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**Eprchial Development Office**

**Final Evaluation of the Non-Guilty Children  
Project**

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Consultant

Dr. Roshdy Fathy Kamel

## Project indicators

The Project's target groups until final evaluation in November

Target Groups	Planned	Achived	Not Achvied
85% of children actively participate in the activities of the project.	85%	84.7 %	0.3
90% of children attend the school on a regular basis by the end of the project.	90%	79%	- 11%
40% of teachers and social workers in schools care and encourage the children of the prisoners to attend school by the end of the second year of the project.	40%	58.8%	+ 1.5%
70% of prisoners' families regularly attend monthly awareness meetings by the end of the third quarter of the first year.	70%	90%	+ 20%
40% of the parents have the knowledge and skills that enabled them to support and qualify their children to be integrated into society.	40%	78%	+ 38%
40% of the families received various rights for themselves and their children by the end of the project	40%	40%	-
A total of 900 citizens in Asyut Governorate regularly attend the project activities at the end of the project	100%	150%	+ 50%
The role of a network of associations and NGOs to support prisoners 'families' issues was activated by the end of the project.	fulfilled	fulfilled	-
10% of the prisoners 'relatives are partners in the Prisoners' Support Network by the end of the project	10%	11.5%	+ 1.5 %

Summary Of The Digital Report Of The Final Evaluation Of Non-Guilty Children Project

CATEGORY	TOOL USED	MALES	FEMALES	TOTAL
Children	Personal interviews	5	11	16
	Children's questionnaire on activities practice	5	11	16
	Children's tool of practicing their rights	5	11	16
	Children's tool of positive and negative behaviors	5	11	16
	Children's protection tool from violence, abuse, and punishment in the family, school, community or street	5	11	16
Mothers	Personal interviews	-	5	5
	Discussion groups of El-ezzyah group	-	8	8
	Discussion groups of Asyut group	-	8	8
Psychologist	Personal interview tool	-	1	1
Workers of NGOs	Personal interviews	2	-	2
Media workers	Personal interviews	1	-	1
Project workers	Personal / discussion interviews	1	4	5
<b>The total of the project study group</b>		<b>29</b>	<b>81</b>	<b>110</b>

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## Summary Of EDO's Qualitative Report

The general objective of the project: providing a good model to support and protect prisoners' children

The project funded by Misereor and Porticus was implemented in (9) cities including (14) fields, and these cities are: Assiut Center, Al-Ghanayem, Sedfa, Abu Tig, Sahel Saleem, Al-Fateh, and Abnoub , Munflood and Al-Qousia with the aim of supporting and protecting the children of prisoners.

The project outputs are:

- One hundred fifty children of prisoners' families are able to integrate into society and obtain their rights and duties at the end of the project
- One hundred families of prisoners have the information and skills that enabled them to rehabilitate their children and integrate into society
- Nine hundred citizens and institutions supported the issues and rights of children of prisoners' families

The objectives and reasons for the final evaluation of the project:

- 1- To know the current status of the indicators of the project, and to plan for the development of the work in upcoming projects
- 2- To know the actual achievements of the project and comparing them with the targeted results.
- 3- To identify the project's ability to empower partners and service recipients of children, parents, mothers, citizens and workers in government and private institutions in light of indicators and results of evaluation criteria "relevance, effectiveness, efficiency, effects, and continuity

The tools of the study were: examining documents, holding a set of meetings, personal interviews, discussion groups, applying questionnaires, direct observation, and field visits in the light of tools prepared for this purpose. As for the study group: It consisted of (110) beneficiaries, divided into a group of (29) males and a group of (81) females.



The recommendations of the results of the final evaluation of the project:

- Recommendations of the first result and its performance indicators: there is a need to complete support and increase the number of children attending school where their numbers reached (119) boys and girls out of a total of (150) children and girls targeted with (79%) of verification of the total number of children targeted. There is a need to conduct a baseline study in future projects related to a component of education on the phenomenon of dropping out of education where (50%) of children who are not enrolled in education or who have dropped out of education were enrolled in education at the end of the project, which is an average ratio despite the indicators of the numbers of these children of the project. The number of children enrolled in schools is (124) boys and girls out of (150) children; this requires finding alternative methods for non-formal education to target children in addition to formal education.
- Recommendations of the second result and its performance indicators: The number of families that have been reached is (51) families, but for the total number of families who regularly visited the project activities is (46) women, and it equals 90% of the indicator by the end of the project. Forty mothers (75%) have the knowledge and skills that enabled them to support and qualify their children to integrate into society, and (45) families obtained the prisoner's family pension, and this equals (88%) of the indicator by the end of the project, and (48) families got their right to exempting children of school fees, and this equals (94%) of the indicator by the end of the project. This is considered a distinct effort in favor of the project interventions, but there is a need to improve income and concern for the economic aspect of prisoners' women; this requires the need to write proposals for economic projects to escape from the extreme poverty through small projects and support the savings fund initiative for these families and generate income using the participatory income to a decent life. The project should take care of various aspects of families in addition to the economic side such as health, social and psychological aspects.

- Recommendations of the third result and its performance indicators: The role of a network of associations and NGOs to support prisoners' families' issues was activated by the end of the project. This role is subject to modified and agreed regulations by the partners; it has an elected organizational structure consisting of the president of the coalition, coalition reporter and the heads of education committees, representatives of social affairs, media, youth and sports, protection committees, and a representative of the right-holders "prisoners' families, a coalition action plan. However, 10% of the families of prisoners are partners in the network to support prisoners' cases by the end of the project which equals 11.5% of the indicator by the end of the project. There are challenges facing the roles and responsibilities of the network, and it is proposed to further activate this entity writing proposed joint projects to support the prisoners' families, in addition to caring for the needy children as prisoners' children, street children, and the integration of children with special needs.

As for the indicators and results of the evaluation criteria: “relevance, effectiveness, efficiency, effects, and sustainability, the first axis, relevance, is seen through the relevance of the project with the vision and mission of EDO to support and provide a decent life for the prisoners' non-guilty children, and to empower the groups to receive psychological, health, educational, social, and recreational services, using a participatory approach through meeting the project's needs in light of the baseline study in Assiut Governorate, Upper Egypt.

The second axis, effectiveness: The effectiveness was addressed in light of the results of the project compared to the current situation before the project, and the results of the final evaluation of the project in December 2019 and the intended impacts of the project (results level) according to the three project indicators.

The third axis, efficiency: it is related to the methods used the follow-up and evaluate the project using reports and records that the project workers carried out periodically, documenting the achieved results, and comparing them with the developed indicators and results according to their timetable.

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The fourth axis: the effects of the project on the main parties, namely: children, mothers, parents, and partners of governmental, private institutions, and citizens.

The fifth axis: empowerment and continuity are represented in the presence of a network of different entities of NGOs to support children of prisoners' families and their guardians. The local community is represented in the entities network, and the presence of school community cadres such as social workers and teachers in addition to building capabilities and activating protection policy committees in those schools that targeted non-guilty children will continue their role in activating the role of protection committees in schools as well as their support for the category of children of prisoners. Children are clearly involved in society and their ability to face society and resist the social stigma, and the presence of ministers are the main catalyst beyond the work with children and families of prisoners; the coalition that supports and protects the prisoners' families fulfills its role in supporting the families of the prisoners and their children.

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## The Final Evaluation Study of the Non-Guilty Children Project

### Introduction:

Children of the prisoners' families need comprehensive psychological, social, cultural, and educational support from all official and private institutions of society as they are citizens who have full rights of care from the society in which they live. In addition to health care and the provision of services and entertainment required by their harsh conditions, which they have no hand in that about, it is important to deal with them fairly and compassionately to help them overcome the stigma and distress they suffer from. It is useful for them and the society in which they live to welcome them in the process of societal integration in the school community, street, neighborhood, places of worship, and sports clubs.

We should provide them with all aspects of love, support, and care; also we should provide them with the culture that develops their personalities and their lives so that they possess the skills and capabilities that make them participants and producers and make them able to help their families and overcome the tribulations that they went through. It is necessary to reach the mothers of prisoners and provide them with full support in various areas of life, and also to reach the prisoners themselves and make them aware of the importance and cohesion of their families, and strive to stop them from all illegal behavior that harms others and their families, and strive to start a different new life, which takes into account their children, families, and the society in which they live.

### First: Project Description

The project funded by Misereor and Porticus was implemented in (9) cities including (14) fields, and these cities are: Assiut Center, Al-Ghanayem, Sedfa, Abu Tig, Sahel Saleem, Al-Fateh, and Abnoub , Munflood and Al-Qousia with the aim of supporting and protecting the children of prisoners.

### Second: Project Objectives and Outputs

The general objective of the project: is to support and protect prisoners' children

Project Interim Objectives: The project aims that:

- Prisoner children practice their rights and duties through integration into society.
- Families of prisoners have the knowledge and skills that enable them to rehabilitate their children by integrating them into society.
- Workers of governmental and private institutions cooperate to support the issues and rights of children of prisoners' families.

The project outputs are:

- One hundred fifty children of prisoners' families are able to integrate into society and obtain their rights and duties at the end of the project
- One hundred families of prisoners have the information and skills that enabled them to rehabilitate their children and integrate into society
- Nine hundred citizens and institutions supported the issues and rights of children of prisoners' families

Third: The Target Groups Of The Project

The following table shows the targeted groups for the project as planned and achieved:

Target Groups	Planned	Achieved		Total	Not Achvied
		Males	Females		
children	150	58	69	127	84.7%
Mothers	100	-	51	51	51%
Citizens and workers of institutions	900	-	-	1630	181%

(Table No. 1: The Target and Planned Groups of the Project and Achievement)

The table shows that the project succeeded in targeting large numbers of citizens and workers of government and private institutions as the percentage reached 181%, it exceeds the target number of (730) citizens, while the number of children who were targeted in the project reached (127) children with a percentage of ( 84.7%). It achieved the project indicators which represent that (85%) of the children actively

participate and attend of the project activities, and the percentage of the mothers is (51%) because the average number of children of prisoners' families ranges between (3: 5) children for each family separately.

