

Final Evaluation Report

Butterflies Project

Asyut

From 1/9/2016 to 31/8/2018

Eparchial Development Office - Asyut



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Introduction

This final evaluation was carried out for Butterflies Project regarding nurseries' technical support in Asyut and was implemented by EDO- Asyut.

The study aimed at measuring the extent to which the targeted results of the project were achieved through a sample of (5) target communities (Abogabal - Sahrab - Dwayneh – Al-blaiza – Kom Boha).

The evaluation was carried out through the implementation of a set of tools targeting the following categories: EDO team, nurseries' managers, parents of children, beneficiaries, nursery supervisors, and children.

We would like to extend our appreciation and thanks to EDO staff and volunteers for their positive participation in the implementation of the evaluation from participation in the design of evaluation's tools, data monitoring and reviewing the evaluation results.

Emil Charly Wassef

Contents:

Contents	Page No
Summary of evaluation	4 – 7
First: Background to Butterflies Project	7- 11
Second: the status of early childhood care in Egypt	11- 14
Third: The objectives and methodology of the study	14 -15
Fourth: Evaluation results	15-
1- Evaluation results according to indicators	15- 20
2- The project adequacy to achieve the Millennium Goals 2030	20 -21
3- The adequacy of the project design to achieve the expected results	21
4- Changes emerging from the project	22-35
5- Project Challenges	36
6- Elements of power in the project	36
7- Evaluators' recommendations	37 -39
Annexes	
- Annex No. (1): Number of the target groups beneficiaries during the project period	40
- Annex No. (2): Nurseries' data of 2016/2017	41
- Annex No. (3): Nurseries' data of 2017/2018	42
- Annex No. (4): Comparison between the number of children of nurseries in the first and second year of the project	43
- Annex No. (5): Methodology of working with parents	44

Summary of evaluation

EDO implemented Butterflies Project from 1/9/2016 to 31/8/2018 in 20 communities in Asyut Governorate.

The general objective of the project:

Enabling the children (ranging from 4-6 years) of growing in a safe educational environment that gives them the opportunity to discover their talents and develop them in 20 non-formal nurseries within the province of Asyut by the end of 2018 AD



In achieving its objectives, the project has adopted the following strategies:

- Creating awareness of the importance of early childhood care and development for parents of both sexes through the program of working with parents.
- Improving the efficiency of service providers for early childhood children from kindergarten supervisors and nannies in order to provide better service to children
- Improving the existing nursery environment to become more attractive to children and of a high quality
- Enabling providers of services to children and parents with materials and tools to raise awareness of the importance and methods of education in the early childhood stage.

The evaluation, carried out in August 2018, targeted 5 communities of the target communities:

- Evaluating the project performance and achievements compared to the general objectives of the project, and its indication within the logical framework
- Discovering lessons learned from the project and results achieved which can be adopted in similar projects in the future.
- Developing specific recommendations to guide the management in the future programs regarding the design.

The results of the evaluation showed that:

- 1- The importance of the project to the target communities due to the following:
 - The project works in low-enrollment areas where enrollment rates for children in the early childhood in Asyut governorate reached 10.1% of the total number of eligible children according to the Ministry of Education strategic plan of 2007-2011
 - The high percentage of illiterate parents in the target communities and the lack of effective opportunities to learn how to take care of children especially in early childhood; the majority of parents adopt inherited information from ancestors or neighbors, which worsens the situation of education and violation of the rights of children in those communities.
 - Many parents use inappropriate behaviors and methods of education that are incompatible with children's rights such as the use of violence in various forms as a method of education in addition to gender distinction
- 2- The project has contributed to the Educational Development Goals 2030. The project is therefore a contribution to the achievement of the national strategic goals in the development of education. The project has worked towards achieving the goal No. 4 of the development goals "ensuring the quality of inclusive and equitable education and promoting lifelong learning opportunities for all"
- 3- The project has achieved positive changes at the level of the target communities of the project in Asyut Governorate represented in the following:
 - Providing direct services to (13503 individuals) for various groups in the community (children's parents, supervisors of nurseries, nannies)
 - The project contributed to raising the awareness of both sexes parents in ways of proper education, child rights, and early childhood care, through the program of working with parents
 - The project contributed to improving soil methods used by parents in children's education
 - Improving the quality of services provided to children within (23) nurseries by providing a suitable and healthy environment for children, providing educational curricula, providing learning and entertainment tools, rehabilitating service providers (supervisors, nannies) and raising their efficiency.
 - Improving children's health condition especially those who are malnourished

- Improving the efficiency of (82) providers of nursery services (supervisor / nanny).
- The project provided opportunities for children to learn about their talents
- The project contributed to improving children's knowledge and behavior according to parents' comments
- The project contributed to achieving a high degree of satisfaction of parents regarding the nurseries

The evaluation team recommends that:

- Due to the need of the target communities for early childhood care services and in order to achieve the general objective of the project, we recommend the continuity of the project in the same communities because of the need and since most of the communities are located in areas far from urban areas, which diminishes the attention given to these areas.
- The percentage of girls in some preschools is significantly lower than that of males in Al-Azzayzeh, Al-Manshah, An-nukhlah, Al-nasiriyah, Abujabal, Al-Fajr Association in Dwayenah, bablaw, and Al-Azzayzeh 2. The percentage is 45% in the second year so it is lower than the average percentage of girls in the targeted nurseries. Whereas at the beginning of the project it was 50.33% of the total number of children enrolled in nurseries. Therefore, we recommend working to raise the awareness of the target communities about the importance of educating girls and motivating them to ensure the continuation of girls in the post-nursery educational process (Table No. (4) Comparison between the number of children in 2017 and 2018).
- The number of children in some kindergartens in the second year is lower than the first year as in Al-aziziyah, Drunka, Amshul, Dwayneh and Abu Teig. Therefore, we recommend developing a plan to follow up and monitor the impact of the project activities and to design the kindergarten interventions to ensure children's enrolment and regular attendance.
- In order to ensure the continuity of the nursery work, we recommend the establishment of a community committee or advisory council for the nursery from the leaders of the community; this committee is mainly concerned with the support and development of early childhood in the village and thus supporting kindergartens and the development of policies and procedures that guarantee the continuity of kindergartens technically, financially and administratively. Thus, the kindergarten shall be converted into a viable institution.
- In order to ensure a greater capacity for parents' follow-up to their children in nurseries and in future education, it is recommended that adult education programs aimed at educating mothers and fathers can be added.

- The pre-study and the statements show that supervisors and directors of Kindergartens are affected by their wages. Therefore, we recommend helping the Kindergarten and associations management to develop a plan to increase the resources to ensure an appropriate level of income for the service providers and the continuity of services with a high quality.

First: Background to Butterflies Project

EDO carried out Butterflies Project in 20 communities in Asyut governorate to provide technical support for (23) kindergartens serving directly 1422 children, where girls represent 45.22% of the total number of children enrolled in these kindergartens in the second year of the project.

The project was designed and implemented in the light of the results of an applied study. The results of the study showed that kindergartens and target communities are characterized by:

- Weak technical support for targeted and service-providing kindergartens to improve performance because there is no planned program to build the capacity of supervisors and nannies.
- Lack of a system to monitor and measure the results and impact of nurseries on children and society.
- Weak recreational, formative and right activities of children in nurseries.
- Kindergarten environment don't comply with child protection standards
- Lack of coordination in raising children between the family and the nursery along with the absence of consultative meetings between parents and kindergartens on raising children
- Absence of specialized educational curricula in nurseries, many curricula are based on the diligence of female teachers and supervisors
- Poor health status of children due to diseases of malnutrition.
- The high number of children enrolled in kindergarten against the nursery areas and the number of supervisors.

