Samira*, written by beneficiaries for the event; *The Clean Village* from the New Horizons Program; and *The Court* from the New Visions Program.

*Miss Samira*, about a young girl and her teacher, imparts messages of healthy living and maintaining a clean environment. It combines serious messages, with an amusing look at actions that cause pollution and disease such as bathing animals in canals and dumping garbage in a drinking water source.



The development and production of the puppet shows on theme days provided the organizers and performers with a rich learning experience. The team spirit was strong and their message of environmental awareness was well received. The event demonstrates the importance of teamwork and enthusiasm. The participants have learned useful skills that they can apply to all aspects of their lives and share with others.

### *Focus on Leadership Camps*

Leadership Camp workshops are designed to build leadership skills among young women and men in an environment of sharing and learning. CEDPA organized three Leadership Camp workshops, held at the Institute for Training and Research for Family Planning in Alexandria, over the course of 17 months (Dec. 2003-May 2004) with participation from nine governorates in Egypt.

The camps are designed to bring a diverse group from a variety of religious, regional and gender backgrounds together in a process of learning, so the individuals will ultimately gain an acceptance of each other despite differences. At each leadership camp, 48 participants from four governorates (12 from each governorate) met, mingled and worked together under a tailor-made

schedule providing opportunities to acquire new skills and leadership qualities. They formed working teams, attended workshops, gave presentations on a variety of issue topics, met with prominent speakers, and learned about each governorate by organizing a combined national night. Participants also prepared a short-term community service plan for implementation in their own communities under the supervision of CEDPA staff. Projects included: planting trees; helping women obtain their national identification cards; and teaching women and youth the basics of mathematics, reading/writing, computer skills, sports, and music.

Two months after the conclusion of the each workshop, a three-day follow-up workshop was held to evaluate the progress on community service plans.

### **Case Study – House to House for Literacy**



Sabah Attia from the governorate of Ismailia participated in the first Leadership Camp held in December 2003. Working with peers from the governorates of Sohag, Qena, Ismailia and Beni Suef, she developed a community service plan to teach women and girls the basics of reading and writing. Upon her return to her community, she organized reading classes in her home three times a week for girls and women from 10 – 35 years of age. Despite some initial challenges, including family issues that prevented her from using her home as a school, she implemented her plan by going house to house to recruit class members. Now, 21 women and girls in her community can read and write their names, read numbers and perform simple mathematical equations.

### **Case Study – Innovations for Tree Planting**

One team conducted a forestation plan in the village of Al Kola in the governorate of Sohag, where they successfully planted 100 trees. Initially, they formed a team of 45 members comprised of the 12 camp participants and 33 students from the New Visions Program. In addition to securing local government approval to plant trees in the designated area, they also secured free planting tools and seedlings from the community service office in Sohag governorate and free transportation to the site, 25 km away from their villages. Their biggest challenge was to provide free meals for the volunteers, who worked from 9:00 am to 3:00 pm over a period of four days. The team prepared 45 meals and secured beverages for the volunteers through an in-kind donation from Pepsi, which was traded for more transportable lightweight boxes of juice

## Case Study: Towards New Horizons Program

### Focus on New Horizons as a Catalyst for Leadership



**Ghania Ewida Ahmad**  
Chairperson of Association of Women  
Qena Governorate, Egypt

Ghania Ewida Ahmad, 23, from Qena Governorate is an outstanding example of CEDPA's success in creating a cadre of young leaders. She is the chairperson of the Association of Women, a local NGO that addresses illiteracy, gender and civic awareness. She is also an active member of a political party; a social activist and an avid volunteer adopting and implementing community service projects.

Just a few years ago, the tiny, slim, oldest of eight children was shy, introverted and soft-spoken. Her mother, a housewife, and her father, a laborer, obliged her to stay home upon her completion of a Technical High School diploma. She was unable to convince her father to allow her to seek a university education.

With the introduction of the New Horizons Program in Qena Governorate, Ghania persuaded her father to allow her to join the non-formal education class. Ghania successfully completed New Horizons (NH), became a facilitator for New Horizons and New Visions (NV), and completed CEDPA's programs for Training of Trainers, Gender, Advocacy & Strategic Communication, Team Building and Planning for Theme Days, and Leadership Camps. She has also participated in the FGM Abandonment Program and has been acknowledged for her outstanding efforts by the Governor of Qena.