Fourth: Project Structure, Management, and Implementation

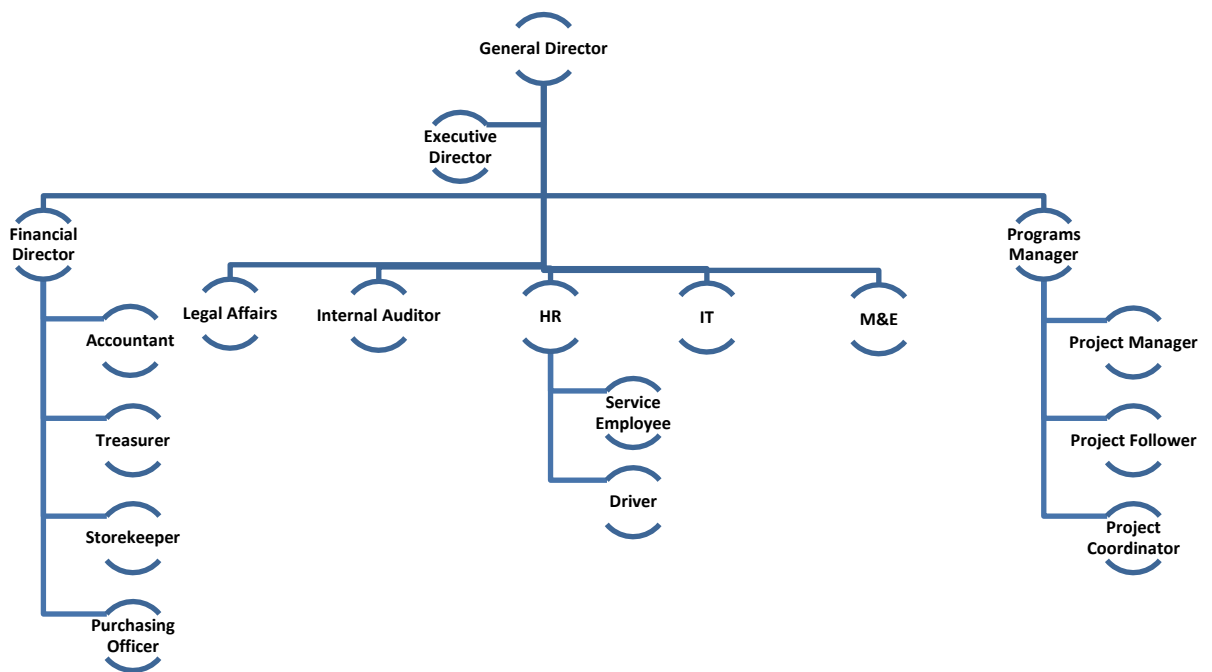


Figure No: 1 Organizational structure of EDO

While the organizational structure of “Non- Guilty Children” project came as follows in Figure No:

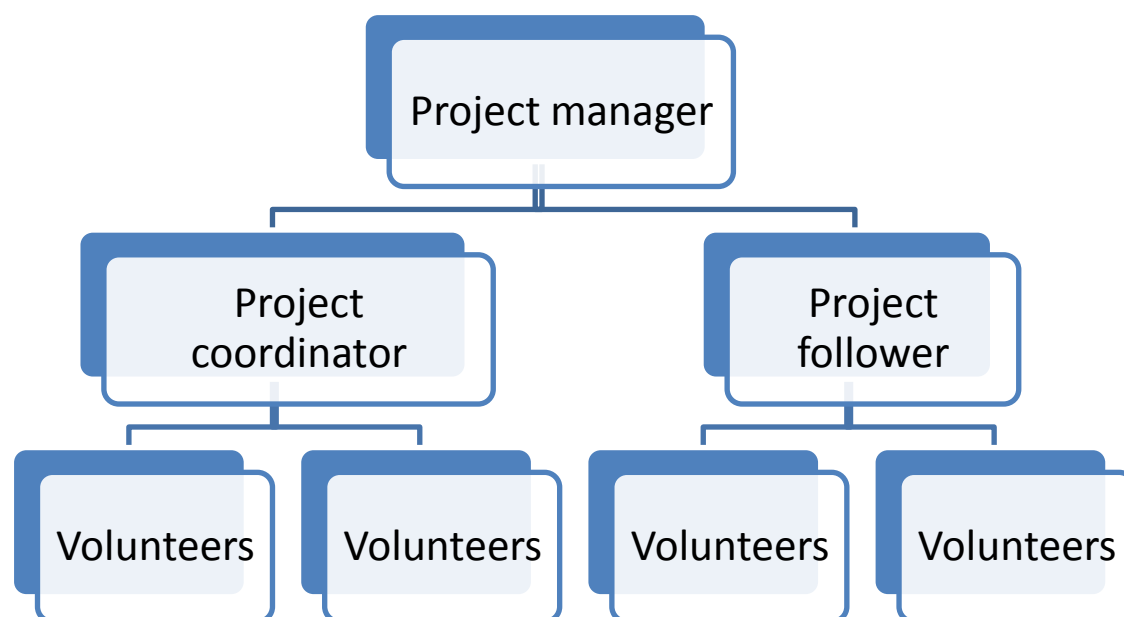


Figure No. 2: The Organizational Structure Of Non-Guilty Children Project

The organizational structure of non-guilty children project is represented by project manager, project follower, project coordinator, and a group volunteers.

A summary and commentary on the organizational structure of EDO and the organizational structure of the project:

- There is coordination, complementarity, and synergy between the organizational structure of EDO, and the organizational structure of the project; this could be seen through the general manager, the executive director, and the program manager who supervises the technical and professional aspect and ensures the progress of the project and its integration with other related projects such as education projects (Mumkn Project, Awafi Project) targeting children, parents and the local community.
- The financial manager of EDO, the team of the auditors and the procurement officer are specialized in ensuring that the project budget targets interventions and the achievement of project outputs and indicators.
- Field follow-up visits are carried out according to the organizational structure of the project as follows:
- Regular visits are carried out by the project manager, project follower, and project coordinator with the support of volunteers to inspect interventions, activities, target groups, and the project timeline.

- The small number of project staff represented by the project manager, project follower, and project coordinator represents a major challenge due to the nature of the project work that is carried out in nine cities in Assiut; this work requires a coordinator at least for the average of (3) cities of the project's sites , namely: Assiut, and Ghanayem , Sedfa, Abu Tig, Sahel Saleem, Al-Fateh, Abnoub, Manfaloot, and Al-Qusia, with the aim of supporting and protecting the children of prisoners' families; the presence of these centers at far distances from the governorate and EDO in Assiut was a great challenge, but this challenge was overcome by a group of the project's volunteers, supporters and friends.
- The duties and responsibilities of the project manager are: developing the executive, annual and quarterly plans for the project through participatory planning; technical, administrative, and financial follow-up of the project; monitoring the implementation of activities and verifying the progress of the project towards achieving its goals and using its resources; building a network of relationships with institutions and bodies working in the field of child protection at the level of the Governorate of Assiut; preparing databases for the targeted groups and project workers; building a strong team; overcoming the difficulties facing the team and achieving the project goals; working to find points of cooperation between the project and the rest of the other projects within EDO to ensure an integrated change within the community; analyzing the progress of the project; developing appropriate adjustments in coordination with the office management and the funding body; submitting technical reports of the project; evaluating the performance of project workers; and developing appropriate proposals to expand and develop the project.
- The duties and responsibilities of the project follower are: Participating in developing periodic executive plans of the project, periodic monitoring of the implementation of the project plan on site, providing expertise and technical support to members of the project's field team, participating in building, implementing and following-up the training and meetings of the project, preparing periodic reports on the implementation of project activities, preparing a database and documenting project activities, creating a network of official and local leaders and coordinating them to achieve the project goals, carrying out the administrative work of the project, carrying out the activities in some locations in case of the unavailability of other coordinators; and carrying out periodic visits to follow up on families.
- The duties and responsibilities of the project coordinator: introducing the project to the community, organizing meetings for children and parents on the sites, collecting the data necessary to prepare databases associated with the right groups, building a network of relationships between local partners in the village such as governmental and natural leaders, and relevant associations, participating in all preparatory meetings and special training sessions of the



project, carrying out and following-up of children's sessions, carrying out the necessary visits to the concerned groups, submitting monthly reports supported by success stories of the project follower according to the project's reporting system, monitoring of community needs and proposing ideas related to improvement, and monitoring available opportunities that can be invested and building upon.

- Periodic follow-up meetings:
- Periodic meetings of the project team: the project manager, coordinator and follower to ensure improvement and quality of performance in project activities, monitor challenges and difficulties and develop a plan to improve the performance.
- Periodic meetings with the executive director, program manager, project manager and project follower to follow up on the achievement of the indicators and project interventions in light of the project outputs and results.
- Periodic reports:
- Preparing semi-annual reports according to the requirements of the association and the requirements of Misereor with interventions in light of the project indicators:
- Evaluation
- By the end of the project, an evaluation was carried out to monitor indicators and results in light of the appropriate evaluation criteria: relevance effectiveness - efficiency - effect - continuity.

#### Fifth: The Nature and Scope of Work with Misereor

Misereor is considered a supportive partner of EDO in Assiut since 1992, and Misereor carried out many initiatives to develop the capabilities of workers within EDO. Misereor supports some projects that started in the field of literacy and adult education, then the projects continued in areas that represent priorities for societal needs, which were in the field of disability and educational integration, the field of primary health, the field of the environment, and improving the economic level of projects for young people represented in small loans, Then the work with Misereor started again in the period from 2013 until September 2019 in "Mumkn" project to rehabilitate children with disabilities and an extension of it "Na'm Mumkn" then the project of non-guilty children in the period from November 2016 until the end of 2019.

#### Sixth: The Causes and Objectives of the Evaluation

The evaluation covers the period of non-guilty children project from November 2016 to December 2019 using evaluation criteria: relevance effectiveness - efficiency - effect – continuity according to the terms of reference agreed between Misereor and EDO through monitoring, analyzing, and interpreting the following issues:

Topic 1: Project Approach: Importance and Effectiveness

Topic 2: Project implementation.

Topic 3: Target groups: importance, effectiveness, impact and continuity.

Topic 4: Project management: effectiveness, efficiency and continuity

The evaluation also aims to describe the accomplishments of the project objectives, identify supportive and obstructive factors, and develop recommendations and proposals in light of the study results.

The objectives and reasons for the final evaluation of the project:

- 1- To know the current status of the indicators of the project, and to plan for the development of the work in upcoming projects
- 2- To know the actual achievements of the project and comparing them with the targeted results.
- 3- To identify the project's ability to empower partners and service recipients of children, parents, mothers, citizens and workers in government and private institutions.

Seventh: The Methodology Used in the Study- Description of the Methods of Data Collection:

The evaluation used a participatory approach, and the target groups and stakeholders, children, mothers, NGO workers, psychologists and social workers, senior management, EDO staff and project workers participated in this project in order to identify the project implications and the necessary improvements via a set of personal interviews, discussion groups, and questionnaires in addition to examining documents related to the project; a variety of qualitative and quantitative social research methods have been used, which are:

- Examination of documents by studying and analyzing the project proposal, semi-annual reports, project final report, and monitoring documents
- Field visits to the target group of children, mothers and NGO workers
- Carrying out a set of individual / personal interviews, discussion groups, and group meetings with children, mothers, NGO workers, social workers, and media professionals.

It is clear that different methods and sources were used to collect information and compare different points of view in order to verify the validity of the data and monitor evidence of quality of performance to verify the project goals and outputs.

#### Data Interpretation:

The data was monitored, analyzed, and organized for personal interviews, discussion groups, questionnaires, and direct observation in addition to examining documents and content statistically according to the main evaluation questions of the study tools. Evidence was documented based on the extent to which the project results were verified, and the verification approach in light of evaluation criteria: relevance, effectiveness, efficiency, effects, and continuity as a basis for formulating recommendations and proposals in light of the study results.

#### Topic 1: Project Approach: Importance and Effectiveness:

In this section, the project approach and theory of change were analyzed with regard to their importance, coherence and strategic importance. The project approach that cares about a group of children who have no guilt other than that of the prisoners' families has been linked the mission and the vision of EDO which was established in 1990 to serve the marginalized groups within Assiut Governorate including its villages and hamlets. The vision of EDO is represented by a society that grows in the light of social peace, respects human dignity, seeks to invest its human and natural resources, preserves its human and cultural heritage, and provides opportunities for human justice to prevail in the spirit of love and peace among all members of society. To achieve this vision, EDO developed its mission as follows: We, the family of EDO with the community members, strive to build a better society through the various fields of work, and we care a lot about the unlucky ones from marginalized groups such as people with disabilities, unemployed, illiterate, and others. We would like to empower the local communities with ways and means that help them to provide human dignity for everyone.

Topic 2: Project implementation.