The general objective of the project:

Enabling the children (ranging from 4-6 years) of growing in a safe educational environment that gives them the opportunity to discover their talents and develop them in 20 non-formal kindergartens within the province of Asyut by the end of 2018 AD

Target Group:

- Children (ranging 4-6 years)
- Supervisors
- Nannies
- Parents
- Volunteers

Target Communities

Amshoul - Abu Jabal - Kom Boha - Bblau – 2 nurseries in Bani shqer-2 nurseries in Al-Azzya- Nasiriyah - Saharab - Tall Oulad Siraj - Drunka - 2 nurseries in Dwinah - Al Balayza - Kom Asfahat - Al Azaiza – An-nukhylah

The main components of the project

1- Furnishing and supplying kindergartens:

An accurate counting of the needs of the nurseries will be carried out and providing them with tools and aids that serve the educational process such as:

Teaching aids – teaching games

Furnishing a small library to encourage children to read

Providing children with special tools and materials to practice their talents such as games and clay, etc..

2- Capacity building program:

- An accurate inventory of the training needs that the teachers will need; coordination will be managed with consultants to carry out these trainings
- Evaluation system will be developed to measure the performance and the indicators of development of the teachers; then teachers will stay or leave according to the result of the evaluation.

3- Working with parents program

It is a program that uses an organized methodology consists of 4 phases; it aims at establishing an association of mothers who support educational issues inside the village.

The first phase: preparation and formation: it lasts for a year in which mothers acquire educational methods so they can deal properly with children

The second phase: screening: it lasts for 3 months in which mothers are chosen to be prepared for planning for societal change campaigns and initiatives concerning educational issues

The third phase: implementing the individual and group initiatives and societal change campaigns; it lasts for 3-6 months; mothers will lead and carry out the societal change campaigns inside the community.

The fourth phase: preparation and formation of association of mothers before the end of the project; enthusiastic mothers will be chosen to be the cadres that work on spread the educational concepts together in an orderly way.

4- Home visits:

A home visit will be carried out each two months for each family.

"Message in visit" methodology will be used; it is one of EDO methodologies of health program; a short educational message with a picture will be shared with the family.

5- Behavior modification sessions:

Individual sessions are provided for children with behavioral problems outside the kindergarten according to a special program of behavior modification with the presence of the mother in order to carry out the homework.

6- Results and activities of the project

Result (1)	Children's academic, social and personal capacities have been developed in kindergartens by improving the learning environment within 20 nurseries by developing their own infrastructure and providing them with educational tools and teaching aids at the end of the project
Indicators	<ul style="list-style-type: none"> • 80% of female teachers use educational tools and teaching aids effectively in the educational process in kindergartens. • 85% of children regularly attend kindergartens activities by the end of the first year of the project • 40% of the children' artistic, literary, sporting talents and others were discovered by the end of the second quarter of the second year of the project
Activities	<ul style="list-style-type: none"> • Accurate counting of the actual needs of each kindergarten. • Purchasing the tools and games with respect to the policy and the system of procurement of the office. • Providing kindergartens with tools, games, and teaching aids • Training the female teachers on how to use these games and teaching aids • Following up the impact of these tools on the children's performance. • Performing artistic and cultural competitions between kindergartens.

	<ul style="list-style-type: none"> • Carrying out training and awareness- raising days with children
Result (2)	Sixty female teachers provide a good educational and pedagogical service that will provide a chance for healthy growth of children by the end of the project.
Indicators	<ul style="list-style-type: none"> • 65% of the children improved their level of education compared to their previous status by the end of the second year of the project • 25% of children with behavioral problems changed their behaviors after the end of the behavioral modification program and according to the evaluation by the end of the second year of the project • 50% of children with malnutrition were treated by the end of the project
Activities	<ul style="list-style-type: none"> • A deep study to measure the level of the female teachers' capacities • Carrying out capacity development program for teachers based on a series of training topics and workshops as follows: <ul style="list-style-type: none"> ○ Fundamentals of Education ○ The role of female supervisor of the nursery ○ Portdj program of early childhood development ○ Behavior modification program and its files ○ Teaching aids and active educational technique. ○ Audio technique of teaching reading ○ Using puppet theater ○ Using stories in education and teaching ○ Working with parents program • Carrying out periodic review meetings every two months with teachers for evaluation and development. • Providing some shreds of evidence and brochures that help teachers to research and develop their performance. • Carrying out the daily educational program • Carrying out behavior modification sessions for children who suffer from a behavioral problem
Result (3)	Twenty-five nannies have acquired the skills that enable them of dealing educationally with children, their parents, and the attendees by the end of the project
Indicators	<ul style="list-style-type: none"> • 80% of nannies participated actively in the trainings and the periodic meetings by the end of the first year of the project. (The training / discussion group participants' list with the nannies about their benefit from the meetings) • 50% of nannies refused practicing physical, verbal or any kind of punishment by the end of the project.
Activities	<ul style="list-style-type: none"> • Carrying out 2 rehabilitation training sessions for nannies • Carrying out 6 quarterly meetings with nannies

	<ul style="list-style-type: none"> • Carrying out 2 recreational and formative trips for children and nannies
Result (4)	Five hundred parents have acquired the skills and the knowledge that helped them educating their children appropriately by the end of the project.
Indicators	<ul style="list-style-type: none"> • 75% of parents attend the meetings regularly • 50% of parents used dialogue and pedagogical methods in the education of their children • 25% parents prepared individual and group initiatives to support childhood issues inside communities
Activities	<ul style="list-style-type: none"> • Carrying out a deep pre-study about the problems and the education challenges faced by parents • Carrying out working with parents program • Carrying out home visits • Carrying out exemplary mother competition • Forming an association of mothers • Carrying out 4 societal change campaigns

Second: the status of early childhood care in Egypt

Early childhood education is an essential path for human development and an opportunity for all concerned parties to work inter sectorally to achieve coverage and integration. The importance of early childhood education programs stems from the fact that it supports the child's right to live, to grow his or her potential as well as to increase his or her participation in social life, and to provide him/her with values and balanced social behavior, and mental development. The child will be developed in terms of motor, movement, emotion, social life. Child will reach complex level of development. It involves multiple aspects and dimensions of health, nutrition and health practices, as well as emotion and mind. So the complication and complexity require a comprehensive and integrated approach; the dimensions of the development process are fully integrated, as the emotional side effects the cognitive and physical side and vice versa. Child's capacity development is a multidimensional process; it involves the physical, emotional, mental, social and spiritual diminutions.

In Egypt, the political leadership was concerned with children. One of the most prominent of these concerns was the Republican Decree No. 54 of 1988 regarding establishing the National Council for Childhood and Motherhood to propose the general policy in the field of childhood and motherhood. The Egyptian legislator focused on the child; thus, the Children's Act No. 12 of 1996, which, in some articles, 57,56,55, regulates the child's right to education, especially pre-school classes "kindergarten" is issued. The most important features of the amendments in Law No. 126 of 2008 are the promotion of the human rights approach in dealing with children's issues in accordance with the approach taken by the International

Convention on the Rights of the Child, treating children as right-holders with regard to the right to education, health care, family protection and recognition of the right of the child to enjoy all the rights guaranteed by the law in accordance with the basic principles of the rights of the child where the law affirmed the right to social care of all kinds.

The law states the provision of kindergartens for the purpose of rehabilitating children physically, culturally, psychologically and morally as well as the establishment of nurseries in each women's prison, where the children of female prisoners are allowed to be placed until the child reaches the age of four years provided that the mother shall accompany her child during the first year of his life.

