

Evaluation of the National Girls' Empowerment Initiative - Dawwie

UNICEF Egypt

Final Evaluation Report

October 2024

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LIST OF ACRONYMS

ACDA	Assiut Childhood and Development Association
CARE	Cooperative for Assistance and Relief Everywhere
CPD	Country Programme Document
ECO	Egypt Country Office
EQ	Evaluation Question
ET	Evaluation Team
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GoE	Government of Egypt
IP	Implementing Partner
KII	Key Informant Interview
LSCE	Life Skills and Citizenship Education
MENARO	UNICEF MENA Regional Office
MoC	Ministry of Culture
MoETE	Ministry of Education and Technical Education
MoHP	Ministry of Health and Population
MoICT	Ministry of Information and Communication Technology
MoSS	Ministry of Social Solidarity
MoYS	Ministry of Youth and Sports
NCCM	National Council for Childhood and Motherhood
NCPD	National Council for Persons with Disability
NCW	National Council for Women
NPC	National Population Council
PWD	Persons with disabilities
ToC	Theory of Change
UNRCO	UN Resident Coordinator Office
UNDAF	UN Development Assistance Framework
UNPDF	United Nations Partnership Development Framework
UNSDC	United Nations Sustainable Development Cooperation
UNSDCF	United Nations Sustainable Development Cooperation Framework
VAC	Violence Against Children
VAW	Violence Against Women

EXECUTIVE SUMMARY

Object of the evaluation

The evaluation aimed to assess the National Girls' Empowerment Initiative – Dawwie– implemented since 2019 in Egypt. Dawwie supports national efforts to ensure that girls in Egypt will fully enjoy all their rights by 2030. It was designed as a girl-centric socioeconomic model of development that focuses on the root causes of gender inequality. The initiative has three pillars: giving girls (1) Voice, (2) Skills, and (3) Access to Services. At the individual level, girls' empowerment is promoted by helping them learn more about themselves and their rights, share concerns, and develop life skills. At the interpersonal level, girls' empowerment is facilitated by strengthening their social networks and support systems. At the community level, girls' empowerment is fostered by creating an enabling environment and supporting access to essential services. Further, institutional support and policy advocacy aim to establish supportive policies to further promote gender equality.

Dawwie is led by the National Council for Childhood and Motherhood (NCCM), and the National Council for Women (NCW), in partnership with UNICEF, Ministry of Education and Technical Education (MoETE), Ministry of Social Solidarity (MoSS), Ministry of Health and Population (MoHP), Ministry of Youth and Sports (MoYS), Ministry of Culture (MoC), Ministry of Information and Communication Technology (MoICT), National Council for Persons with Disability (NCPD) and the National Population Council (NPC), in addition to civil society organizations and international organizations, UNHCR, Egyptian Red Crescent, CARE International, and over 20 grassroots NGOs. The initiative is carried out in schools, youth centres and universities and is implemented in 27 governorates. Approximately USD 3.33 million were allocated to the programme.

Evaluation purpose, objectives and scope

The evaluation was structured around the OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, and sustainability, with the addition of the gender dimension. Its objectives were to: assess the extent to which Dawwie achieved expected gender-transformative results; suggest how to strengthen cooperation among UNICEF programmes and sectors, while identifying potential new partnerships; and assess the potential expansion and scale-up of Dawwie, and UNICEF alignment with its Frameworks and national strategies.

The thematic scope of this evaluation corresponds to all activities covered by the Dawwie Initiative from June 1, 2019, to June 30, 2023. The geographical scope covers the 27 governorates where the programme was implemented.

Evaluation methodology

The evaluation was based on the revised Theory of Change. It sought to identify whether intended outcomes were achieved, and to understand the “how” and the “why”. It incorporated primary and secondary data sources, relying mainly on qualitative data collection and analysis. The evaluation employed a purposive sampling strategy to engage key stakeholders and participants. It included the following data collection methods: desk review, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) and direct observation. In total, 386 individuals participated in the evaluation, of whom 74% were women and 26% were men, with 38 individuals interviewed and 348 participating in 41 FGDs held in three governorates (Greater Cairo, Aswan and Fayoum).