Monitoring and analysis of interventions and implementation of activities at the project level was carried out according to the information gathered from interviews, documents, and observational data.

Topic 3: Target groups: importance, effectiveness, impact and continuity.

Individual meetings and discussion groups have been conducted with the targeted groups of children, mothers of children, NGO workers, and social workers / psychologists regarding the activities and interventions they received. The effects of the project on their actual performance and practice were also evaluated, and the documents provided data on the numbers of participants in interventions or activities whether to confirm quantitative or qualitative indicators, or both of them.

Topic 4: Project management: effectiveness, efficiency and continuity

Children, mothers, citizens and EDO staff members were interviewed to assess effectiveness and efficiency of project management and sustainability.

Sources of data collection

Documents

The project proposal, outputs, project reports and observational data were analyzed to obtain information on capacity building and target groups, activities, interventions and outputs targeted for the project approach and the monitoring tools that were used.

EDO team:

The topics were represented in the organizational structure of EDO and project, roles and responsibilities, planning and monitoring, theory of change, and the overall evaluation of the project in terms of strengths to support and reinforce them in future projects related to children and families who deserve that care, the points that need improvement, their proposals in case of project recurrence, and sustainability, empowerment and continuity activities from their point of view.

Concerned parties:

Meetings were held with the concerned parties of the project's target groups: children, their mothers, NGO workers, social workers, and project workers.

#### Eighth: The Context of the Project

The socio-economic context of no-guilty children in Assiut Governorate:

The governorate of Assiut, in which the project was implemented, is characterized by a low economic level and poverty, as low rates of support provided for food, petroleum, and electricity have led to prices inflation of goods and foodstuffs; this has placed a large burden on the prisoners' families who suffer from their poor economic situation due to the absence of families and the exposure of young children to work to help the mother to bear the burden of living. Releasing prisoners according to the presidential pardon decision represents a challenge for these families due to the inability of released prisoner to obtain a job opportunity; this contributed to increasing the burden on the wife and children, as well as the released father practices violence against the wife and children as a result of the harsh conditions he experienced. Due to the absence of the aftercare programs for the prisoners inside and outside the prisons, the released prisoner prevented the mother and children from participating in the project activities.

#### Ninth: The Study Tools of the Final Evaluation of Non-Guilty Children Project

The tools of the study in its final form were:

- Examination of documents and reports,
- Holding a series of meetings in the form of:
  - o personal interviews
  - o discussion groups
- Applying a set of questionnaires to the project's children.
- Observation
- Field visits in light of tools prepared for this.

#### Tenth: Description of the Sample / Study Group

Below is a description of the study group in terms of category, tool used, numbers of males and females as shown in the following table:

CATEGORY	TOOL USED	MALES	FEMALES	TOTAL
Children	Personal interviews	5	11	16
	Children's questionnaire on activities practice	5	11	16
	Children's tool of practicing their rights	5	11	16
	Children's tool of positive and negative behaviors	5	11	16
	Children's protection tool from violence, abuse, and punishment in the family,	5	11	16

	school, community or street			
Mothers	Personal interviews	-	5	5
	Discussion groups of El-ezzyah group	-	8	8
	Discussion groups of Asyut group	-	8	8
Psychologist	Personal interview tool	-	1	1
Workers of NGOs	Personal interviews	2	-	2
Media workers	Personal interviews	1	-	1
Project workers	Personal / discussion interviews	1	4	5
<b>The total of the project study group</b>		29	81	110

The above-mentioned table of the study group shows the criteria for selecting the study sample which is represented by the concerned parties and the main partners, both of the project's targets, children, mothers, civil society workers, media workers, and employees of EDO and Upper Egypt Society; in addition the table of the study group shows gender representation to consider gender as shown in Figure (3 )

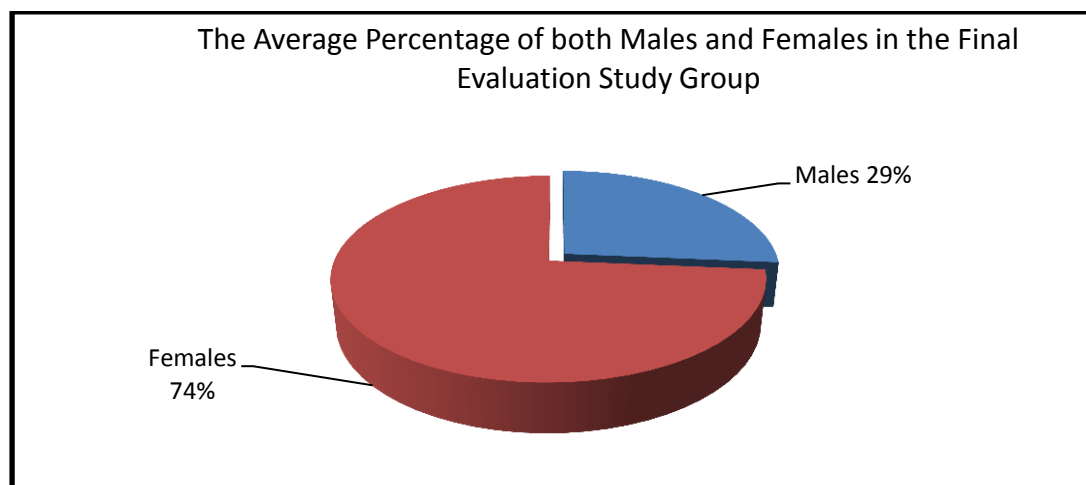


Figure No. 3: The Average Percentage of both Males and Females in the Final Evaluation Study Group

#### Eleventh: The Financial Management of the Project

When it comes to evaluating the costs of the project, it can be calculated during the project period from November 2016 to December 2019 through the cost estimation in light of non-recurring expenditures, staff costs, project activities, project management, and the calendar as shown in the following table:

	<b>Total payments</b>	<b>931223.66</b>	<b>261761.09</b>	<b>1192984.75</b>
	<b>Egyptian account</b>	<b>previous period</b>	<b>current period</b>	<b>Total</b>
1	Non-recurring expenses	25,449.00	0.00	25,449.00
2	Staff costs	387,890.00	111,507.50	499,397.50
3	Project activities include:			
3-1	Awareness meetings	<b>83,964.50</b>	<b>32,127.97</b>	<b>116,092.47</b>
3-2	Interactive street theater	<b>8,697.00</b>	<b>0.00</b>	<b>8,697.00</b>
3-3	Advertising (posters)	<b>47,093.50</b>	<b>1,759.00</b>	<b>48,852.50</b>
3-4	Conferences	<b>29,788.00</b>	<b>11,692.88</b>	<b>41,480.88</b>
3-5	Training and workshops	<b>87,237.25</b>	<b>12,300.00</b>	<b>99,537.25</b>
3-6	Care for prisoners and children	<b>98,021.28</b>	<b>23,739.66</b>	<b>121,760.94</b>
3-7	Creating a network of NGOs	<b>30,523.58</b>	<b>7,387.63</b>	<b>37,911.21</b>
	The total of project activities	<b>385,325.11</b>	<b>89,007.14</b>	<b>474,332.25</b>
4	Project management includes:			
4-1	Telecommunications	<b>24,362.50</b>	<b>6,000.00</b>	<b>30,362.50</b>
4-2	Transportation	<b>53,628.25</b>	<b>11,269.00</b>	<b>64,897.25</b>
4-3	Administrative expenses	<b>52,346.25</b>	<b>11,200.00</b>	<b>63,546.25</b>
4-4	Evaluation	<b>0.00</b>	<b>35,000.00</b>	<b>35,000.00</b>
	The grand total of project management	<b>130,337.00</b>	<b>63,469.00</b>	<b>193,806.00</b>
	<b>Total</b>	<b>929,001.11</b>	<b>263,983.64</b>	<b>474,332.25</b>

Table No. 3: Estimated Cost From 1/9/2018 To 28/2/2019

The costs of the project activities together are represented by awareness meetings, interactive street theater, advertising, holding conferences, training courses and workshops, caring for prisoners and children in an amount of (EGP 474,332.25); the cost is very reasonable and balanced with administrative expenses which is (EGP 193,806.00).

Also, direct beneficiaries may be added to them at the end of the project, as shown in the following table No. (5):

CATEGORY	MALES	FEMALES	TOTAL
Children	58	69	127
Mothers	-	51	51
School Protection Committee members	28	23	51
Media professionals	3	2	5
Leaders	8	4	12
Total citizens	-	-	1630
<b>The grand total</b>			1876

Table No. 4: Final Numbers of Project Beneficiaries, Service Recipients of Children and Mothers, Members of Protection Committees in Schools, Media Professionals, Government, and Natural Leaders

Twelfth: The results of the study in light of the evaluation criteria: Relevance, Effectiveness, Efficiency, Effects, Sustainability, Empowerment and Continuity.

The First Axis: Relevance

- The project goes in line with the vision and mission of EDO as it aims to support and provide a decent life for the prisoners' non-guilty children, and to empower the groups to receive psychological, health, educational, social, and recreational services using a participatory approach through meeting the project's needs in light of the baseline study in (9) cities including (14) fields, and these cities are: Assiut Center, Al-Ghanayem, Sedfa, Abu Tig, Sahel Saleem, Al-Fateh, and Abnoub , Munflood and Al-Qousia with the aim of supporting and protecting the children of prisoners especially the poor families who need guidance, attention, and integrated care by merging and integrating the various projects together.
- The project activities and topics are relevant to building the capacity of the project team and volunteer team, as well as the provision of integrated care for children and mothers, creating a network between NGOs to support issues and needs of children of prisoners' families with a system for monitoring,



evaluation, and performance monitoring, and supporting them through a set of project interventions and activities represented by: awareness meetings, interactive street theater, advertising and posters, holding public conferences to treat the stigma of dealing with children of prisoners, training courses and workshops for target groups, especially children and mothers, and sponsoring the prisoners.

- The project interventions and activities are relevant to children, mothers, citizens and workers of NGOs.

#### The Second Axis: Effectiveness

Below are the results of the project compared to the current situation before the project, and the results of the final evaluation of the project in December 2019 and the intended impacts of the project (results level) according to the three project indicators.

**First Result: one hundred fifty children of prisoners' families are able to integrate into society and obtain their rights and duties at the end of the project**

Indicators:

1. 85% of children actively participate in the activities of the project.