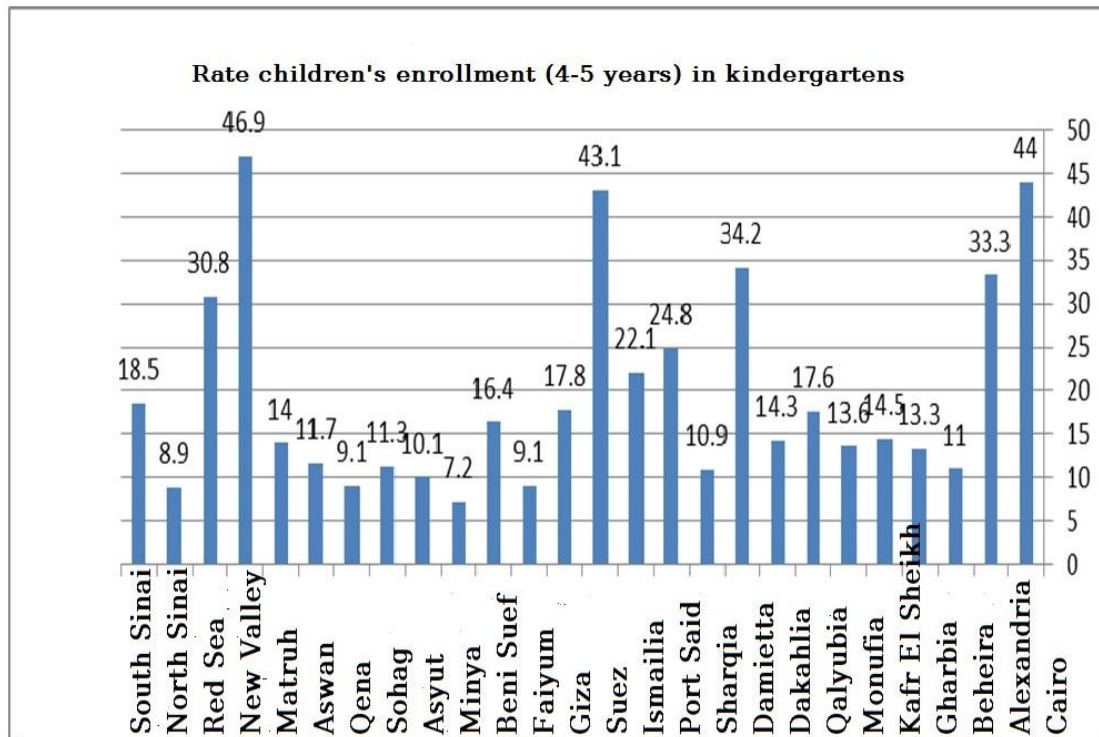
As a result of the increased community interest in the nursery stage, the Ministry of Education issued Decree No. 150 dated 4/7/2008 regarding the organization of kindergartens belonging to or affiliated with public and private schools. This Decree defines what is meant by nurseries and their objectives and plans and conditions of enrollment.

According to the Ministry of Education, Strategic Planning and Policy Unit, the Strategic Plan Document 2007-2011, the number of kindergartens classes was 19232 in 2005/2006 distributed as follows: 11826 classes in public schools, 6119 classes in private education and 1287 classes in Al-Azhar education with an average density of 30.8 child/class. The number of schools with kindergartens reached 6581 schools (4876 public schools, 322 Azhar schools, and 1383 private schools). The number of teachers reached 16194 teachers (governmental), most of them are female teachers (13712 permanent teachers, 2482 contracting teachers); the number of supervisors reached 821; we provide training for 132 supervisors.

Statistics show that the enrollment rate of children in kindergartens is 18.1% of the total number of children in the age group ranging (4-5 years) where 11.2% in public schools, 5.2% in the private education sector, 1.7% in Al-Azhar education classes). It is a low rate compared to countries that are similar to Egypt in terms of its economic level.

The enrollment rates vary from one governorate to another; the highest enrollment rate reaches 46.9% in the New Valley Governorate and the lowest rate reaches 7.2% in Al-minya Governorate with respect to the children's age group ranging 4-5 years.

The following figure (1) shows the enrollment ratios in the governorates of the Arab Republic of Egypt:



Source: the Ministry of Education, Strategic Planning and Policy Unit, the Strategic Plan Document 2007-2011

Thus, the percentage of children's enrollment in early childhood stage in the target governorate is 10.1 % of the total eligible children.

Egypt's strategy for sustainable development included Egypt's Vision 2030 as it reflects New Egypt's core features over the next 15 years. Egypt has decided to embark on building, development and facing challenges. The strategy of Egypt 2030 is divided into 12 main areas: education, innovation, knowledge and scientific research, social justice, transparency and efficiency of government institutions, economic development and urban development, energy, culture, environment, internal policy, national security, foreign policy and health.

According to the main directions for sustainable development, Egypt will be one of the top 30 countries in terms of citizens' happiness by 2030 compared to its current ranking of 130 out of 156 countries. It will also be one of the top 30 countries in the competitive level compared with the current ranking of 148 out of 188 countries, as well as improving its position as the world's most powerful economy for more than 10 positions to reach the top 30 economies compared to the current ranking of 41 out of 192 countries.

At the level of education as one of the axes, the plan included the provision of kindergartens and the empowerment of children in the ages 0 to 6 years of early education skills by raising the enrollment rate in kindergarten (4-6 years) to reach

80% and include all children of this age group in the pre-school stages in institutional framework and curricula by 2030, and the preparation of educational programs for children ranging 0-3 years by 2016.

Egypt's Vision for Sustainable Development 2030 aims at applying goal No. 4 "ensuring the quality of inclusive and equitable education and promoting lifelong learning opportunities for all" within the UN Sustainable Development Goals of 2030, scheduled in September 2015.

Butterflies project is a way to achieve new steps in the quality of kindergartens, especially in most needy communities.

Third: the objectives and methodology of the study

1- Purpose of evaluation

Final evaluation of the Butterflies Project, which was carried out by EDO – Asyut, aims at:

- Evaluating the project performance and achievements compared to the results and the indicators of the project
- Evaluating the contribution of the project towards the overall objective of the project
- Discovering lessons learned from the project and results achieved which can be adopted in similar projects in the future.
- Developing specific recommendations to guide the management in the future programs regarding the design.

2- Evaluation Methodology

The evaluation process was based on the social survey, where the study was conducted on a sample of beneficiaries, partners, staff, and stakeholders

3- Data collection methods and tools

The evaluation was based mainly on tools that were designed in partnership between the team and the volunteers in light of the target indicators that should be measured during the project and they included the following:

- Studying the project documents and analyzing the follow-up reports
- Interviewing with the project team and volunteers to examine the strengths and weaknesses of the project, monitoring the project challenges, measuring the satisfaction with the project structure and monitoring methods, their vision of the project's ability to deal with the needs of the community, and sustainability as well as monitoring quantitative and qualitative changes
- Interviewing with the directors of nurseries in order to survey the directors' point of view to monitor changes in nurseries, awareness

and attention of parents, coordination between kindergarten and community members, level of improvement in supervisors' abilities, evaluation of the project interventions effectiveness.

- Analyzing the supervisors' point of view in order to identify the addition that the project achieved in terms of their skills and practices with children, the extent of change in the awareness of parents and their interest in early childhood care, and monitor the most important obstacles to achieve the goals of kindergarten
- Analyzing the nannies' point of view in order to identify the addition that the project achieved in terms of their skills and practices with children, and monitor the most important obstacles to achieve the goals of kindergarten.
- Analyzing the parents' point of view in order to identify their satisfaction with the services currently provided, their expectations for future kindergarten, the extent of their participation with the nurseries, and their observation of the effectiveness of the nursery in raising their children
- Interviewing with children aimed at measuring children's satisfaction with kindergarten activities and their expectations of kindergarten

4- The study sample

(3) project team work	(3) volunteers
(4) kindergarten's directors	(66) children
(13) kindergarten's supervisors	(35) parents
(3) kindergarten's nannies	(14) community leaders

Fourth: Evaluation results

1- The results of the evaluation compared to the logical framework

The results of the final evaluation of the nurseries' technical support of Butterflies Project revealed the effort exerted by EDO. The project and its activities achieved many results compared to the indicators as follows:

	The situation at the beginning of the project	Achievements until the final evaluation
The general objective of the project:	Enabling the children (ranging from 4-6 years) of growing in a safe educational environment that gives them the opportunity to discover their talents and develop them in 20 non-formal kindergartens within the province of Asyut by the end of 2018 AD	
	The educational services offered to children aged 4 to 6 years were characterized by weakness in terms of kindergartens and	The services provided to children from kindergarten and family improved through the following: <ul style="list-style-type: none"> • children's knowledge and