*"I used to be very timid and reserved before joining the New Horizons Program as a beneficiary, but then I opened up to the other participants and joined in all activities. We were not just receiving information, but were constantly participating in group activities, a big difference from the way we learn in schools; I remember I used to run home after the sessions, open the kit, and show my parents, brothers and sisters everything that I had learnt.*

*"Joining CEDPA's NH Program marks a new beginning in my life. I found myself learning new vocabulary and actually knowing lots of things such as gender issues, health hazards, the risks of FGM, and my duties towards my family and my community. Most importantly I gained self-confidence and changed into an assertive, outgoing, and decisive person. A new world opened up to me and I fell deeply in love with the program. I completed the two manuals and decided to become a facilitator.*

When she first sought permission from her father to join the CEDPA-sponsored programs, she met stiff resistance. He ultimately relented and has grown to appreciate the impact the programs have had on his daughter. *“This time I didn’t do much convincing on my father,”* she said with a smile. *“He noticed the changes in my personality and eventually came to value my opinion in many domestic issues. For example, all my siblings are allowed to continue their higher education, and my younger sister is married while I am still single,”* she explained with a triumphant look in her face.

In addition to instructing NH and NV classes, Ghania also became a mentor to her beneficiaries. Ghania once assisted one of her NH participants to delay marriage beyond her young age of 15. *“I visited her parents and convinced them, applying techniques and information I’ve learnt in the training sessions. It wasn’t easy, but I succeeded; and now this girl is 19, not married, and is a CEDPA facilitator.”*

Ghania exemplifies CEDPA’s definition of leadership: “the ability to appreciate, influence and manage toward shared goals. *“I have made life-altering changes to myself, my family, my siblings, my beneficiaries and most importantly to my community. CEDPA is the best thing that ever happened to me. You can’t imagine the happiness and the pride I feel when I walk down the street of my village and everybody recognizes me and even come to greet me,”* Ghania said proudly.

#### **Focus on New Horizons Beneficiary: Heba Said Abdel Samiegh, Age 16**

Heba is the oldest child and only girl in a family of four children. Her father works as a laborer and her mother is an illiterate housewife. Heba was raised in a family, not unlike many in her community, where more attention and respect was conferred on her brothers than on her. Because of social constraints and expectations in her family and community, she did not fully appreciate the value of an education. Consequently, she performed poorly in school and dropped out.

Heba joined the New Horizons Program and has seen it open a world of opportunities for herself, her family and friends. Heba says that New Horizons taught her the importance of education and helped her gain insight into education as a human right. Once she understood education in this context, Heba decided to return to school, despite family resistance. With support from the New Horizons facilitators and her local Community Development Association staff members, and using her newly developed communication skills, Heba was able to convince her parents to allow her to return to school.

The New Horizons Program encourages girls to value their importance in society by having their voices heard. Heba articulated this value when she expressed that women’s participation in political life through voting is important because of its impact on women’s status in society, “Women should vote in order to feel that they are important and that their opinions are as important as those of men.”

Heba values the reproductive health knowledge that she acquired from the program because it directly affects her current and future life. She regrets her own circumcision. “It was too late to protect myself.” However, with an increased sense of responsibility toward her female peers and her newfound knowledge, she has taken an active stance. “I always tell my cousins and their

mothers that female genital mutilation (FGM) is a wrong, and I am willing to stand by my friends and protect them if they want to oppose the practice.”

She embraced the idea that men and women should have equal rights. She argues that her perception of herself was undermined because she grew up watching her father beating her mother. The knowledge she acquired from the New Horizons classes had a strong impact on her perception of violence against women. She says, “After participating in the New Horizons classes I felt responsible for stopping the violence. I always try to stop my father from beating her and now I have convinced him to stop.” Heba also declared that she will exercise her right to choose her future husband and that she plans to work after marriage. She is aware of her reproductive rights and is ready to exercise them: “The only difference between a girl and a boy is their reproductive organs.”

Heba’s facilitator, Rasha, is also her neighbor. She has noticed many changes in Heba’s behavior and character after participating in the New Horizons Program. She specifically commented on her persistent desire to work. “She has learned how to prepare yogurt and is producing and selling it to her neighbors.” Heba’s mother added, “She teaches us good things about cleaning and hygiene,” and declared that her daughter became more interested in cleaning the house and the backyard since participating in the program.