Achieved:

- The number of children participating electively and regularly in the meetings is 127 children: (58) males and (69) females, i.e. a rate of achievement is (78.4%) at the end of the project. the following figure (4) clarifies this:

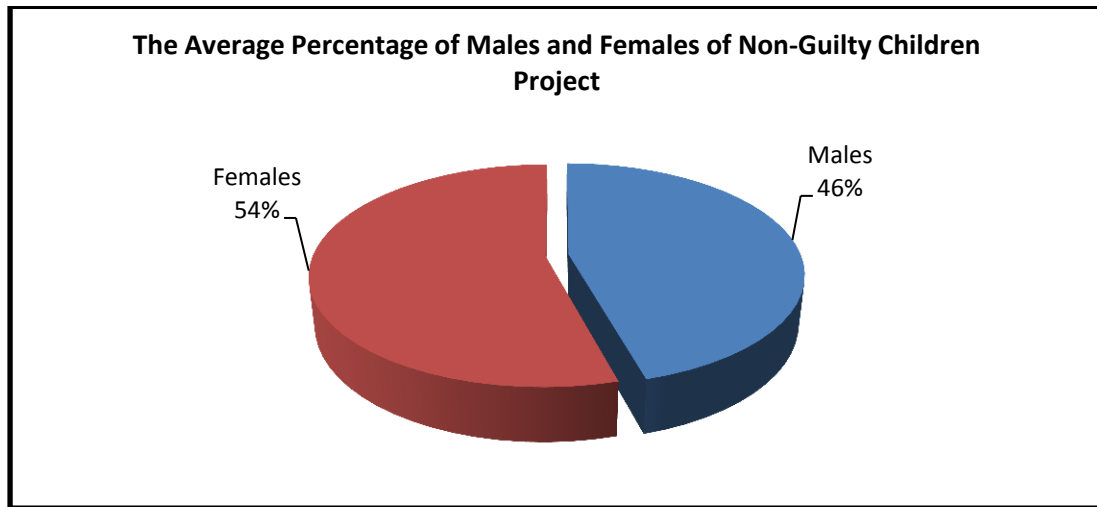


Figure No. 4: The Average Percentage of Males and Females of Non-Guilty Children Project

- 50% of children attend the school on a regular basis by the end of the project
- The number of children enrolled in schools 124 children
- The number of children who attend school 119 children
- 50% of children, who were not enrolled or who had dropped out of school, were enrolled in school by the end of the project.
- The total number of children dropping out of school is 6 children: 3 males and 3 females. Three girls were re-enrolled which means we achieved 50% of the indicator of the end of the project.

**Second result: Fifty families of prisoners have the information and skills that enabled them to rehabilitate their children and integrate into society**

Indicator:

- 1- 90% of the parents regularly attend the project activities.

Achieved:

- The number of mothers targeted during the second year is 51 women. The total number of mothers participating in attending the family counseling meetings is 46 women, i.e. 90% of the indicator of the end of the project as shown in the following figure No. (5):

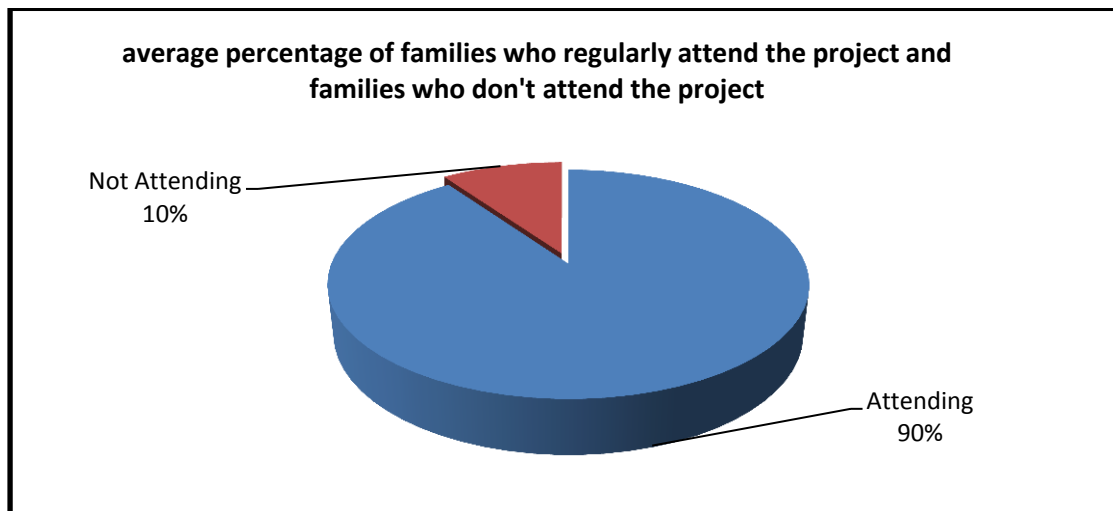


Figure no. 5: the average percentage of families who regularly attend the project and families who don't attend the project

- 75% of the parents have the knowledge and skills that enabled them to support and qualify their children to be integrated into society.
- The number of families that have the knowledge and skills that enable them to support and rehabilitate their children to integrate into society is 40 mothers, which is equivalent to 78% of the indicator of the end of the project as shown in the following figure No. (6):

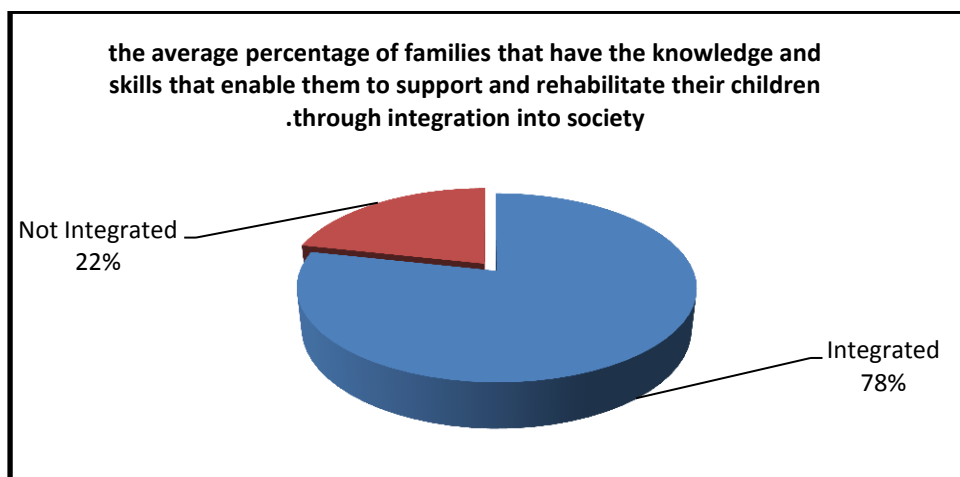


Figure No. 6: the average percentage of families that have the knowledge and skills that enable them to support and rehabilitate their children through integration into society.

- 40% of the families received various rights for themselves and their children by the end of the project.

Achieved:

- 45 families received the prisoner's family pension, which is equivalent to 88% of the indicator at the end of the project
- 48 families obtained their right to exempt children from school expenses, which is equivalent to 94% of the indicator at the end of the project
- 28 mothers practiced their right to vote in the referendum on constitutional amendments as well as Presidential elections which is equivalent to 55% of the indicator at the end of the project

**Third result: nine hundred citizens and institutions supported the issues and rights of children of prisoners' families**

Indicator:

- 80% of citizens participate in public awareness meetings, campaigns, and public gatherings by the end of the project.

Achieved:

- The total number of citizens who attended or heard any issues related to the rights of prisoners' families in public gatherings, meetings, meetings, and network meetings is 163 citizens which is equivalent to 150% of the indicator at the end of the project
- The role of a network of associations and NGOs to support prisoners 'families' issues was activated by the end of the project.

Achieved:

- A "Support and Protection Coalition for the Children of the Families of Prisoners" was established with a revised and agreed bylaws
- Elected organizational structure consisting of the president of the coalition, the secretary of the coalition, the heads of education, social affairs, media, youth and sports, protection committees - a representative of the right holders "the prisoners' families"

- Coalition Action Plan
- 10% of the prisoners 'relatives are partners in the Prisoners' Support Network by the end of the project
- 6 prisoners' families joined the coalition, equivalent to 11.5% of the indicator at the end of the project

#### The Third Axis: Efficiency

- The efficiency of the project was represented by its inception with studying the baseline for monitoring the needs of children of prisoners and arranging the needs according to priorities via forms and questionnaires of the target groups of the project. Then, the initial values of the measurement indicators were determined.
- Efficiency of the methods used in the follow-up and evaluation of the project by reviewing the reports and records that the project workers carry out periodically, documenting the results that have been achieved, and comparing them with the indicators and results set according to their timetable
- Carrying out field visits to the project site in order to see and directly observe the progress made on the beneficiaries, follow up, and evaluate the performance of the project workers.
- Individual and collective meetings were held in the form of meetings with the project's employees, participating parties, and beneficiaries.
- Following up the periodic systems and policies to verify the indicators every (6) months along with the semi-annual report.

#### The Fourth Axis: Effects

- The most important changes and good practices brought about by the project that will be addressed through five main parties: the first party: the project team and volunteers, the second party: children, the third party: mothers and guardians, the fourth party: partners from governmental and private institutions and citizens, and the fifth party: other partners. We will address these effects on those parties concerned as follows:
  - First Party: Effects on the project team and volunteers:

- 
- Professional development of the team and volunteers to work on the project:
  - A total of 9 training days were implemented in which 18 volunteers and the project team participated. The training focused on the psychological needs of the prisoners' children and how to use games to help children discover their problems and try to solve them. The training also dealt with building the capabilities of attendees in positive education issues and how to deal with children's behavioral problems.
  - The second party: the effects on children through the following aspects:
  - Training sessions:

One hundred twenty seven children participated in these sessions. These training sessions focused on developing the personal, social and behavioral skills, enhancing positive behaviors and promoting the values of cooperation and participation. These meetings relied on the use of different forms of work methodologies, including arts and games, and the most important topics of these meetings are:

    - Personal hygiene and body cleaning tools
    - Art and etiquette of dealing with others
    - Obedience
    - Cooperation and teamwork
    - Seven habits of success
    - Sexual harassment of children and protection mechanisms.
    - Affection towards education and school
    - Expressing psychological needs
    - Protection
    - The importance of education and success in life
    - Expressing feelings and needs
    - Self confidence
    - The value of honesty
    - The value of truth
    - Self-acceptance
    - Acceptance of the other
    - The value of friendship

- The value of contentment
- **The outputs of the training sessions provided to children:**
  - A clear improvement in children's personal and behavioral skills
  - The emergence of many talents among children such as singing, acting and drawing
  - A clear improvement in the general appearance of children
  - The reduction of the violence rates among children in their families and in their dealings with peers
  - Increasing the awareness of children on the procedures that must be taken when they are exposed to any form of abuse and violence. This helps them to protect themselves anywhere (school, home, street, church, etc ...)
  - Children expressed the concept of protection by using many artistic forms such as drawing, singing. The child, Irene Marzouk, expressed the concept of protection through these protection through these verses:

Acts of protection speak louder than voices

Protection is not only to eat, but to play and run as my choices

We learned to protect ourselves from abuse, harassment, and silences

We kept messages by heart: scream, cry, and flee

No more silence of abuse in all places

- Psychological aspect
- A number of 124 psychological support sessions were implemented by the psychologist for 62 children. Many psychological problems that affect children were monitored and work was done to treat them by implementing many activities and awareness meetings with mothers. The most common psychological and behavioral problems that have been monitored on a large number of children are: Learning difficulties- Hyperactivity - Speech disorders –Shyness – Bedwetting -Aggressive behaviour - Disobedience - Nail-biting –

Stubbornness –Jealousy –Lying. These problems were addressed through the implementation of several awareness meetings with mothers on how to deal with these problems

- One interactive theatrical show was performed in the street under the title "Lina Dour<sup>1</sup>" in the presence of 182 + 70 children. The show discussed the most important issues such as social stigma and how we can deal with the wrong habits and traditions along with the misconceptions that we plant in our children; subsequently, they will affect them when they grow up. We assured that the society has a role in destigmatizing children of prisoners who have no guilt in committing one of their parents some crimes punishable under the law.
- Educational aspect:
- Two hundred twenty one children's academic support sessions were carried out for 73 children to improve their achievement level, especially in reading and writing (reading) and math skills. The session's outputs are:
  - o A clear improvement in the educational level of children
  - o Regular attendance of children and lack of absence
  - o Participating children pass school exams of 2018/2019
- Follow-up to the educational level of children in schools: A set of visits was carried out to primary and preparatory schools to follow up the attendance of children of prisoners, follow the behavior of children inside the school, and encourage social workers and psychologists to follow up and monitor cases of violence issued by or on the project children. Also, a group of visits were made to submit the papers for the re-enrollment of (3) schoolgirls, all of these interventions encouraged children to attend school and the lack of cases of violence issued by children inside the school.
- Distribution of some school tools and supplies: A set of school supplies was distributed consisting of a school bag containing a set of notebooks and pens, to (114) children and a school uniform and shoes were distributed to (65) children and girls as contributions and support for children of the project .
- Recreational aspect:

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<sup>1</sup> Lina Dour the Arabic equivalent to we have a role.