	<p>parents as follows:</p> <ul style="list-style-type: none"> • Poor technical level of kindergartens' supervisors due to lack of specialization in the field of early childhood, in addition to weak technical support provided to them by officials • Lack of specialized methodology and programs for the care and development of children within the targeted kindergartens and supervisors rely on diligence to make the children spend their day at the kindergarten. • Weak activities aimed at developing children's skills and behaviors, as well as recreational activities within these kindergartens. • Poor health status of children and many children suffer from malnutrition. • Poor coordination between kindergartens and parents in the process of education. • The weakness of the educational level of the parents and the dependence on inherited methods of education that do not focus on the rights of child or raise the minds of children. 	<p>skills have been improved</p> <ul style="list-style-type: none"> • the level of service providers in the target kindergartens (supervisors and nannies) has been improved through the process of building their capacity in dealing with children • The kindergartens environment has been improved to become safer; child protection standards are respected • kindergartens own curricula for raising children; they are applied by supervisors after being rehabilitated • Kindergartens own the tools and games that allow children to grow, learn and entertain during the learning process within the kindergartens. • Providing an opportunity to discover and develop children's talents • health status of malnourished children has been improved • The level of awareness of parents in terms of many areas related to raising children has been improved through the program of working with parents • the parents, sample evaluation, expressed their satisfaction with the project for the progress made in the form and content of kindergartens and providing good services for children
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Result (1)	Children's academic, social and personal capacities have been developed in kindergartens by improving the learning environment within 20 nurseries by developing their own infrastructure and providing them with educational tools and teaching aids at the end of the project	
Indicators	<ul style="list-style-type: none"> • 80% of female teachers use educational tools and teaching aids effectively in the educational process in nurseries. • 85% of children regularly attend kindergartens activities by the end of the first year of the project • 40% of the children' artistic, literary, sporting talents and others were discovered by the end of the second quarter of the second year of the project 	
	The situation at the beginning of the project	Achievements until the final evaluation
Achieved	<ul style="list-style-type: none"> • Number of children benefiting from kindergarten services at the beginning of the project (2017) is 1357 children: 674 males 683 females in 20 kindergarten • Poor technical level of the kindergartens' supervisors due to lack of specialization in the field of early childhood, in addition to weak technical support provided to them by officials • Inadequate environment for child protection standards 	<ul style="list-style-type: none"> • Number of children benefiting from kindergarten services at the beginning of the project (2018) is 1422 children: 779 males 643 females in 23 kindergartens • 85% of the supervisors participated in the training provided • The rate of attendance of children in kindergartens reached 95% during the first year of the project • 85% of the supervisors worked on educational methods and aids in new kindergartens. • All children, the evaluation sample, express their satisfaction with learning from the kindergartens. • Parents monitor the extent of learning children acquired from the kindergartens at the academic, skillful, and technical levels- table No

		(4)
Result (2)	Sixty female teachers provide a good educational and pedagogical service that will provide a chance for healthy growth of children by the end of the project.	
Indicators	<ul style="list-style-type: none"> • 65% of the children improved their level of education compared to their previous status by the end of the second year of the project • 25% of children with behavioral problems changed their behaviors after the end of the behavioral modification program and according to the evaluation by the end of the second year of the project • 50% of children with malnutrition were treated by the end of the project 	
	The situation at the beginning of the project	Achievements until the final evaluation
Achieved	<ul style="list-style-type: none"> • Kindergarten supervisors did not receive any specialized training in terms of kindergarten and they are not educational qualification holders • 34% of children suffer from malnutrition. The results of the analysis conducted for 979 children of the total number of 1361 children showed that 339 children were infected with malnutrition (anemia) 	<ul style="list-style-type: none"> • all the parents, the evaluation sample, of Abu Jabal kindergarten expressed their satisfaction with the knowledge and life skills that the children gained from learning during the year; • Children also expressed their love towards the kindergartens and they attended the nursery to learn, play and draw. • Conducting behavior modification sessions with children by the supervisors. Six hundred thirty four sessions were implemented with the attendance of 100 children where 86 children of improved by 86% • The behavior of children has improved in much misconduct such as the use of bad words, the use of violence, and beating. Kindergarten's supervisors monitored

		<p>the extent of improvement in children's behavior during the project according to Table No. (5)</p> <ul style="list-style-type: none"> • The percentage of children with anemia and malnutrition decreased to 17%. The results of the analysis conducted for 834 children of the total number of 1426 children showed that 150 children were infected with malnutrition in 2018
Result (3)	Twenty-five nannies have acquired the skills that enable them of dealing educationally with children, their parents, and the attendees by the end of the project	
Indicators	<ul style="list-style-type: none"> • 80% of nannies participated actively in the trainings and the periodic meetings by the end of the first year of the project. (The training / discussion group participants' list with the nannies about their benefit from the meetings) • 50% of nannies refused practicing physical, verbal or any kind of punishment by the end of the project. 	
	The situation at the beginning of the project	Achievements until the final evaluation
Achieved	<ul style="list-style-type: none"> • Nannies' role is to clean up the kindergarten, take care of the children, and help them use the toilet, but without receiving any training or meetings about how to deal with children, child protection policies and ways of dealing with parents. 	<ul style="list-style-type: none"> • Twenty-one nannies of 24 nannies, i.e. 87.5%, participated electively in the training and periodic meetings with them. • 87.5% of the nannies participated in the meetings and training provided to them. • 60% of the nannies deal with children without violence. According to professional reports and field visits • The nannies expressed their appreciation for the extent of their learning from the project and their new practice with children

Result (4)	Five hundred parents have acquired the skills and the knowledge that helped them educating their children appropriately by the end of the project.	
Indicators	<ul style="list-style-type: none"> • 75% of parents attend the meetings regularly • 50% of parents used dialogue and pedagogical methods in the education of their children • 25% parents prepared individual and group initiatives to support childhood issues inside communities 	
	The situation at the beginning of the project	Achievements until the final evaluation
Achieved	<ul style="list-style-type: none"> • Most mothers are uneducated and have no experience to deal with children except screaming, insults or beatings which establish a behavior we see in many forms in the community and we suffer from it. • Parents use physical and verbal violence in dealing with children. • There are no periodic meetings with parents to coordinate between the parents and the nursery in the educational process. 	<ul style="list-style-type: none"> • Six hundred people participated in 53 meetings on topics such as (sexual harassment, food pyramid, growth characteristics, basic principles of education, basic psychological needs) • Seven thousand eight hundred fifty two parents participated in awareness campaigns in the communities • The mothers, the evaluation sample, in Abu Jabal village expressed their satisfaction with the program to benefit from it and extend the benefit to the children

2- The project adequacy to achieve the Millennium Goals 2030

The Early Childhood Care and Development Project contributed to the achievement of the UN Sustainable Development Goals of 2030 scheduled in September 2015 to achieve the following:

Sustainable Development Goals 2030	Indicator	Butterflies Project's Achievements
Goal No. (4) "Ensure the quality of inclusive and equitable education and promote lifelong learning opportunities for all"	Indicator 4.2 the Development Goals "Ensure that all girls and boys have access to high quality growth in early	Raise the awareness of parents about the importance of early childhood development and care; thus, it will

	childhood stage and pre-primary education so they can be ready for the primary education by 2030"	increase their attendance to enroll their children in nurseries and improve early childhood care opportunities
	Indicator 4.A the Development Goals "Building educational facilities that take the gender, disability, children, upgrading educational facilities and creating an effective, safe, non-violent and inclusive environment into account"	Improve the environment of 23 of the target kindergarten of the project, which contributed to the attraction and regular attendance of children in nurseries.
	Indicator 4.C "Significant increase in the number of qualified teachers through international cooperation to train teachers in developing countries, especially in least developed countries and small islands by 2030	Preparation of (60) kindergartens' supervisors in training workshops to raise their capacities in the field of child care and development in the project sites

3- The adequacy of the project design to achieve the expected results

- The project aims to bridge the gaps in the target kindergartens, as such gaps impede children's enjoyment of their rights to care and develop the early childhood stage, especially those who are concerned with the early childhood care at the family level and service providers of nursery supervisors in 23 nurseries.
- the project's selection of the activities that achieve the results was appropriate according to the logical framework, which gave a space for creativity in the implementation of some activities according to the conditions of the communities especially in the organization of campaigns
- The project interventions have contributed to improving the environment of kindergartens and raising the efficiency of service providers and families of the children

4- Changes emerging from the project

Result (1):

Children's academic, social and personal capacities have been developed in nurseries by improving the learning environment within 20 nurseries by developing their own infrastructure and providing them with educational tools and teaching aids by the end of the project

- 80% of female teachers use educational tools and teaching aids effectively in the educational process in nurseries.
- 85% of children regularly attend nurseries activities by the end of the first year of the project
- 40% of the children' artistic, literary, sporting talents and others were discovered by the end of the second quarter of the second year of the project

A- Accomplished:

- 1- Furnishing of kindergartens with chairs and children's safe tables
- 2- Providing kindergartens with educational aids and games
- 3- Providing the library books and stories to encourage children to read
- 4- Providing tools for the practice of hobbies such as painting, clay games, and others.
- 5- Providing specialized educational curricula in kindergartens
- 6- Discovering the artistic talents of children
- 7- Training the female teachers on how to use these games and teaching aids
- 8- Carrying out 4 children's training sessions on celebrating childhood, respecting nature and accepting differences
- 9- Periodic follow-up of project management through which technical support is provided for and kindergarten's supervisors and management.
- 10- A workshop for gifted volunteers in drawing was conducted to draw kindergarten walls
- 11- Producing teaching aids produced by supervisors with the participation of the children
- 12- Training teachers to use games and methods.