Not only has Heba empowered herself, she has also convinced her mother to attend literacy classes. Although her mother’s reasons for joining the literacy classes are simple, “I will be able to read letters, sign papers and help my children study,” Heba’s intentions are broader. She is convinced that the relationship between her parents will improve once her mother is exposed to education. Given the tremendous hesitancy of women to join and attend literacy classes, Heba’s ability to convince her mother is testimony to the ability of New Horizons graduates to change their quality of life and of those with whom they have influence.

## **Case Study: FGM Abandonment Project**

### ***Focus on: Changing Attitudes Toward FGM***

Ahmad Ali Mohammad is a 43-year-old schoolteacher living in Dweina village in Assiut Governorate. He is married and has three children, including one daughter who has been circumcised. From the first days of implementation of the FGM Abandonment Project (FGMAP), Ahmad Ali was an outspoken critic. He was no ordinary opponent. He had conducted and written a research paper on the benefits of FGM from the Islamic perspective. He distributed his paper among the FGMAP team members (all women) and tried to convince them that FGM was a necessity. He believed that public discussion of FGM was shameful.

After failing to convince the team members of his views, Ahmad Ali directed his efforts to community members. He duplicated sections of his research paper and distributed them among schoolteachers and community members to gain allies against the program. He told his students the project field officers were "...demons that came to forbid what God encourages." Often, he attended group activities only to sabotage the meetings and cause a commotion.

The field officers did not give up. Using the Positive Deviance Approach, they found allies capable of influencing Ahmad Ali. During a school day, Abdel Raouf, Executive Director of Dweina NGO and Abbas Ahmad, a Positive Deviant who are both highly respected by him, visited him at school. They invited him to a meeting with the NGO team members to discuss the physical, psychological and social consequences of FGM. After three hours of argument and counter-argument, he began to change his attitude. He showed interest in the mobilization activities and offered to organize a religious lecture at his school with the local FGM team members.

At the school lecture, Ahmad Ali recited verses from the Qoran, welcomed the Sheikh and attendees, and helped organize the reading of participants' questions. This was the most successful community activity that took place in Dweina during the mobilization phase. It marked the turning point for Ahmad Ali, who realized, after crossing the initial feelings of anger and rejection, that he lacked the correct information about FGM and that he needed to listen and learn about the practice. He also realized that his religious justifications were weak and unfounded.

Ahmad Ali confessed to his confused students that he had been wrong, he had not had the scientific information about FGM and its physical consequences, and he learned that FGM had no religious justification. From that point on, Ahmad Ali became one of the strongest Positive Deviants in Dweina village.

## **Case Study for New Visions Program**

### **Male Beneficiary: Mahmoud Fadl Abd El Azeem, Age 14**

Mahmoud is the youngest of five children. His parents are illiterate. As a young man, he was unmotivated and aggressive. He had no respect for girls, whom he perceived only as sex objects. His relationship with his family was strained, especially with his father who did not understand

his aggressive nature. Mahmoud was aware that his behavior alienated him from his family and community and prevented him from gaining their respect.

Mahmoud joined the New Visions Program (NV) for boys and young men out of curiosity. According to Mr. Alaa, his NV facilitator, *“Mahmoud grew more involved and interested with each program session and when he graduated he was a new person; a civilized person.”*

The NV sessions on “planning for the future” and “variety of knowledge” helped Mahmoud develop decision-making skills that led him to rethink his future. Now, in his free time, he produces handmade wooden items. He argues that even if he doesn’t make good money from his production, it is good for his *“creativity and concentration.”* He has also started saving to help finance his continued education.

Mahmoud’s father expressed his gratitude for the program that transformed his son into a positive family member and citizen. His father said, *“Before the program Mahmoud was not interested in his studies, now he plans to go to university.”* His mother is also impressed with her son’s transformation and noted that he used to be disrespectful to her. Now he is very polite and kind, and he assists with household chores.