- Children of prisoners were integrated with their peers in terms of the recreational aspect as total of 8 recreational days, 3 parties, and 1 trip were implemented with the participation of 551 children and 38 mothers.

The Objectives of the recreational days:

- Promoting the integration of children of prisoners into various recreational activities.
  - Spreading the values of participation and acceptance of the other
  - Improving the psychological state of children and giving more joy and hope to the hearts of children
  - Mothers' participation with their children in play, entertainment and fun
  - Children and mothers expressed their great happiness and the impact of these activities on improving the psychological condition.
- Health aspect:

Improving the general health of children suffering from malnutrition or anemia: A medical examination was carried out for 40 children to monitor their health and find solutions to some health problems that some children suffer from such as

- 8 cases of anemia due to poor digestion (we dealt with these cases through a food and health program, and an annual measure of improvement was reported. Participants reported that they see the improvement of children's overall health.)
- 4 cases of sinusitis
- 1 case of bean anemia.
- 7 cases of anemia due to worms.
- 1 case of eye inflammation
- 9 children have traces of bruises and injuries as a result of being severely beaten

The results of the personal interviews and the application of questionnaires to the children were as follows:

- Summary and comment on personal interviews with children:
- Interview questions with the project children

Q1: tell me about yourself?

- I love reading and learning, but unfortunately I do not know how to read books, I love eating. I also love living in my grandfather's house because I always clash with my siblings at home.
- I love studying and learning, I love my mother and my sisters very much, I want to be a doctor so that I treat sick people. I love sitting alone, far from people, I love going to the church because of the activities I prefer.
- I am a social person, I love all people, I love studying and I want to be a doctor

Q2: what do you know about your rights?

- My right to affection and my right to wear fascinating clothes like other daughters.
- My right to learn
- My right to play and treatment- right to express my opinion
- My right to have a good place to live in
- My right to go to a school where the teachers explain the lessons in proper ways

Q4: what is the best activity of the project in your opinion?

- Drawing
- Theater
- Recreational activities: competitions and trips
- Sports
- Health activities such as medical convoys or participation in preparing healthy meals or providing eyeglasses
- Educational activities/study halls or classes
- I faced many hard lessons to understand, but my teacher helped me so I understood them properly
- The more we study, the more we understand
- Football

Q5: In your opinion: What do you like about things at school or at home? Why?

- At school, I love my friends, and at home I love cleaning and I love listening to songs and watching TV
- Arabic language, I love my friends and the teacher of art education because he does not beat me, and at home, I love playing with my sisters
- Participation with my friends on school activities. I feel that I'm special - I love that we gather at home so I feel that I am not alone.
- I sit with my friends and we talk together.
- school (explain the lessons - to learn)
- Home (watching TV – enjoying my spare time)

Q5: In your opinion: What don't you like about things at school or at home? Why?

- The teachers at the school are bothering me because of my poor level.
- The principal and the teachers treat us very badly they beat and insult us - and at home, they beat me
- Participation with my friends on school activities. I feel that I'm special - I love that we gather at home so I feel that I am not alone.
- School (principal - shout a lot and before the break is over, he tells us to go to our classes)
- Home (Grandmother and Grandfather are unjust)

Q7: What can make you leave the school? Why?

- Lack of education led to my poor level so I'm fed up
- Nothing, I love education, I want to be in a good position in the future
- Nothing because I want to reach my goal
- Nothing, I love education

Q8: A thing you wish to see in your school/ home? Why?

- I hope that the school will have a sports team and a theater team so I can join them
- Good treatment between me and my friends or teachers in school - I hope to see the school clean and neat

- I hope that we all love each other in school so that we can cooperate, and at home, I hope my aunts love each other, I wish my father is with us because I feel upset when I don't see him
- I want to see my dad
- The school is clean and for girls only, but boys will laugh at us if we commit a mistake
- The House - I live in a separate house with dad, mum, and brothers because of the problems

Q9: Any other suggestions you would like to share with us?

- The project continues
- The project continues with us, and the team visits us again.

Results of the questionnaires of the children:

- The results of the children's questionnaire on the practice of various educational activities whether provided by non-guilty children project or with the school as shown in the following table to identify the children's practice of the various educational activities in the project or school,

Table No. 5: The Results of Practicing Various Educational Activities Whether Provided By Non-Guilty Children Project Or School

S	ACTIVITIES	AVERAGE (%)
1	Artistic activity: The child engages in drawing and coloring activity	80%
2	Cultural Activity: The child practices reading to develop reason and thinking	63%
3	Sports activity: The child practices sports activities to develop sports skills	78%
4	Theatrical Activity: The child performs theatrical activities including role-playing and acting	68%
5	Musical Activity: The child performs musical activities by musical instruments to develop	40%

	feelings	
6	Health Activity: The child practices health activities such as eating an integrated meal with nutritional ingredients to prevent diseases.	87%
7	Environmental activity: The child practices environmental activities such as protecting the environment from pollution	55%
8	Children's rights: The child engages in activities related to knowing the children's rights and duties	53%
9	<p>Are you satisfied with the various artistic, sports, health, environmental, physical, theatrical, musical, cultural activities offered to you and your colleagues? Yes or no ( )</p> <p>If yes, give an example?</p> <ul style="list-style-type: none"> <li>- I was a member of the volleyball team and the team won</li> <li>- Health</li> <li>- We carry out competitions</li> <li>- Plays about Self Expression (Puppet Show)</li> <li>- A play about etiquette</li> <li>- Games</li> <li>- We love acting because it makes us speak spontaneously</li> </ul> <p>If (No), what are your suggestions for improving activities?</p> <p>Forming volleyball and football teams</p>	
10	<p>In your opinion: What are the best activities that you and your colleagues love?</p> <p>Artistic and theatrical activities - sports - trips</p>	
11	<p>What other activities do you wish to carry out? Why?</p> <ul style="list-style-type: none"> <li>- Musical activities because I love music</li> <li>- Playing (violin) entering competitions and showing my talent in front of people</li> <li>- Football because I love it</li> </ul> <p>Karate to be strong</p>	

The table shows the child's artistic activity of drawing and coloring represents the highest rate by (80%), while the musical activity represents the lowest rate by (40%). This is confirmed by the group of children in their proposals regarding the practice of artistic activities.

The children's results regarding a questionnaire on the extent to which children practiced their rights with the aim of identifying the child's practice of his rights are as shown in the following table:

Table No. 6: The Results Of Practicing Various Educational Activities Whether Provided By Non-Guilty Children Project Or School

S	ACTIVITIES	AVERAGE (%)
1	If you feel tired during the day: Do you go to the doctor or health visitor?	50%
2	Does the teacher allow you to practice computer activity?	42%
3	Does the teacher ask you or your colleagues for unwanted work inside the school, such as: carrying the bag at the end of the class?	60%
4	In your opinion: does the project provide attention to playing through practicing sports activities?	92%
5	In your opinion: Is there a care for people with special needs (the handicapped)?	32%
6	Does the project have artistic activities to enjoy your free time?	85%
7	Does the project have different opportunities for expressing opinion when preparing for a trip or choosing an activity?	80%
8	In your opinion: Is there physical punishment?	42%
9	In your opinion: Is there any psychological abuse such as using inappropriate words such as: stupid	50%

	or idiot?	
10	Is there a distinction among children or between boys and girls at home or school?	50%
11	Are there healthy meals offered by the project?	72%

The table shows that the artistic activity and enjoying free time represents the highest rate by (80%), while caring for people with special needs (the disabled) represents the lowest rate by (32%). This confirms the need to pay attention to such groups in future projects.

The children's results regarding a questionnaire on the children's positive behaviors are as shown in the following table:

Table No. 7: The Results Of Children's Positive Behaviors

S	ACTIVITIES	AVERAGE (%)
1	Children attend school or study halls to learn	62%
2	Children participate in various activities in school such as: sports activities	60%
3	I see cooperation between boys and girls together while carrying out activities	52%

What do you think about the other positive behaviors you want to add about children?

- We play together
- I study with my colleagues and go to school together
- Children love each other / my friends love me

The children's results regarding a questionnaire on the children's negative behaviors are as shown in the following table:

Table No. 8: The Results Of Children's Negative Behaviors

S	ACTIVITIES	AVERAGE (%)
1	I rarely see children running away from school.	65%
2	I watch children's violence against each other	87%
3	Teacher's inability of controlling anger in front of children when they don't do their homework	82%

What do you think about the other negative behaviors you want to add about children?

- Clashing
- Beating
- Insulting

The children's results regarding a questionnaire on the children's protection tool from violence, abuse, and punishment in the family, school, community or street are as shown in the following table:

Table No. 9: Results Of The Children's Protection Tool From Violence, Abuse, and Punishment in the Family, School, Community or Street

S	ACTIVITIES	AVERAGE (%)
1	A teacher punishes the child physically in the event of committing a mistake, forgetting the book, or failing to do homework	45%
2	A mother beats her son or daughter when she/he commits a mistake	50%
3	A father beats her son or daughter when she/he commits a mistake	42%
4	Your colleague pushes you away from your seat when you sit with him in class or in study rooms	67%



5	A teacher uses bad words to describe a child	52%
6	A teacher touches you in a way that makes you feel uncomfortable	53%
7	A teacher screams at you when you commits a mistake	48%
8	Your colleagues beat you during the break, between classes, or at the street	75%

Give other examples of punishment that actually occur in front of you:

- My colleagues beat me because a colleague insults my sister

### **The third party: effects on mothers and guardians**

- A number of 81 family counseling meetings for the mothers of prisoners' children were implemented. These meetings were implemented with the aim of raising the awareness and skills of mothers who were able to rehabilitate their children and integrate into society

The most important topics covered in these meetings are:

- Psychological needs of children of different ages
- A series of topics on positive education for children and educational problems
- Behavior Modification
- How to deal with some behavioral problems in children, such as "lying"
- How to deal with some behavioral problems in children, such as selfishness - greed -Theft
- How to deal with a stubborn child
- Proper nutrition
- The five love languages of children
- Self-confidence - inferiority complex
- The child's right to education
- Self-Image

- Self-acceptance
- Domestic violence
- Legal awareness
- The outputs of the meetings:
- Increasing mothers' knowledge about: -
  - The principles of proper child education.
  - Mechanisms for dealing with some behavioral problems in children, such as lying, stealing, and selfishness
- Increasing mothers' capacities: -
  - Raising their children properly.
  - Correcting some improper behavior in their children.
  - Claiming and obtaining some of the rights of the children and families of the prisoners
  - Integration and involvement within the community and participation in various community activities
  - Confronting harmful customs and traditions that stigmatize the prisoner's family
  - Mobilizing and gaining community support to help family prisoners issues
- 45 families got the pension of the prisoner's family
- 48 families obtained their right to exempt children from school fees
- 28 mothers exercised their right to vote in the referendum on constitutional amendments, as well as Presidential Elections
- Professional training sessions: a number of 20 training days were implemented in the craftsmanship of sewing, hairdressing, and confectionery for 28 mothers
- Through family counseling sessions with wives of prisoners, many mothers expressed the need to carry out craft training sessions to enable them to trade to improve the family's economic status. The head of these needs was conducting free training courses for them in the fields of sewing, embroidery, hairdressing, baking, confectionery and other industries to enable them to

implement their own projects or at least to benefit from them by providing some household needs. Thus, there is an opportunity of coordination and cooperation with the Coptic Evangelical Development Foundation, which in turn provided the necessary support for the implementation of the training on sewing craft for 14 women prisoners' families in Al-Ezzyah; this training was carried out over 17 separate training days.