B- Results Achieved:

- 1- The total number of children who benefited from in kindergarten



services in (2018) is 1422 children: 779 males 643 females in 23 kindergartens

- 2- 85% of the supervisors participated in the training provided
- 3- The rate of attendance of children in kindergartens reached 95% during the first year of the project
- 4- 85% of the supervisors worked on educational methods and aids in the new kindergartens
- 5- The parents, evaluation sample, expressed their satisfaction with the improvements made in the kindergartens and the changes that occurred in the children, including:
 - Supervisors and nuns provided a good attention to the children
 - Children's love towards the nursery has been increased
 - Supervisors' ability to love and deal with children has been improved
 - Availability of furniture and suitable chairs for a child in kindergarten.
 - Selection of children of the same age in the kindergarten class
- 6- Supervisors expressed their satisfaction with the kindergarten environment in terms of hygiene and infrastructure. However, some nurseries, for example, Sahrab Nursery, behind which is a "barn," which reduces the kindergarten's ventilation. Their estimate of providing the kindergarten with the games has declined between average and weak because of their small number compared to the number of children in kindergarten. As well as their appreciation for learning how to develop and manufacture teaching aids between excellent and average because of the lack of raw materials to implement what they learned. The following table (1) shows an evaluation of a sample consists of (13) kindergarten's supervisors.

Item	Excellent	Good	Average	Poor
Kindergarten environment	10		3	
Kindergarten improvements/ games and aids			3	10
Teaching aids you know and use	3		10	

- 7- The directorate of the kindergartens said that the project has had a great impact on improving the knowledge of parents in terms of child care, improving the quality of services provided to children in kindergarten, improving the efficiency of kindergarten workers, and improving the

kindergarten environment which are the main elements that the project worked on. The following table (2) shows the evaluation of the kindergartens directors regarding the impact of the project on the kindergartens.

Item	Yes	Almost	No
Increasing the regular attendance of children in kindergarten	1	1	1
Increasing the number of children enrolled in kindergartens	2		1
Improving the kindergarten environment		3	
Improving the knowledge of people regarding children care	3		
Improving the quality of services provided in kindergartens	3		
Improving the efficiency of kindergarten workers	1	2	

8- The kindergarten directors, the evaluation sample, expressed the needs of the kindergarten as follows:

- Raw materials for educational and teaching aids and means
- Increasing the quality and number of games to be sufficient for the children attending the nursery
- Adding furniture (chairs - tables - board) in nurseries that the project did not contribute to
- Providing sponge floor tiles to avoid the injuries
- Supporting with hygiene tools
- Supporting the children's trips

9- The children, the evaluation sample, said that they practice many activities in the nurseries such as songs, games, drawing, clay play, learning the letters; learning maths as well expressed their desire for regular attendance and satisfaction with the kindergarten.

Result (2)

Sixty female teachers provide a good educational and pedagogical service that will provide a chance for healthy growth of children by the end of the project.

- 65% of the children improved their level of education compared to their previous status by the end of the second year of the project
- 25% of children with behavioral problems changed their behaviors after the end of the behavioral modification program and according to the evaluation by the end of the second year of the project
- 50% of children with malnutrition were treated by the end of the project

A- Accomplished:

1. Introductory workshop to introduce the project and its plan
2. Training on manufacturing educational and teaching aids for 60 supervisors
3. Training on the basics of education for kindergarten supervisors
4. Training on the development of creative thinking for 30 supervisors
5. Training on behavior modification and management for 30 supervisors
6. Training on the growth stages for the kindergarten supervisors
7. Portage training to raise and develop growth skills for the nursery supervisors
8. Four meetings and periodic review with supervisors on how to plan the activities - Educational Corners Management - Successful Supervisor's Criteria - Daily Program - Preparation - Story - Educational Area
9. Follow-up to all sites by a monthly visit to each kindergarten. We provide technical support and the scientific material of the training to the supervisors who did not attend the training

B- Results Achieved:

- 1- Conducting behavior modification sessions with children by the supervisors. Six hundred thirty four sessions were implemented with the attendance of 100 children where 86 children of improved by 86%
- 2- The percentage of children with anemia and malnutrition decreased to 17%. The results of the analysis conducted for 834 children of the total number of 1426 children showed that 150 children were infected with malnutrition in 2018
- 3- All the parents, the evaluation sample, of Abu Jabal kindergarten expressed their satisfaction with the knowledge and life skills

- 4- Children also expressed their love towards the nursery and they attended the kindergarten to learn, play and draw.
- 5- 77% of the kindergarten's supervisors, the evaluation sample: (13) supervisors, expressed the extent of the quality of the trainings and how to benefit from them as they were excellent, while 23% said that the trainings were good and the supervisors monitored the trainings in which they participated and the extent of benefit, as shown in Table No. 3



Training Subject	The extent of benefit and the extent to which the training has been applied
Behavior Modification	<ul style="list-style-type: none"> • Learning how to deal with children's difficulties • Applying trainings to children • A lot of changes happened in the behavior of children
Creative thinking	<ul style="list-style-type: none"> • Opening new areas for the child (teach the children in how to make toys from household waste) • Child's brainstorm to increase his/her ability to create new ideas and solutions
Child Rights	<ul style="list-style-type: none"> • Teaching children their rights
Teaching aids	<ul style="list-style-type: none"> • Manufacturing teaching means with the simplest materials
Protection policy	<ul style="list-style-type: none"> • Teaching the child how to protect himself from the dangers
Portage Training	<ul style="list-style-type: none"> • Knowing skills and abilities that grow in the child and observing them • Helping me to set a goal in dealing with the child throughout the year
Puppet Theater	<ul style="list-style-type: none"> • Moving the puppet in accordance with my voice • Writing a clear text
Voice commands	<ul style="list-style-type: none"> • Learning the sound of the letters to make them easier to be learned
Storytelling	<ul style="list-style-type: none"> • Writing a story with a purpose and recounting it to the children
Strategy of cooperation with parents	<ul style="list-style-type: none"> • Good dealing with parents, attracting parents to important topics for children

6- The supervisors, the evaluation sample, expressed their acquisition of many skills as a result of the project as follows:

- Changing the parents' attitude towards beatings and violence against their children
 - Gaining parents' trust
 - Helping to change an introverted child to be more gregarious
 - Helping a child suffering from autism
 - Helping to change the people's concept regarding the kindergarten.
- and they became interested in getting more information and activities not only education
- language of dialogue and how to deal with the people

One of the supervisors of the kindergarten fight against female circumcision case and she was beaten by the parents but she is proud of her ability to fight against this bad habit

7- The directorate of kindergarten expressed the importance of technical support provided to the nursery, especially for nurseries' supervisors, where this contribution contributed to achieve the following:

- Modifying the behavior of children and how to deal with them
- Following up the problems of children with mother
- How to deal with children of integration
- Supervisor's management within classroom has been improved

8- the parents expressed the improvement of services provided to children from the kindergarten as a result of the improved performance of supervisors and nannies as follows:

- The kindergarten is clean
- Teaching children new things
- Teaching children English
- Nuns and supervisors follow up and help the children
- Attention to children