Mahmoud’s perceptions about women have also changed. Growing up to believe that a woman’s place is in her husband’s house, Mahmoud had no respect for women. After learning about women’s rights and capabilities he believes that men and women are equal. Because of his newfound beliefs, Mahmoud was able to convince his brothers, father and mother to permit his sister and sisters-in-law to join the New Horizons Program. Although Mahmoud has succeeded in convincing his own family, he still struggles with society-at-large. *“Now that I know girls are the same as boys, I think they are human and I think of them as equals. I would like to interact with girls as friends and counterparts; but I can’t because society doesn’t accept it. Now that I am educated, the rest of society needs to be educated in order for me to enjoy all my freedoms.”*

## APPENDIX D

### Publications, Communication Materials, and Other Documents, 1994-2004

#### Communication Materials

Item	Type	Language	
Millennium Cards	Cards	English	
New Horizons: Participatory Development in Action	Booklet	English	
Amthal Shaabeia- 1994	Cards	Arabic	
Youth to Youth: Achieving Youth Empowerment through Education -1995	Booklet	Arabic	
New Horizons- 1996	Booklet	English	Arabic
Youth to Youth: Partners Educational Manual- 1996	Booklet	Arabic	
Positive Deviance Approach- 2002	Booklet	Arabic	
Positive Deviance Approach- 2002	Booklet	English	
Calendar 1997	Calendar	Arabic	
Calendar 1998	Calendar	Arabic	
Calendar 1999	Calendar	Arabic	
Calendar 2000	Calendar	Arabic	
Calendar 2001	Calendar	Arabic	
Calendar 2002	Calendar	Arabic	
Calendar 2003	Calendar	Arabic	
Calendar 2004	Calendar	English	Arabic
Ishraqah 0- 1998	Newsletter	Arabic	
Ishraqah 1- 1999	Newsletter	Arabic	
Ishraqah 2- 2000	Newsletter	Arabic	
Ishraqah 3- 2001	Newsletter	Arabic	
Ishraqah 4 -2002	Newsletter	Arabic	
Ishraqah 5- 2003	Newsletter	Arabic	
Gender and Development- 2002	Information kit	English	
New Horizons Training Kit -1997	Educational kit	Arabic	
New Horizons First Aid K- 1999	Kit	N/A	
New Visions Training Kit- 2002	Kit	Arabic	
New Visions Cap- 2003	Caps	Arabic	
New Visions T shirts- 2003	T-shirt	Arabic	
New Visions Bags- 2003	Backpack	Arabic	

## **Training Materials**

*New Horizons Program for Girls and Young Women Training Kit: Program Implementation Kit.* Includes: 2 manuals, 3 audio tapes, 5 sets of Posters, 1997.

*New Visions Program for Boys and Young Men Training Kit: Program Implementation Kit.* Includes: 2 tapes, Posters, Cards, 2002.

*Project Design Training Material: 2000- 2004* by Dr.Mohsen and Elham Fateem.

*Strategic Planning Training Material: 2004* By Progress 2 Consultation Firm Elham Fateem.

*Report Writing Training Material: 2001- 2004* by Hany Tawfeek and Elham Fateem.

*Training of Trainers Training Material: 1999- 2003* by Dr. Salha Awad, Dr. Omaima Hamdy and Elham Fateem.

*Advanced Training of Trainers Training Material: 2003* by Elham Fateem.

*Proposal Writing Training Material : 2001-2002* by Mohsen Kamel.

*Financial Management Training Material: 2001.* Prepared and Delivered by Progress 2 Consultancy Firm.

*Advocacy Training Material: 2001-2004* by Dr. Salha Awad and Dr. Omaima Hamdy

*Effective Networking Development Training: 2001* by Elham Fateem

*Gender Training: 1999- 2004.* Prepared and Delivered by Azza Kamel and Adel El- Madany.

## **Program Documentation**

*Impact Study of CEDPA Activities in Egypt.* by The Centre for Development and Population Activities (CEDPA), Volume I New Horizons (NH) Project 1997 – 1999.

*The Egypt New Horizons and New Visions Youth Empowerment Programs: Process Documentation.* Centre for Development and Population Activities, 2004.

*Female Genital Mutilation Abandonment Program (FGMAP) Phase III Year One Documentation.* Prepared by Mona Selim, Sarah Goltz Shelbaya, Sahar Mashhour and Maysa Ayoub.

*Partnership Projects for Girls and Young Women: Midterm Evaluation.* by Soha Abdel- Kader. For the Centre for Development and Population Activities; 1997.

## **Reports for USAID**

### ***Annual Reports***

*First Semi-Annual Report, Partnership Projects for Girls and Young Women.* September 1994-March 1995. Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-0225-G-00-4090-00.

*Second Semi-Annual Report Partnership Projects for Girls and Young Women.* April 1995 - September 1995, December, 15<sup>th</sup> 1995, Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-0225-G-00-4090-00.