- Main outputs:
  - 3 small projects were implemented by the participants in the hairdressing craft
  - 2 sewing projects
- 5 meetings of mixed groups were implemented with the participation of 541 prisoners' families and the people of the targeted villages; these meetings aims at:
  - a. Introducing the project and its objectives.
  - b. Raising societal awareness of the concept of social stigma, its danger to the individual and society, and the importance of providing support and assistance to children and families of prisoners.
  - c. The right of children and families of prisoners to participate in various community activities
  - d. Reintegrating the families of prisoners into society.

Main outputs:

- Changing the societal and negative attitudes towards prisoners' families
  - Increasing the participants' awareness of the concept of social stigma and its impact on those stigmatized people.
- A summary and commentary on the personal interviews with the mothers:
  - In your opinion: how do you see the rights of your children?
  - clothing: their right to choose clothes like their colleagues.
  - education: incompetence of teachers and recourse to private lessons/ tutoring.
  - food and health: good food and health, and their right to be treated when they are sick.

- treatment: good treatment and non-discrimination.
- Their right to a pension for the prisoner.
- Rights such as: attention, care and proper education.
- Their right not to be deprived of a father
- Opinion on children's rights:
  - My child's rights are not fulfilled (7 mothers)
  - My child's rights are not fulfilled (one mother)
- What are the strengths of your child?
  - Self-defense
  - Courage and boldness
  - Calm and obedience
  - Having goals, ambition and want to be in a good position
  - Affection
  - Solidity
  - Intelligence
  - Respect
  - Honesty
- What are the most common problems that your children have in their lives?
  - Inability to provide basic needs, such as clothing.
  - Bad psychological condition
  - Degradation and outcome: Avoiding and closing to oneself.
  - Severe stubbornness – Not following parent's instructions - weak ability of intelligence and achievement - excess nervousness - greed - lack of psychological stability - health problems such as anemia - bullying – inferiority complex - discrimination - deprivation of the father – hatred- conflict.
- How do you deal with these problems?
  - Talking and participating with them in developing solutions - embracing - begging /beating - violence, beating and screaming - calming- teaching them cooperation and love - defending the child when he is bullied - tenderness and affection and lack of cruelty- encouragement.
- In your opinion, what are the best activities of the project?

- All project activities are beneficial to the mother and child - the trips have had a positive impact on the psychological condition of children - children feel that they are precious especially because traditions prevent the mother and child from leaving the home - The presence of a coordinator who speaks about education to parents in a good and effective way that helps them to deal with their children - good behavior and treatment of children - family counseling and awareness meetings for children - professional and vocational training such as sewing, hairdressing, bakery, and confectionery - positive change because of the importance of the topics

Why do you prefer this activity in particular?

- We come closer to our children and they come closer to us - we understand each other better – we care more about the child - children benefit from the interactive theater - lack of cruelty to children - response to all children and lack of isolation - work to re-enroll a group of children - children become more courageous - change the daily routine - Encouraging children to study - Increasing children's morale - Increasing self-confidence - Activities changed children's aggressive behavior - Children apply topics and activities in their lives - Benefiting from family meetings and how to deal with children- Take advantage of awareness meetings with children.
- An activities you wish the project to provide? Why?
- I wish my children learn to read well; I wish I receive vocational training for adult children who are more than 15 years - a workshop for women, and small projects.
- In your opinion: What are the strengths of the project?
- Trips - Restoring the mother's self-confidence and its reflection on the good relations with the children, home visits – teachers's help for children - helping the mothers through sewing, and hairdressing projects - medical examinations and convoys - financial assistance - giving children attention and acceptance – getting close to the children and embracing them more
- In your opinion: What are the weaknesses of the project?

- Lack of visits because the coordinator let her work - Lack of recreational days and trips - Lack of improvement in family's income - few professional training sessions
- How did the project help to improve the economic level of families?
- Through craft training sessions - simple financial and in-kind assistance
- What are the customs and traditions that you are not satisfied with such as: violence and beating in our society? What do you suggest to overcome it?
- Suffering from family and neighbors due to the imprisonment of the husband / social stigma of people and society.
- Those whose husbands are dead are better than those whose husbands are imprisoned - the sisters and mother-in-law leave the prisoner's wife and take revenge of children
- Violence and beating in the community, woman's poor treatment by husband's family due to the absence of the husband - customs and traditions associated with entering and leaving the home - bullying - obscene words - lying - negative perception of the prisoner's family - interfering in our life affairs – backbiting
- Suggestions: Refuse to interfere in the affairs of others and avoid dealing with liars ...
- -As a mother or a father: How do you encourage your son or daughter to attend the school and study? How important it is?
- Encouraging the children through rewarding them for getting good grades - helping children to develop future goals in their lives - encouraging them to learn and sit with them and try to understand them - providing the right atmosphere to help them study - continuous encouragement - love, affection and embracing children - giving the child opportunities to trust himself – developing my child's strengths
- Are there any other suggestions you would like to share with us?
- The project lasts for a long period - we continue carrying out the artistic activities and trips - the project changes our lives and makes our lives and children better and we demand the renewal of the project, establishing a workshop/ plant for girls to improve the economic level - carrying out periodic

artistic and sports and theatrical, cultural and environmental activities for children - carrying out a session with young adults to prepare their communication skills with the father after leaving prison.

- The Fourth Party: Effects on partners from governmental and private institutions and citizens.
- Teachers' Professional Development: Training sessions for 51 teachers, social workers, and child protection workers was carried out. A number of 3 training days were implemented for social workers and workers in the field of child protection in order to activate protection policies within schools. They were also trained on "positive education" and the use of modern educational methods in dealing with children in schools.
- Main outputs are:
  - Increasing participants' knowledge of positive education concepts
  - Improving the participants 'skills in using positive mechanisms in dealing with children
  - Increasing the participants' knowledge of procedures, mechanisms, and skills of implementing the protection policy in schools
  - Developing 14 prototypes for the school's protection committees work plan which were then followed up by the project team
  - Four public meetings were implemented. The total number of participants is 501 individuals. These meetings were distinguished by the diversity attendees: men and women, Muslims and Christians, adults and children, workers and peasants and many natural leaders in the village. This meeting was done in coordination and cooperation with many associations and the Family House in Assiut Governorate. The public meetings aimed at raising societal awareness of the concept of social stigma as well as creating a positive attitude among all groups of society to support the cause of the children of prisoners.
  - Main outputs are:
  - Attendees' knowledge of the concept of social stigma and the negative effects on those who are involved has been increased

- Many of the attendees announced their support to combat the stigma of the prisoners' families and children.
  - Director of the Upper Egypt Association Office of Assiut held awareness meetings within 14 schools against the social stigma.
  - The announcement of Director of the Catechism Office that the office adopted the idea of terminating the social stigma and including this concept within the activities of the Office.
  - Many journalists announced the adoption of this issue. This is led by Mr. Mohsen, official of the Nile Media Center in Assiut Governorate.
  - The officials of the Egyptian family house announced the adoption of this issue and included the concept of social stigma within their activities.
  - The Committee of Protection Committee in Assiut declared their support for the children at risk and the Committee's readiness to receive any reports on the exposure of children to any form of abuse through Hotline: 16000.
  - Many school and university students declared their support for project activities and pledge to spread the idea among their peers
  - Seven participants from religious leaders, "priests and Sheikhs", announced their support for the issue of the children of prisoners by dealing with this issue during sermons
- A societal change campaign, entitled "Your Support Strengthens Me" has been implemented. The campaign aims to create a societal positive urging to support children and families of prisoners to resist the social stigma attached to them. The campaign included activities with all groups of society children, youth, men, and women as well. The campaign was also implemented in cooperation with the leaders of Deir Durunka village. The total number of participants was 336 individuals from the village community.
  - The campaign included several activities:
    - Message in a visit
    - Public meeting
    - Inclusive day for children inside the school



- Youth meeting
- Summary and comment on the personal interview with the social worker:
- How was your capacity built in the project?
- We received training sessions on psychological needs and protection policy - the project team carried out regular meetings and visits for us.
- What does the school offer to serve the local community in general and non-guilty children in particular, give examples? What are your suggestions for improvement?
- Providing psychological support - exemption from expenses - some teachers gave private lessons/ tutorials for some children
- In your opinion: What are the strengths of the project?
- For the first time an association cares for the children of prisoners, especially since we have more than 20 prisoners 'families in El-ezzyah and the number is increasing.
- In your opinion: What are the weaknesses of project? what do you suggest to reduce them in similar future projects?
- The training was not enough and it was at school times - we need more training on ways of providing psychosocial support and community rehabilitation for children and training should be held in a vacation period
- What does EDO and the community provide to serve the school, give examples? What are your suggestions for improvement?
- Capacity building training
- EDO is trying to help the school to provide the tools needed to prepare teaching aids and resource rooms - equip the activities room
- Mention the largest possible number of problems faced by students or that they face in their lives? How are they (students 'problems) addressed?
- Violence and beating among children. We try to talk a lot about violence and qualify them, but there is no improvement.
- insulting and bad words - theft
- A summary and comment on the personal interview of the NGO network workers within the activities of project:

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- Tell us about the aspects of cooperation between your office and EDO in the project.
  - Attending meetings and meetings, participating in various activities, developing various plans with the relevant entities, awareness meetings with children and their families, providing financial assistance to children's families, providing solidarity pensions, and facilitating procedures.
  - What do you think of the partnership that took place with the network of NGOs in the project in terms of:
    - Network strengths,
    - Networking with the concerned institutions and activating their roles, continuous communication with the network's partners, focusing on the target audience, field activities, cooperation between the network in terms of protecting and caring for children and their families, and working to integrate them into society.
    - Weaknesses:
      - Lack of adequate advertising for the project, some agencies failed to participate effectively
      - Your suggestions and recommendations to improve performance in case of project renewal or similar projects.
    - Communication with various media agencies, expanding the circle of the targets, increasing the target places, diversifying activities, providing training sessions for the families on professions that generate income for them
    - How do you see the interventions and activities of the project to educate community members, families, and children? what do you suggest to improve them?
    - The participation of unions and parties and the increase in the number of NGOs participating in the network, implementing activities in youth centers and making use of the resources available there. Continuity is required to increase children's and their families' benefits.
    - In your opinion: How do you see the following evaluation criteria in the project: the relevance of the project activities and interventions, efficiency, effectiveness, effects on children, their families, and project partners,

- The activities and interventions of the partners are relevant, they require diversification and linking the concerned parties to the field.
- The direct and effective efficiency, effectiveness, and effects on children and their families,
- In your opinion: What are the empowerment and continuity activities that the project carried out? Do you think they will continue once the project is stopped and completed?
- Economic empowerment of families, continuous psychological rehabilitation of families and their children by integrating them into society, continuous monitoring of children at all educational levels by teachers, continuous provision of solidarity pensions to children's families.
- **The Fifth Axis: Sustainability, Empowerment, and Continuity**
- The effects of the project and its inputs will continue after the end of the project as a result of several interventions, including:
  - The presence of cadres of volunteers who have the skills of positive discipline and dealing with problems facing children.
  - The existence of the reciprocal relationship between the network of different entities from the NGOs to support the children of prisoners, their guardians, and the local community represented in the entities network
  - The desire of the parties concerned to affirm the full support for the families of the prisoners and the children themselves represented by EDO and the community
  - Empowerment and sustainability of EDO team in dealing with supporting children's rights mechanisms and methods of protection and also supporting the practice of extra-curricular activities in various fields: technical, sports, cultural, scouting, theatrical, musical, environmental, and health activities as they became a life style in regions, cities, and the communities in which EDO carries out its projects.
  - the presence of school community cadres such as social workers and teachers in addition to building capabilities and activating protection policy committees in those schools that targeted non-guilty children will continue their role in

activating the role of protection committees in schools as well as their support for the category of children of prisoners.