9- Parents monitored the extent of improvement of their children' learning from the kindergarten through observing their children; parents monitored children' learning according to the table No. (4)

Table (4): Parents monitored the extent of their children's learning from nursery

Behavior-skill / number of responses	The kindergartens of the Evaluation Sample					The total sample of parents
	Abu Jabal	Sahrab	Al-blazyah	Dwaynah	Kom Boha	
f	11	7	21	5	10	54
Reading & Writing:						
Counting alone	11	7	21	5	10	54

Writing the alphabets	11	7	21	5	10	54
Writing his name	11	7	21	5	10	54
Other previously undefined responses: Write homework						
Self-Reliance Skills:						
Wearing clothes alone	11	2	18	5	10	46
Wearing his shoes alone	11	2	16	5	10	44
Eating alone without help	11	7	21	5	10	54
Hairdressing alone	11	2	18	5	10	46
Other previously undefined responses: Washing his teeth with a paste - he relied on himself in bathing						
Technical Skills:						
Playing with cubes and making shapes	11	4	18	5	10	48
clay shaping and the making different shapes	11	4	20	5	10	50
Learning skills such as music, acting and drawing	11	5	18	5	10	49
Memorizing songs and anthems	11	5	21	5	10	52
Discovering his hobby	11	6	18	5	10	50
Participating in the nursery parties	11	4	18	5	10	48
Other previously undefined responses: Memorizing songs						

Language Skills:						
Finding out the meanings of many of the words they chant	11	7	16	5	10	49
Using long sentences while speaking	11	7	21	5	10	54
Expressing what they want in a clear way	11	7	21	5	10	54
Other previously undefined responses: taking permission before asking for the thing, using the words of gratitude						
Social skills:						
Having many friends	11	4	18	5	10	48
Cooperating with siblings at home	11	2	16	5	10	44
New values such as honesty and how to talk ...	11	4	20	5	10	50
Other previously undefined responses: learning discipline; apologizing, gregarious						
Life skills :						
Washing before and after eating	11	5	15	5	10	46
Learning how to keep your clothes clean	11	5	20	5	10	51
Do not walk barefoot	11	5	21	5	10	52
Other: specify	11	5	15	5	10	46

10- The supervisors of the kindergartens expressed the improvement in the behavior of the children as a result of the activities of the project. The previous behaviors of the project interventions and the behaviors of the children after the activities of the project were noted in Table No. (5) below:

Behaviors before the project interventions	Behaviors after the project interventions	Children's number
Express love through beating	They do not beat one another	4
Third Class Violence	Not expressing love by beating	9
Stubbornness	We can talk	7
Bad words	Minimizing bad words	35
Rioters; don't comply with the rules	Complying with the rules	4
They hated the kindergartens	The loved the kindergartens	4
Not reacting and not responding	They become more responsive	1
Introvert	Participating	4
Aggressive children	Normal	12
Stutter	Speak very well	4
Autism	Speak to his friends and mother	1
		85

11- Some of the directors of kindergartens, the evaluation sample, see that the supervisors need the following:

- Training teachers to manage the classroom in an interactive way that may increase the activity of children and reduce the child's sense of boredom
- Training teachers on how to develop a secondary plan to work with kindergarten children
- How to deal with people with disabilities
- Support for the teachers' salaries
- Medical examination should repeated once a month
- behavior modification sessions should be repeated
- Continuing to carry out training during vacation not working days
- competitions and festivals should be repeated
- Support for the kindergarten maintenance

Result (3)

Twenty-five nannies have acquired the skills that enable them of dealing educationally with children, their parents, and the attendees by the end of the project

- 80% of nannies participated actively in the training and the periodic meetings by the end of the first year of the project. (The training /discussion group participants' list with the nannies about their benefit from the meetings)
- 50% of nannies refused practicing physical, verbal or any kind of punishment by the end of the project.

A- Accomplished:

1. Four training sessions for the nannies with the participation of 18 nannies
2. Four meetings for the nannies to raise their awareness of the concepts of hygiene, dealing with children, and the basics of protection
3. Training for the nannies on the basics of protection
4. Periodic follow-up by the project management through which technical support is provided

B- Results Achieved:

- 1- Twenty-one nannies of 24 nannies, i.e. 87.5%, participated electively in the training and periodic meetings with them.
- 2- 87.5% of the nannies participated in the meetings and training provided to them.
- 3- 60% of the nannies deal with children without violence. According to professional reports and field visits
- 4- Three nannies, the evaluation sample, said that training sessions were good. They monitored the training sessions they participated in and the extent of benefit in the following table

Training subject	Lesson learned
Child Rights	<ul style="list-style-type: none">• Every child should receive his/her full rights• How can we explain things to him quietly if he makes mistakes• Communicating with the supervisor if the child committed a mistake• The right of the child to birth certificate, name, care of mother and father
The leading role of nannies	<ul style="list-style-type: none">• Nanny has an important role in the kindergarten• How to help a child to rely on himself
Protection policy	<ul style="list-style-type: none">• Knowing that the role of nanny is greater

	<p>than cleaning kindergarten</p> <ul style="list-style-type: none"> • The nanny's roles in protecting the children within the kindergarten
Children's Treatment	<ul style="list-style-type: none"> • Equal treatment of children, boys or girls • Each child's access to the toilet alone; he shall rely on himself • Maintain the cleanliness of the kindergarten and the toilet to maintain the health of children

5- The nannies, the evaluation sample, monitored the elements of improvement in their performance as a result of the project activities as follows:

- Encouraging the child if he/she commits good things
- calmly guiding the child in case of a mistake
- Encouraging children and teaching them that they are brother and sisters within the same nursery
- Listening to the child's need
- Taking care that there is no harassment among the children
- Following with the mother and talking to her if we noticed something about the child
- Encouraging the children not to eat unhealthy things such as chips

6- The nannies, the evaluation sample, monitored some behaviors of the children and how to deal with them after the training and table (7) shows how to deal with the behaviors of children after the training

Behaviors of children	How to deal with them
Using bad words	<ul style="list-style-type: none"> • We make it clear to the child that word is wrong and it should not be said again • encouraging to comply with the supervisor's instructions, so that he receives a gift • We make it clear to the unresponsive child that we will tell the supervisor and she will feel bad about that.
Harassment among children or children entering the toilet together	<ul style="list-style-type: none"> • Explaining to children that this behavior is wrong • Teaching that a child enters the bathroom alone and we can accompany them to the bathroom door • Teaching the child to knock the door of the toilet to make sure that there is no other child inside • A few chairs in front of the bathroom and allow one child to enter the bathroom
The child's acquisition of his fellow's tools and food or kindergarten tools	<ul style="list-style-type: none"> • Explaining to the child that each one leaves the tools of his fellow or nursery in place • We said: "Our Lord teaches us not to take any tools belonging to another person"

	<ul style="list-style-type: none"> • Reporting to the supervisors so that they can take care of the child
Children use violence among themselves	<ul style="list-style-type: none"> • Explaining to children that this behavior is wrong • Reporting to the supervisors so that they can take care of the child

Result (4)

Five hundred parents have acquired the skills and the knowledge that helped them educating their children appropriately by the end of the project.

- 75% of parents attend the meetings regularly
- 50% of parents used dialogue and pedagogical methods in the education of their children
- 25% parents prepared individual and group initiatives to support childhood issues inside communities

A- Accomplished:

- 1- Training supervisors on the methodology of working with parents with the participation of 30 supervisors
- 2- Carrying out the methodology of working with parents and carrying out a meeting with the participation of 52 parents
- 3- Carrying out home visits to the families by the partners, one visit every two months for each family
- 4- Carrying out the competition of the ideal mothers
- 5- Forming the association of mothers
- 6- Carrying out 3 societal change campaigns



B- Results Achieved:

- 1- Six hundred people participated in 53 meetings on topics such as (sexual harassment, food pyramid, growth characteristics, basic principles of education, basic psychological needs)
- 2- Seven thousand eight hundred fifty two parents participated in awareness campaigns in the communities

3- The mothers, the evaluation sample, in Abu Jabal village expressed their satisfaction with the program of working with parents; they learned subjects like: (anti-harassment, food pyramid, family problems and dealing with them, healthy food, respecting the rights of the child ... etc.). The mothers also noticed changes that happened in their treatment to their children, such as listening the child, distance from nervousness and anger in dealing with children, punishing the child in a harmless way, learning to decrease the harmful food provided to the child, learning that no one touches my son in a bad way, learning that how to talk to the child.