*Third Semi-Annual Report Partnership Projects for Girls and Young Women.* October 1995-March 1996, August 1996; Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-0225-G-00-4090-00.

*Forth Semi-Annual Report Partnership Projects for Girls and Young Women.* April- September 1996, February 1997, Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-0225-G-00-4090-00.

*Fifth Semi-Annual Report Partnership Projects for Girls and Young Women.* October 1996-March 1997, March 1997, Prepared by: The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00.

*Sixth Semi-Annual Report Partnership Projects for Girls and Young Women.* April 1997- March 1997, March 1998. Prepared by: The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00.

*Seventh Semi-Annual Report Partnership Projects for Girls and Young Women.* April 1998-March 1999, March 1999, Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00.

*Eighth Semi-Annual Report Partnership Projects for Girls and Young Women.* April 1999-March 2000, March 2000, Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00.

*Ninth Semi-Annual Report Partnership Projects for Girls and Young Women.* April 2000 - March 2001, March 2001, prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00.

*Tenth Semi-Annual Report October 1994-1999, Final Report April- October 1999.* Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-94-00090-00 submitted: March 2000.

### ***Quarterly Reports***

*First Progress Report Towards New Horizons Project.* November – December 1999 February 2000 Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Second Progress Report Towards New Horizons Project – January 2000 May 2000.* Prepared by: The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Third Progress Report Towards New Horizons Project.* April-June 2000 August 2000 Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Fourth Progress Report Towards New Horizons Project.* July – September 2000 November 2000 Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Fifth Progress Report Towards New Horizons Project.* October – December 2000 FEBRUARY 2000 Prepared by: The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Sixth Progress Report Towards New Horizons Project.* January – March 2001 May 2001 Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Seventh Progress Report Towards New Horizons Project.* April 2001- June 2001 Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Eighth Progress Report Towards New Horizons Project.* July 2001- September 2001: Prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Ninth Quarterly Progress Report Towards New Horizons Project.* October-December 2001 prepared by The Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00 February 15, 2001.

*Tenth Quarterly Progress Report Towards New Horizons Project.* January -March 2002 Prepared by Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00 February 15, 2001.

*Eleventh Quarterly Progress Report Towards New Horizons Project.* April- June 2002 Prepared BY: Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00 May 15, 2002.

*First Quarterly Progress Report Towards New Horizons Project II.* August- September 2002 Prepared by Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00 November 15, 2002.

*Second Quarterly Progress Report Towards New Horizons Project II.* October – December 2002 Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00

*Third Quarterly Progress Report Towards new Horizons Project II.* January - March 2003  
Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

*Fourth Quarterly Progress Report Towards New Horizons Project II.* April-June 2003 Centre for  
Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00  
August 17, 2003.

*Fifth Quarterly Progress Report Towards New Horizons Project II.* July-September 2003 Centre  
for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00  
August 17, 2003.

*Sixth Quarterly Progress Report Towards new Horizons Project II,* October – December 2003  
Centre for Development and Population Activities. USAID/Cairo Grant Number 263-G-00-00-  
00003-00 February 22, 2004.

*Seventh Quarterly Progress Report Towards new Horizons Project II.* January–March 2004  
Centre for Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-  
00003-00 May 27, 2004.

*Eighth Quarterly Progress Report Towards New Horizons II.* April–June 2004 Centre for  
Development and Population Activities USAID/Cairo Grant Number 263-G-00-00-00003-00.

## **General Reports**

### ***Advocacy Reports***

These advocacy reports were submitted by the ITRFP and prepared by: Dr. Salha Awad and Dr. Omaima Hamdy:

Advocacy and effective communication skills 2001	
Report on Group 1 workshop 1 15/3/01	Arabic
Report on Group 1 workshop 2 13/5/01	Arabic
Final report of Group 1	English
Report on Group 2 workshop 1 12/4/01	Arabic
Report on Group 2 workshop 2 19/7/01	Arabic
Final report of Group 2	English
Report on Group 3 workshop 1 10/5/01	Arabic
Report on Group 3 workshop 2 22/7/01	Arabic
Final report of Group 3	English
Report on Group 4 workshop 1 7/6/01	Arabic
Report on Group 4 workshop 2 29/7/01	Arabic
Final report of Group 4	English
Report on Group 5 workshop 1 21/6/01	Arabic
Report on Group 5 workshop 2 31/7/01	Arabic
Final report of Group 5	English