Evaluation findings

Relevance

Dawwie objectives are relevant and well aligned to the government's agenda and to the SDGs. The design of the initiative is generally responsive to participant needs, although it can be strengthened by building stronger networks to support individual and community empowerment. Its three areas of focus are consistent with core government documents and in line with stated government priorities.

There is strong anecdotal evidence from FGDs and KIIs that Dawwie has contributed to meeting rights-holders' needs and to Egypt's needs and priorities. This includes activities to address female unemployment, access to information and communication technology (ICT), access to protection services, and participation in decision making. The Dawwie programme is relevant to UNICEF's Egypt Country programme 2023-2027, though inconsistent internal coordination during the implementation process was a limiting factor. Dawwie was guided by UNICEF's Gender Action Plan that incorporates programmatic and institutional priorities to integrate a change strategy for gender equality across internal policies, practices and accountability mechanisms. This

plan, along with UNICEF's Gender Policy and its Adolescent Girls' Programme Strategy (2022-2025), commits UNICEF to integrate gender equality into all of its operations and programmatic work. It provides the potential for Dawwie to have an outsized impact internally in informing UNICEF's own support for the rights, wellbeing, and leadership of adolescent girls.

The initiative is in line with the UNPDF 2018-2022 with Egypt which includes a women's empowerment outcome giving priority to reductions in harmful social practices, such as FGM and early marriage. Dawwie is also consistent with the new UNSDCF 2023-2027 whose outcome 5 specifies that by 2027, women and girls should be able to realize their rights in the social, health and livelihood spheres.

Coherence

UNICEF supported implementation of the Dawwie initiative in a broadly coherent manner. It made consistent efforts, beginning with the earliest design stage, to ensure that Dawwie activities were aligned with, and added value to, related interventions supported by government or other agencies.

Dawwie is led overall by the National Council for Childhood and Motherhood (NCCM) and the National Council for Women (NCW), with the involvement of many government entities. Private sector linkages can be seen in Dawwie's relationship with the Shabab Balad, a multi-stakeholder platform addressing youth unemployment. Within UNICEF, leadership is provided by the Social and Behavioural Change unit. Internal consultation meetings around Dawwie have only functioned intermittently.

Coordination with multiple national interventions sustaining girls' empowerment is facilitated by the implementation of Dawwie within the National Investment Framework for Girls in Egypt. The framework serves as an umbrella to coordinate and facilitate girls' empowerment, with an emphasis on responding to the National Project for Development of the Egyptian Family (NPDEF) and the Haya Karima presidential initiative. It focuses on empowering girls as future leaders in different fields including ICT and the protection of women and girls. The Girls in Egypt initiative/coalition will have the Dawwie and Noura programmes at its core.

Efficiency

Dawwie resources were used in a broadly efficient manner. However, resources dedicated to M&E were insufficient to support evidence-based decision-making.

Stakeholders generally appreciated the quality and content of the training and training materials, although in all directorates, they expressed a desire to receive more training. Facilitators expressed a concern that financial allocations were insufficient to support travel to distant areas. Programme materials were self-explanatory and adaptable but this did not completely obviate the need for additional training support. The adaptable design also helped stakeholders who were not directly supported by the programme to make good use of the materials.

UNICEF and IP monitoring and MIS have generated evidence that could strengthen programme implementation, although it has not been used systematically for decision-making purposes.

Effectiveness

Dawwie has been effective in providing proof of concept for many of its core programming approaches and in establishing a framework to tackle the root causes of gender inequality. It has demonstrated the possibility of taking a gender-transformative approach to national scale and has identified remaining challenges in doing so. UNICEF data released in 2023 shows that Dawwie has reached a remarkable number of participants through its diverse activities: digital platforms were accessed more than 60 million times, with the active engagement of 3.6 million; about 500,000 girls, boys, parents and community members engaged with Dawwie face-to-face activities; over 45,000 boys and girls aged 10-24 years old completed the digital literacy training, although limited internet access was an obstacle.