4- The parents, the evaluation sample, expressed the impact of the program on them as it improves their relationship with their children and gives us new behaviors "according to mothers' statements" such as:

- I used to feel angry towards my son, but I learned to punish him in a proper way
- I learned that if I got angry towards my son when he tells me a misdeed, he shall not tell me anything again
- I learned to decrease the harmful food provided to the child
- I learned how to talk to the child in proper way

5- The community leaders, the evaluation sample, expressed the impact of the program of work with the parents and the project as follows:

- Improving the parents' awareness (mothers)
- Renovating the nursery has caused great interest of the people in nursery
- People began to think and take care about education
- People were in need of someone who can teach them about education and behavior modification
- Mothers changed their way of thinking and they learned not to compare their children to others
- Following up the children, their behavior, and how to treat their misconducts

The project management team and the follow-up team also expressed their opinion about the impact of awareness on parents as follows:

- Providing regular follow – up to the mothers of children in kindergarten

- Providing regular behavior modification sessions
- Encouraging mothers to participate in various kindergarten activities
- Increasing mothers' interest in their children's appearance and health

The kindergarten's supervisors also expressed the high awareness of the parents about the importance of kindergarten and education as a result of the activities of the project, where a large number of parents follow-up of their children on a regular basis to know the level of the child, the way the child deals with fellows, talk with the supervisor of the kindergarten. The percentage of mothers is about 90% of the parents who attend the kindergarten on a regular basis.

6- Coordination in Education between kindergarten and Mothers: Supervisors of kindergartens expressed the improvement of cooperation between kindergarten and mothers in child education, for example, as follows:

- When the supervisor instruct the mothers regarding something related to the child, the mother applies these instructions with the child
- Observing the mothers' interest provided to their children
- mothers resort to the supervisors to consult them in dealing with misconduct committed by their children and children are changed because of the constant contact between supervisors and parents
- Mothers ask the supervisors to hold meetings and awareness-raising activities

5- Project Challenges

The project encountered some difficulties during the implementation; the project dealt with some of them and others remained until the end of the project; we monitor some of them as follows:

- 1- Weak salaries of service providers (supervisors, nannies) and the lack of budget for the project or nursery to modify wages or financial allowance.
- 2- Weak enthusiasm of the officials and some supervisors for cooperation to develop nurseries
- 3- The large number of jobs assigned to the supervisors of nurseries where the supervisor supervises all activities and the absence of assistants (the project sought volunteers from the communities to assist in some activities)
- 4- Changing some supervisors in some nurseries by officials
- 5- Parents do not attend parenting meetings because of their presence most of the time working outside the community

- 6- Weak desire of nannies in the change and the turnout of the training sessions and their difficulty in getting out of the communities to participate in the training activities
- 7- The lack of a nanny in some nurseries and the difficulty of transferring / moving the nannies to participate in the training

6- Project's strengths

The project is characterized by strengths as follows:

- 1- the project chooses the most needy communities in terms of the weak services provided for early childhood care (according to the Ministry of Education Strategic Plan 2007-2011)
- 2- Providing direct services to (13503 individual) from various groups in the community (children, parents, nurseries' supervisors, nannies)
- 3- The project works with nurseries of a Christian nature, which is affiliated with a church or nuns, as well as working with nurseries of an Islamic nature, which is affiliated with civil associations
- 4- The project achieved the planned results according to the results of the evaluation contributing to improving the quality of nurseries and the health status of children, raising the awareness of the people regarding children education and achieving a high degree of parents' satisfaction
- 5- Providing places and halls within the sites to carry out the activities of the project
- 6- Participation of volunteers in many project activities
- 7- Clarity of roles among project management team members
- 8- Nurseries' supervisors expressed the project's strengths as follows
 - Meetings with parents: changed the awareness of parents; they knew the needs of many important things of the children
 - Meetings with the supervisors: We knew how to deal with children and parents
 - Corners and aids: we know many things for the first time, such things facilitated the process and made the children love the nursery
 - Visits: we become more closer to the parents and change many things in their life
 - Medical examination: The parents were pleased with this activity
 - Furniture: Nursery became clean and the children loved it so much as each child has a chair.

7- Recommendations

Evaluators recommend the following:

1- Target Communities:

- Due to the continued need of the target communities and in order to achieve the general objective of the project, we recommend the continuity of the project in similar communities due to the strong need for early childhood care services, especially since these communities are far from urban areas.

2- Nursery Administration

- To ensure the continuity of the nursery and to deepen the responsibility of the people of the village, we recommend the establishment of a community committee or advisory council of leaders for nursery; it should be mainly concerned with the support and development of early childhood in the village and thus support nurseries and the development of policies and procedures to ensure continuity of nurseries and shift attention to the nursery from the stage of activity provided by the churches and associations into the goal of early childhood development and care.
- The future protocol of cooperation shall include obligations between the two parties. The nurseries shall become a basic partner in the early childhood development and care and the nursery administration shall adopt all the activities of the project.

3- Nursery environment

Based on the vision of the directors and supervisors of nurseries regarding their needs and aspirations of the project in the case of extension or redesign, we recommend the following:

- Providing the nurseries with a greater number of games in proportion to the number of children in nursery, as well as the raw materials and aids for the activities or training nursery's supervisors on how to use the method of corners education in a practical way that ensures the diversity of activities in the same time so that each group of children have activities they can do.
- It is recommended to prepare an environmental review form for the nursery or to use the standards of quality of nurseries in terms of the environment as a reference for measuring the needs of the nursery environment, the objectives of projects, and as a standard for measuring the effort of projects. (Ministry of Solidarity issued quality standards for nurseries).

4- Parents

- In order to ensure a greater capacity for parents' follow-up to their children in the nursery and in future education, it is recommended to include adult education programs aimed at educating mothers and fathers as well as raising their awareness of early childhood care and development, and child's rights
- Based on the opinion of the committee members and parents, it is recommended to continue the awareness campaigns including subjects such as (the importance of early childhood care and development, nursery's role in child education, sex education, alternatives to child punishment, positive reinforcement, dealing with other family members, and dealing with the selfish and jealous child)
- Establishing a counseling center that provides support to families provided that the center is capable of communicating with all project communities

5- Service Providers:

- The pre-study and the requests of the nursery' supervisors and director show that the service providers (supervisors, nannies) are affected by their low wages and according to the previous experience, the dissatisfaction with wages may result in the commitment of the supervisors to development of the nursery or their continuation in the nursery after raising their efficiency. Therefore, we recommend to assist the administration of the nurseries and associations to plan to increase resources to ensure an appropriate level of income for service providers and to provide services with a high quality
- It is recommended to assist nurseries to develop systems to assess the performance of service providers to ensure the continuation of good elements and protect them from discharge after raising their efficiency
- It is recommended that the supervisors of the nursery the participate in identifying their training needs based on the experience of practice and the difficulties they face in dealing with children

6- Children

- • The percentage of girls in some preschools is significantly lower than the percentage of males in Al-Azzayzeh, Al-Manshia, An-nukhlah, an-nasiriyah, Abu jabal, Al-Fajr in Dweenah, Bablau and Al-Azizia 2 where it was lower than the average percentage of girls in target nurseries, 45% in the second year. This percentage at the beginning of the project is 50.33% of the total number of children

enrolled in nurseries. Therefore, it is recommended to raise the awareness of the target communities about the importance of educating girls and motivating them to ensure their continuation in the post-nursery educational process (Annex No. 4: Comparison between the number of children of nurseries in 2017 and 2018

- We note that the number of children of some nurseries decreased in the second year rather than the first year such as Aziziyah, Drunka, Amshul, Dwayneh, Abuteig, It is therefore recommended to develop a follow-up plan to measure the impact of project activities and to design the interventions necessary to ensure the enrollment of children
- It is recommended that nurseries should be encouraged to organize activities to welcome children from different religions to ensure joint education for children whenever possible
- It is recommended to increase the percentage of girls in the nurseries to ensure their continued education