### ***Advocacy Reports from NCW***

Pilot Project to Train Members of four of the NCW Branches on "Advocating for Women's Issues in Their Local Communities"

Report on Group 1 workshop 1, September 2002	Arabic
Report on Group 1 workshop 2, November 2002	Arabic
Report on Group 2 workshop 1, September 2002	Arabic
Report on Group 2 workshop 2, October 2002	Arabic
Evaluation workshop report of Groups 1 & 2 January 2003	Arabic
Final report for graduation of Groups 1 and 2 June 2003	Arabic

Reports on the "Advocacy and strategic communication skills" workshops held in 2003

- Report on Group 1 workshop 1
- Report on Group 1 workshop 2
- Report on Group 1 workshop 3 June 2003
- Report on Group 2 workshop 1
- Report on Group 2 workshop 2
- Report on Group 2 workshop 3 May 2003
- Report on Group 3 workshop 1
- Report on Group 3 workshop 2
- Report on Group 3 workshop 3 September 2003

### ***Networking and Building Coalitions Training 2003 / 2004***

All Networking reports were submitted by: Institute for Training & Research in F.P ITRFP, Alexandria, Egypt, and prepared by Dr. Salha Awad and Dr. Omayma Hamdy.

- 1- Group 1 workshop 1 (13 - 19 December 2003)
  - Report on final workshop for building coalitions and networks to advocate for women's issues, for the governorates of Menia and Beni Suef. (Arabic)
  - Group 1 workshop 2 (11 - 12 February 2004)
  - Final evaluation report on the achievements of the networking groups. (Arabic)
- 2- Group 2 workshop 1 (21 - 28 February 2004)
  - Report on final workshop for building coalitions and networks to advocate for women's issues, for the governorates of Qena & Fayoum. (Arabic)
  - Group 2 workshop 2 (18 - 19 April 2004)
  - Final evaluation report on the achievements of the networking groups. (Arabic)
- 3- Group 3 workshop 1 (6 - 13 March 2004)
  - Report on final workshop for building coalitions and networks to advocate for women's issues, for the governorates of North Sinai & Sohag. (Arabic)
  - Group 3 workshop 2 (24 - 25 April 2004)
  - Final evaluation report on the achievements of the networking groups. (Arabic)

### ***Leadership Camps Reports 2003 / 2004***

All Leadership Camps' reports and follow-up camp reports were submitted by CEDPA Consultants, Dr. Elham Fatim:

Camp 1 Workshop 1 (Qena, Sohag, Beni Suef, Ismailia Governorates) 24-30 December 2003  
Report on: The 1st Leadership Camp "Developing Voluntary Cadres of Leaders" of CEDPA Young Male and Female Facilitators.

Camp 1 Workshop 2 (follow-up camp) 4 - 8 March 2003 – Sharm El Sheikh Resort  
Report on: Follow-up Camp to the First Leadership Camp.

Camp 2 Workshop 1 (North Sinai, Aswan, Assiut, Minia) 25 - 31 March 2004  
Report on: The 2<sup>nd</sup> Leadership Camp "Developing Voluntary Cadres of Leaders" of CEDPA Young Male and Female Facilitators.

Camp 2 Workshop 2 (follow-up camp) 5 - 8 June 2004 – Sharm El Sheikh Resort  
The follow-up camp for Camp 2 participants was held together with Camp 3.

Camp 3 Workshop 1 (North Sinai, Sohag, Qena, Alexandria) 7 - 13 May 2004  
Report on: The 3<sup>rd</sup> Leadership Camp "Developing Voluntary Cadres of Leaders" of CEDPA Young Male and Female Facilitators.

Camp 2 & 3 Workshop 2 (follow-up camp) 5 - 8 June 2004 – Sharm El Sheikh Resort  
Report on: Follow-up Camp to the Second & Third Leadership Camp  
"Developing Voluntary Cadres of Leaders."

## **Other Donor Reports**

### ***UNICEF Reports***

*Quarterly Progress Reports on FGMAP Implementation in Assiut: September through November, 2003.* by Sahar Mashhour, submitted on Jan. 20, 2004.

*Quarterly Progress Reports on FGMAP Implementation in Assiut: December through March, 2003.* by Sahar Mashhour, submitted on May 31, 2004.