- Children are clearly involved in society and their ability to face society and resist the social stigma
- the presence of ministers are the main catalyst beyond the work with children and families of prisoners
- The coalition that supports and protects the prisoners' families fulfils its role in supporting the families of the prisoners and their children.

### **Thirteenth: Challenges and Suggestions to Overcome them**

- The burden on the project team: The project team represented by the project manager, and the project coordinator at the level of EDO which was responsible for achieving the project indicators in (9) cities including (14) fields, and these cities are: Assiut Center, Al-Ghanayem, Sedfa, Abu Tig, Sahel Saleem, Al-Fateh, Abnoub, Munflood and Al-Qousia. The task assigned to them represents that burden. This challenge was overcome by having a number of volunteers to support project activities and work in these cities.
- Wrong cultural traditions: The project team faced many difficulties at the beginning of the project because the target groups of the project avoid participating due to customs, traditions and cultural genetics, which prevent their participation in carrying out societal activities and rumors that occur at the beginning of each project targeting children, but by raising awareness through various methods such as meetings, home visits, posters, banners, advertising the objectives of the project, the history of the EDO's work in poor communities and its good reputation, and working in parallel with the community in opposing the issue of social stigma contributed greatly to encouraging families to face of these harmful habits and participate actively in the activities and interventions of the project.
- Entities Network: The need for more effort to persuade the Entities Network of NGOs and civil society workers as they also have their own projects represents a burden on some of them as they do not have time or resources to support project activities that they do not carry out as this project.

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- Psychological counselor: The absence of psychological counselor or social worker within the project team to support the psychological aspects of children or their mothers, but this challenge was overcome with the help of the psychological or social workers in the schools that the children of the project attend, and the use of psychological and social counselors to support those aspects.
  - Illiteracy: the illiteracy of mothers of children and poor reading and writing skills of children targeted in the project or children who have dropped out of education was a burden, but it was overcome by using participatory learning methods and child-friendly methods: the interactive street theater, arts, and drawings.
  - The phenomenon of physical and psychological punishment: the use of physical and psychological punishment, neglect, or exploitation represents a major challenge and problem within the prisoners' families, especially after the husband leaves prison. The misconception that says there is no education without physical punishment not at the level of young children only but also at the level of adults; in this regard, the cultural traditions represent a challenge that needs more awareness, effort, practical practices and time to limit or reduce it.
  - Weak economic level: the difficult economic level of prisoners' families, especially in the case of the absence of the breadwinner of the family, or the release of the breadwinner from the prison without work; he joins the category of unemployed persons; it is difficult for prisoner to get a work offer of as a result of cultural traditions in the presence of prisoners' stigma.
  - The vocational training period: the vocational training of mothers: despite the existence of a group of interventions to support mothers in teaching a profession or craft such as sewing or hairdressing or baking industry, however, the time period for these vocational training is short compared to the time required to master the craft, in addition there mothers' need for loans to start small projects to get out of the extreme poverty.

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#### Fourteenth: Project's Lessons Learned

- The category of prisoners' families needs to work in all fields simultaneously; they need comprehensive development in all economic, health, educational, social, cultural, and technical aspects, that means working in all fields together
- Working with aftercare programs for prisoners after being released and the completion of the project as there is a need to empower them through counseling and mentoring skills.
- Partnership between governmental and private institutions where there is a weak capacity and resources of governmental institutions working in the area of child protection and care and their need for support and empowerment.
- Lack of programs and activities for social integration contributed to spreading the spirit of individualism and isolationism, and the increase in numbers and groups of marginalized people. This requires more awareness, social marketing, media support, more coordination and networking between government partners and civil society and the presence of a major role for businessmen and investors to support families and children of the prisoner.
- Schools need more work to improve protection committees through the participation of parents, the board of trustees, teachers, and the support of directing social and psychological education.
- Mothers are more capable of facing the customs and traditions that stigmatize them with a stigma that they have no fault of.
- Working with society to combat the social stigma attached to prisoners' families has had a severe impact on supporting the families.

#### Fifteenth: The Project's Available Opportunities

Despite all the challenges we faced, there were many opportunities that helped us such as:

- One of the most important available opportunities is the programs and projects of EDO as we have coordinated with these projects to support project activities
- Coordination with "Yes, Mummkn" Project to refer some cases to receive skills development sessions within the project centers. Coordination with the Awafi project to provide a medical examination service and convoys for the project's

- target groups, as well as coordination with my sister's project and the inclusion of the child Sarah Ehab to receive academic support sessions. Coordination with "Yes, Mummkn" Project where 2 team members of this project attended the "Enhanced Communication" training to deal with behavioral disorders of children
- "Alaska" Company has provided 2 water machines for two families in the area of Al-Shamyah. Coordination is also underway to provide 7 electricity meters for families in Al-Aziyah, so that the house becomes more suitable and safe for family members.
  - Cooperation and coordination with several government institutions working in the field of child protection, "Social Defense Department" in the implementation of awareness meetings on the services provided by the Ministry of Defense to the family of prisoners, and school children's files were submitted and they received a financial support of 100 L.E for 12 families; the remaining families will be provided such support as soon as possible.
  - Coordination and cooperation with the Children's Service of the Holly Bible Society to provide valuable gift boxes for children; 108 gift boxes were distributed to children in the open days
  - Coordination and cooperation were carried out with the Nile Valley Scouts team in El-Minya, and uniforms and a set of school tools were distributed to 60 children
  - Cooperation with the Egyptian family house and implementation of initiatives to remove the social stigma of prisoners' families
  - Cooperation with the consultant in dealing with prisoners and their families
  - Coordination and permanent cooperation with the General Committee for Child Protection in Asyut governorate to activate the role of protection committees in schools.
  - Some friends of the project and supporters of the idea provided some help to families (roof and doors to a family - hairdresser tools and accessories provided to one of the women of the project.
  - **Coordination and cooperation with the Coptic Evangelical Development Foundation, which in turn provided the necessary support for the implementation of the training on sewing craft for 14 women prisoners' families in El-Ezzyah; this training was carried out over 17 separate training days**

- One of the volunteers and supporters of the project provided 5 blankets and distributed them to the families
- A doctor provided 200 toothpaste kits to children
- Coordination with Episcopal Church where 2 team members receive training on the psychological characteristics of children and how to deal with them
- EDO provides training sessions to build the capacities and skills of the staff; thus, the teamwork participate in the report writing training in the light of results management as well as the training of positive education, which reflected their effects in improving the skills and abilities of the team
- Cooperating with the Al-Zardaqi Foundation and providing case studies for the poorest families. It has contributed to providing some monthly financial benefits for 11 families for a period of 9 months, which is the school period with an amount of 200 pounds for 3 families and 150 pounds for 8 families.
- Coordination and cooperation with the Directorate of Education to implement training for social and psychological workers and school administrators on the implementation of the protection policy in schools with the participation of 39 trainees
- One of the media members, who is an official at the Nile Media Center in Assiut Governorate, joined the "Supporting and protecting the prisoners' children " coalition and announced his adoption of a media campaign to support this group
- The diversity of those joining the coalition between government and civil society and their enthusiasm to support children and families of prisoners
- Coordination with a group of other actors that participated in the implementation of the project, namely: the director of education in Assiut as we re-enrolled the children who dropped out of the school in addition to the participation of some teachers and specialists in the training; the Social Solidarity Directorate represented by the Defense Administration, where some supplies were given to families, the General Protection Committee in Assiut Governorate and some sub-committees in villages and centers; civil society institutions working in the field of child protection such as Caritas, Plan, Terre des Homme, and Ebad Allah Association in Baqour, the cooperation was fruitful as all institutions helped to



achieve the results of the project as it had an impact on ensuring sustainability and unifying the visions.

#### Sixteenth: Recommendations and Suggestions in the Light of the Results' Indicators

Recommendations of the first result and its performance indicators:

- There is a need to complete support and increase the number of children who attend and go to school, where their numbers have reached (119) children out of (150) children by (79%) of the total number of target children. This necessitates the need to write proposals for other projects related to formal or non-formal education, and to support integrated care for children such as children of prisoners' families, street children, or children with poor achievement and weak reading and writing skills, while maintaining the provision of safe, enjoyable and attractive learning environments for children through study halls, My Elder Sister or Elder Brother projects.
- There is a need to conduct a baseline study in future projects related to the phenomenon of dropping out of education, where (50%) of children who are not enrolled in education or who have dropped out of education were enrolled in education at the end of the project; this is an average percentage whatever the numbers of these children are .
- The number of children enrolled in schools is 124 children out of 150 children,; this necessitates finding alternative methods of non-formal learning targeting children in addition to formal education.

Recommendations of the second result and its performance indicators:

- The number of families reached is (51) families. As for the total number of those who regularly visited the activities of the project is (46) women, which is equivalent to 90% of of the indicator by the end of the project; (40) mothers by (75%) have knowledge and skills that enabled them to support and rehabilitate their children to integrate into society, and (45) families obtained the prisoner's pension, which is equivalent to (88%) of the indicator by the end of the project. (48) families got their right to exempt children from school expenses, which is equivalent to (94%) of the indicator by the end of the project, this is a distinct effort calculated for project interventions, but there is

also a need to improve income and pay attention to the economic level of the women of prisoners; this necessitates the need in the future to write proposals for economic projects to get out of extreme poverty through small projects, support the savings fund initiative for these families based on living a decent life for these families and generate income using the participatory approach and also pay attention to various aspects of families such as the economic, health, psychological aspects.

Recommendations of the third result and its performance indicators:

- The role of a network of associations and NGOs to support prisoners 'families' issues was activated by the end of the project. A "Support and Protection Coalition for the Children of the Families of Prisoners" was established with revised and agreed bylaws. There is an elected organizational structure consisting of the president of the coalition, the secretary of the coalition, the heads of education, social affairs, media, youth and sports, protection committees - a representative of the rights holders "the prisoners' families and Coalition Action Plan. However, 10% of the families of prisoners are partners in the network to support prisoners' cases by the end of the project, which is equivalent to 11.5% of the indicator by the end of the project. There are challenges facing the roles and responsibilities of the network. For further activation of this entity, it is proposed to write project proposals to support the families of prisoners as a futuristic vision, in addition to caring for children of prisoners, street children, and children with special needs.