7- Project Team:

- The team has made an outstanding effort to carry out the project's activities including follow-up the nurseries; therefore, we recommend to build the capacity of the team regarding the skills of monitoring and evaluation so that they can design the technical follow-up tools and draw conclusions and note the progress and re-planning according to communities in the future
- Providing opportunities for the team to identify other projects concerned with early childhood inside Egypt to transfer their experiences and invest the experiences of others
- Training the team to prepare pre-studies, or use specialists to conduct pre-studies of the project until they become the basis of
 - project interventions design
 - comparison and measurement of project results

Annexes

Annex No. (1): Number of the target groups beneficiaries during the project period

Activities already implemented	Target group	Number of participants / targets		
		Males	Females	Total
Nursery's children in the first year	Nursery's children	718	683	1401
Nursery's children in the second year	Children	678	612	1290
Health Care Program	Children	1000	1068	2068
Supervisors' Rehabilitation Program	Supervisors	0	73	73
Nannies' Rehabilitation Program	Nannies	0	25	25
Working with parents Program		50	600	650
Awareness campaigns (first - second - third)	Parents	100	792	892
Awareness campaigns (first - second - third)	Families	1011	2359	3370
Awareness campaigns (first - second - third)	Children	1795	1795	3590
Awareness campaigns (first - second - third)	Leaders	94	50	144
		5446	8057	13503

Annex No. (2): Nurseries' data of 2016/2017

S	Village	Supervisors	Nannies	Number of classes	Girls	Boys	Total	Percentage of girls
1	Naga Rezeeq	3	0	2	26	23	49	53.06
2	Manshiya	6	2	4	55	68	123	44.72
3	Al-Azzayzeh 2	6	2	6	85	75	160	53.13
4	Al-Azzayzeh 1	4	1	3	29	37	66	43.94
5	Bani Mhamdiat	4	1	2	37	47	84	44.05
6	Sahrab	2	1	2	11	12	23	47.83
7	Bani Shouqir 2 Society Development Association	6	1	3	54	43	97	55.67
8	Bani Shouqir 1	2	1	2	24	13	37	64.86
9	Tal Awlad Siraj	3	0	3	16	14	30	53.33
10	Drunkah	4	1	3	19	21	40	47.50
11	Kom Isfaht	2	1	2	23	32	55	41.82
12	Kom Boha	4	2	4	17	23	40	42.50
13	Amshoul	7	3	7	113	115	228	49.56
14	Biblau	2	0	2	14	12	26	53.85
15	Al-fajr Association in Dweenah	2	1	2	14	12	26	53.85
16	Society Development Association in Dweenah	3	1	3	64	49	113	56.64
17	Kefalet Al-yateem in Al-balaizah	3	1	2	19	16	35	54.29
18	Abou Tieg 1	3	2	4	32	41	73	43.84
19	Abou Tieg 2	3	2	3	31	21	52	59.62
20	Abou Jabal	Did not participate in the first year of the project						
21	An-nasiriyah	Did not participate in the first year of the project						
22	An-nukhylah	Did not participate in the first year of the project						
23	Al-Azzeezah	Did not participate in the first year of the project						
		69	23	59	683	674	1357	50.33

Annex No. (3): Nurseries' data of 2017/2018

S	Village	Supervisors	Nannies	Number of classes	Girls	Boys	Total	Percentage of girls
1	Naga Rezeeq	2	0	2	22	26	48	45.83
2	Manshiya	10	5	5	61	80	141	43.26
3	Al-Azzayzeh 2	5	1	5	55	34	89	61.80
4	Al-Azzayzeh 1	4	1	3	14	24	38	36.84
5	Bani Mhamdiat	Left the project in the second year						
6	Sahrab	2	0	2	15	12	27	55.56
7	Bani Shouqir 2 Society Development Association	6	1	3	54	51	105	51.43
8	Bani Shouqir 1	2	1	2	16	15	31	51.61
9	Tal Awlad Siraj	2	0	2	10	12	22	45.45
10	Drunkah	2	1	2	13	8	21	61.90
11	Kom Isfaht	2	1	2	36	30	66	54.55
12	Kom Boha	6	1	3	20	47	67	29.85
13	Amshoul	8	3	7	91	112	203	44.83
14	Biblau	2	0	2	15	12	27	55.56
15	Al-fajr Association in Dweenah	2	1	2	4	21	25	16.00
16	Society Development Association in Dweenah	3	1	3	37	41	78	47.44
17	Kefalet Al-yateem in Al-balaizah	2	1	2	20	20	40	50.00
18	Abou Tieg 1	4	0	4	22	40	62	35.48
19	Abou Tieg 2	1	2	3	12	12	24	50.00
20	Abou Jabal	5	2	5	55	78	133	41.35
21	An-nasiriyah	4	2	4	27	38	65	41.54
22	An-nukhylah	4	2	4	42	59	101	41.58
23	Al-Azzeezah	1	1	1	2	7	9	22.22
		70	22	59	643	779	1422	45.22

Annex No. (4): Comparison between the number of children of nurseries in the first and second year of the project

S	Village	2016/2017				2017/2018			
		Number of children				Number of children			
		Girls	Boys	Total	Percentage of girls	Girls	Boys	Total	Percentage of girls
1	Naga Rezeeq	26	23	49	53.06	22	26	48	45.83
2	Manshiya	55	68	123	44.72	61	80	141	43.26
3	Al-Azzayzeh 2	85	75	160	53.13	55	34	89	61.80
4	Al-Azzayzeh 1	29	37	66	43.94	14	24	38	36.84
5	Bani Mhamdiat	37	47	84	44.05	Left the project in the second year			
6	Sahrab	11	12	23	47.83	15	12	27	55.56
7	Bani Shouqir 2 Society Development Association	54	43	97	55.67	54	51	105	51.43
8	Bani Shouqir 1	24	13	37	64.86	16	15	31	51.61
9	Tal Awlad Siraj	16	14	30	53.33	10	12	22	45.45
10	Drunkah	19	21	40	47.50	13	8	21	61.90
11	Kom Isfaht	23	32	55	41.82	36	30	66	54.55
12	Kom Boha	17	23	40	42.50	20	47	67	29.85
13	Amshoul	113	115	228	49.56	91	112	203	44.83
14	Biblau	14	12	26	53.85	15	12	27	55.56
15	Al-fajr Association in Dweenah	14	12	26	53.85	4	21	25	16.00
16	Society Development Association in Dweenah	64	49	113	56.64	37	41	78	47.44
17	Kefalet Al-yateem in Al-balaizah	19	16	35	54.29	20	20	40	50.00
18	Abou Tieg 1	32	41	73	43.84	22	40	62	35.48
19	Abou Tieg 2	31	21	52	59.62	12	12	24	50.00
20	Abou Jabal	Joined the project in the second year							55
21	An-nasiriyah	Joined the project in the second year							27
22	An-nukhylah	Joined the project in the second year							42
23	Al-Azzaizah	Joined the project in the second year							2
		683	674	1357	50.33	643	779	1422	45.22

Annex No. (5): Methodology of working with parents

The first phase: preparation and formation: it lasts for a year; the following topics will be provided to the mothers:

- Basic principles of education
- Children's basic psychological needs
- Family
- Kindergarten and its educational importance
- Disability
- Child's Rights
- food pyramid
- Growth characteristics
- Alternatives to punishment
- Equality and non-discrimination
- Sexual harassment of children
- Protection policies

The second phase: Screening of mothers and selecting 6 leading mothers according to the following criteria:

- Attending the meetings on a regular basis
- Changing their way in treating children
- Their children's attendance on a regular basis
- Their children's participation in the artistic competition and project activities
- In the second year, mothers were chosen in the light of a questionnaire form regarding the educational subjects that were addressed during the two years

The third phase: implementing the initiatives and campaigns under mothers' leadership (campaigns and pictures are attached)

The fourth phase: preparation and formation of association of leading mothers in order to be cadres working to disseminate educational concepts in an organized manner