### **Recommendations And Suggestions in the Light of the Project's Final Evaluation**

First: To expand the application of the experience of EDO in support and protection of the families of prisoners by paying attention to the comprehensive growth of the prisoners' children and street children in all aspects, as well as, the integration of children with special needs, and the children of orphanages in the light of the positive model that distinguishes EDO in its vision and mission to serve the marginalized groups within the villages and hamlets of Assiut Governorate

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Second: to extend the project period to approximately six months (until June 2020) to establish a support and protection model for the families of prisoners, or writing a proposal targeting the families of children in terms of health, psychological and economic aspects to let these families escape from extreme poverty so that the project proposal ranges to three years since its approval.

Third: The extension of the project includes activities based on linking, networking, and partnership with governmental institutions in addition to NGOs.

Fourth: Issuing a documentary guide with CDs on all phases of the project including the work model, project activities interventions, project success stories, as well as the stages of the participatory approach, networking, and partnership with NGOs as a model for transferring experiences to governmental institutions and other associations working in the same fields

Fifth: Networking with the Ministry of Education at all levels in the case of working on upcoming educational projects; this means working to change the systems and policies, and also to transfer the quality model in the schools of Upper Egypt Association (availability, quality, systems, and policies).

Sixth: The need for more learning and working on theories of change of the project's outputs at the level of stakeholders and partners: children, mothers of children, prisoners themselves, workers in NGOs through the network of NGOs.

Seventh: practicing the values: activating the system of practicing values, as it has a clear impact on modifying different behaviors such as the rejection of punishment and violence, acceptance of others, tolerance, and respect.

Eighth: Educational integration: there is a need for more possibility to implement initiatives or projects that take into account the educational integration of children of prisoners or children with disabilities with their peers because of their talents such as drawing, sports excellence, singing ..., in coordination and cooperation with the formation of community committees interested in the local community and the concerned network of community institutions and NGOs.

Ninth: The inclusion of scientific and environmental activities by encouraging children to carry out scientific projects and competitions, and employing raw materials in innovative scientific works and inventions, and the formation of environment friends from children through recycling of wastes to create scientific things made of such recycled materials, and carrying out special trips of the scientific community to explore the treasures of the environment.

Tenth: the inclusion of the “Friends of Computer” group by encouraging children of the targeted schools where there is a computer lab or in the clubs that have a computer lab to make initiatives about competitions through computer programs and the Internet (if any) in areas such as culture, literature, arts, painting, science, and science fiction.

Eleventh: The Scout Group: Raising awareness of the importance of the Scout, activating its role inside and outside the school community, encouraging the establishment of activities that activate the Scout role, and supporting the initiative of carrying out exploratory trips for children due to the scouting activities that teach the children some values such as discipline, patience, durability, commitment, seriousness at work, and proficiency in work.

Twelfth: Reducing Punishment and Violence: More work and awareness by activating mechanisms to protect children from violence and abuse in all its forms and types: physical, psychological, and sexual abuse, neglect and exploitation. Providing awareness on activating the Ministerial Resolution No. 591 of 1998 regarding the prevention of violence in schools: Article No. 1 stipulates: It is strictly prohibited in all pre-university education schools, including special education schools, to physically harm a student by beating in any way or by any means. The guidance of students and the follow-up of their performance and activity are limited to the use of educational methods that ensure the formation and preparation of the student and provide him with an appropriate amount of values.

- Ministerial Resolution No. 464 of 1998 regarding the criteria for assessing performance and following up on the educational process:

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- The fifth paragraph of Article No. 1 states: To combat the phenomenon of violence in schools through:
    - The relationship based on mutual respect between the teacher and children.
    - The relationship between children and their colleagues.
    - Not to use non-pedagogical methods in dealing with students (beating - profanity).

Thirteenth: establishing an electronic library through a set of CD's of previous educational programs and projects of EDO that can be used in the future and build on them; it could be used in transferring experiences and lessons learned from them to the network of community institutions and NGOs of the project

Fourteenth: There is a need to prepare a guide for follow-up and evaluation systems to further improve the performance of the project or future projects.

**The names of the project's children**

S	NAME	VILLAGE	GRADE
1	Michael Emad Nakhleh	El-ezzyah	Preparatory 2
2	Abanoub Emad Nakhleh	El-ezzyah	
3	George Emad Nakhleh	El-ezzyah	
4	Damiana Emad Nakhleh	El-ezzyah	
5	Mina Emad Nakhleh	El-ezzyah	
6	Gerges Emad Nakhleh	El-ezzyah	Primary 1
7	Sabreen Emad Nakhleh	El-ezzyah	
8	Maryam Emad Nakhleh	El-ezzyah	
9	Mehrael Emad Nakhleh	El-ezzyah	
10	Margaret Medhat Milad	El-ezzyah	Primary 3
11	Samuel Medhat Milad	El-ezzyah	Primary 2
12	Mehrael Medhat Milad	El-ezzyah	Primary 1
13	Marilyn Atef Milad	El-ezzyah	Preparatory 3
14	Mirna Atef Milad	El-ezzyah	Preparatory 1
15	Maryam Atef Milad	El-ezzyah	Primary 5
16	Merritt Atef Milad	El-ezzyah	Primary 3
17	Martina Atef Milad	El-ezzyah	Primary 1
18	Kyrillos Emad Morris	El-ezzyah	Primary 1
19	Abeer Ashraf Fayez	El-ezzyah	Primary 1
20	Ebtesam Ashraf Fayez	El-ezzyah	Primary 6
21	Abram Ashraf Fayez	El-ezzyah	Primary 3
22	Maryam Ashraf Fayez	El-ezzyah	Primary 3
23	Marina Ashraf Fayez	El-ezzyah	Kindergarten
24	Youssef Ashraf Fayez	El-ezzyah	
25	Rita Romany Morris	El-ezzyah	Primary 1
26	Jamil Kareem Jamil	El-ezzyah	Primary 6
27	Abram Kareem Jamil	El-ezzyah	Primary 5
28	Jomana Kareem Jamil	El-ezzyah	Kindergarten

S	NAME	VILLAGE	GRADE
29	Alaa Ezzat Riad	El-ezzyah	Primary 6
30	Demiana Ezzat Riad	El-ezzyah	Primary 3
31	Makarios Ezzat Riad	El-ezzyah	Primary 1
32	Marina Ezzat Riad	El-ezzyah	Kindergarten
33	Mario Manasseh Zakher	El-ezzyah	Preparatory 3
34	Zakher Manasseh Zakher	El-ezzyah	Primary 6
35	Shady Manasseh Zakher	El-ezzyah	Primary 4
36	Alaa Manasseh Zakher	El-ezzyah	
37	Jana Manasseh Zakher	El-ezzyah	Kindergarten
38	Abanoub Matta Nady	El-ezzyah	Primary 4
39	Madonna Mamdouh Anis	El-ezzyah	Preparatory 2
40	Dina Mamdouh Anis	El-ezzyah	Primary 5
41	Makarios Mamdouh Anis	El-ezzyah	Primary 2
42	Marina Mamdouh Anis	El-ezzyah	Primary 2
43	Jessica Selim Musa	El-ezzyah	Primary 4
44	Samuel Selim Musa	El-ezzyah	Primary 2
45	Shenouda Selim Musa	El-ezzyah	
46	Bishoy Asaad Lama'y	El-ezzyah	Primary 2
47	Yassa Barsoum	El-masraa	Primary 3
48	Maryam Barsoum	El-masraa	Primary 1
49	Maryam Nageh	El-masraa	commerce 1
50	Shenouda Nageh	El-masraa	Preparatory 1
51	Sefeem Nageh	El-masraa	Primary 1
52	Mirna Bassem	Bussrah	Primary 4
53	Youssef Bassem	Bussrah	Primary 3
54	Jumana Bassem	Bussrah	Primary 1
55	Martina Safwat	Bussrah	Primary 2
56	Maryam Safwat	Bussrah	Primary 6
57	Youssef Bassam	Bussrah	Primary 4
58	Rania Bassam	Bussrah	Preparatory 1

S	NAME	VILLAGE	GRADE
59	Remon Sabry	El-sahel	8 years
60	Bishoy Sabry	El-sahel	Primary 6
61	Julia Alaa	Al-shameh	Primary 5
62	Jumana Alaa	Al-shameh	Primary 4
63	Isaac Youssef Isaac	Al-ghanaym	
64	Sarah Ehab Isaac	Al-ghanaym	
65	Youssef Nunai Isaac	Abnoub	Primary 6
66	Marina Nunai Isaac	Abnoub	Primary 3
67	Yassa Nunai Isaac	Abnoub	Primary 1
68	Yasmine Nunai Isaac	Abnoub	Preparatory 1
69	Ibrahim Hani Marzouk	Al-waledeh	Preparatory 2
70	Tamer Hani Marzouk	Al-waledeh	Primary 2
71	Sherine Hani Marzouk	Al-waledeh	Primary 5
72	Kyrillos Sameh Melahez	Al-besery	Primary 4
73	Bishoy Sameh Melahez		Primary 2
74	Irene Marzouk Aziz	Kom Abbas	Primary 3
75	Damiana Marzouk Aziz	Kom Abbas	Primary 2
76	Dina Marzouk Aziz	Kom Abbas	Preparatory 1
77	David Adel Morgan	Emart Sawiris	Preparatory 2
78	Marina Daoud Beshay	Deir Durunka	Preparatory 1
79	Nivin Mohsen Beshay	Deir Durunka	Preparatory 2
80	Abanoub Mohsen Beshay	Deir Durunka	Primary 5
81	Marina Naseem Khalifa	Al-wasta	Primary 2
82	Badry Naseem Khalifa	Al-wasta	Primary 2
83	Martina Nassim Khalifa	Al-wasta	Primary 1
84	Yassa Morris Adib	Deir Durunka	Primary 5
	Milad Morris Adib	Deir Durunka	
85	Maqar Morris Adib	Deir Durunka	Preparatory 2
86	Martina Morris Adib	Deir Durunka	commerce 1
87	Mariam Daoud Beshay	Deir Durunka	industrial diploma



S	NAME	VILLAGE	GRADE
88	Hanna Merzek Kamil	Sahel Salem	Primary 1
89	Mina Merzek Kamil	Sahel Salem	5 years
90	Sandy Merzek Kamil	Sahel Salem	4 years
91	Fayyad Murzuq Kamel	Sahel Salem	2 years
92	Milad Morris Adib	Deir Durunka	
93	Maryam Sameh Morris	Manfalut	Preparatory 3
94	Maryam Ezzat Marzouk	Al-Quseya	Primary 6
95	Issam Ezzat Marzouk	Al-Quseya	Primary 5
96	Gerges Izzat Marzouk	Al-Quseya	Primary 4
97	Hala Emad Adel	Al-Quseya	Primary 3
98	Bishoy Emad Adel	Al-Quseya	Kindergarten
99	Nessma Badr Poles	Rizkat Al-deir - Al-Quseya	Primary 1
100	Abram Badr Poles	Rizkat Al-deir - Al-Quseya	Preparatory 3
101	David Adel Morgan	Asyut	Preparatory 2
102	Manar Adel Morgan	Asyut	commerce 1
103	Mina Lotfy Abdullah	Asyut	Preparatory 2
104	Jessica Marzouk	Asyut	Kindergarten
105	Tony Michael Fawzy	Asyut	Preparatory 1
106	Mehrael Michael Fawzy	Asyut	Primary 3