Girls and boys consistently stated that they have acquired a better understanding of their rights and have become more confident in expressing themselves. Parents (mostly mothers) who participated in FGDs stated that the programme helped them to bridge the communication gap with their children and to modify their parenting approach and behaviors. However, there is limited awareness among girls and boys of services such as the toll-free national child helpline for support regarding issues of violence and early marriage. Some parents expressed a reluctance to allow their children to participate in activities because of the sensitive topics addressed and safety concerns for girls.

The methodological approach adopted by Dawwie, based on Social Norms Theory, facilitated reflections on social practices that perpetuate gender inequalities. FGDs with children, parents and facilitators indicated that the spaces for self-reflection and dialogue offered by Dawwie were a key change mechanism leading to increased awareness and, in some cases, to the abandonment of harmful practices. Materials were well designed and user-friendly. Nonetheless, many interviewees reported the need to increase the involvement of the communities themselves as a way to enhance programme effectiveness.

Activities, tools and content have already been integrated into several existing platforms and programmes implemented by UNICEF, other UN entities and Egyptian public institutions. Dawwie circles and dialogues improved children's knowledge and skills regarding gender equality, bullying, harassment, FGM, early marriage, physical health, psychological support and child abuse. FGDs revealed that children have limited knowledge of specialized support services and referral pathways; they also expressed a need for follow-up on issues that emerged during storytelling circles and intergenerational dialogues, including a need for psychological support.

Gender

Dawwie's design was based on the UNICEF Adolescent Girls Strategy 2022 – 2025 and the MENA Regional Adolescent Girls Strategy, each of which articulates a plan for multisectoral, girl-driven, rights-based support for adolescent girls. The results presented in the effectiveness section above draw on UNICEF's Programme Measurement Framework which was designed to help its Country Offices monitor the results of its programming for adolescent girls. It uses five outcome indicators, drawn from the Gender Action Plan (GAP):¹

- increase in the percentage of adolescent girls who report having freedom of movement
- increase in the percentage of adolescent girls who report being able to voice their opinion
- increase in the percentage of adolescent girls who report making and influencing decisions over issues that directly affect them
- decline in the percentage of adolescent girls and boys and members of the wider community who hold harmful gender attitudes
- increase in adolescent girls' sense of self-worth and self-efficacy

UNICEF's gender-transformative approaches consist of promoting girls' leadership and skills, changing discriminatory gender norms, engaging men and boys and addressing gender-based violence. UNICEF defines gender transformation as tackling the 'root causes of gender inequality and moving beyond self-improvement among girls and women to redress power dynamics and structures that serve to reinforce gender inequalities.' Dawwie explicitly seeks to redress gender inequalities and to remove structural barriers and empower disadvantaged populations.² It has been only partially successful in targeting multiple stakeholders, including adolescent boys and girls as well as parents, communities and leaders to advocate for change and ultimately contribute towards the country achieving gender empowerment.³ Dawwie has used its gender-responsive approaches to engage adolescent girls and to a lesser extent, boys and their communities, aiming to change the way they see and talk about girls. These steps are potential pathways to eliminating harmful practices such as FGM and early and forced marriage.

Dawwie is built on strong foundations that successfully use a gender-transformative model and gender responsive approaches that are appropriate for achieving gender-transformative results. The programme is moving in the right direction. There are many examples of positive changes at the level of individual beneficiaries, although more support is required to bring about higher-level systemic and organisational change.

UNICEF's gender-transformative approaches promote girls' leadership and skills, while seeking to change discriminatory gender norms, engage men and boys and address gender-based violence. Dawwie explicitly seeks to redress gender inequalities and to remove structural barriers and empower disadvantaged populations.

Dawwie has had many successes at the level of individual girls as rights-holders. However, further community engagement with some stakeholder groups, including adolescent boys and girls, parents, and community leaders will be needed to accelerate progress toward full gender empowerment.

Sustainability

¹ Gender Action Plan 2022-2025.

² MENA session of gender integration and institutional effectiveness.

³ Inception Report.

Implementation experience to date and the commitment to partnership represent a strong basis for taking the initiative to scale. Among the assets already in place for this purpose are stakeholders with a shared sense of purpose and on-the-ground experience, in-kind resources such as training facilities, management and recruiting skills, and a proven capacity to mobilize participants from all governorates.

Building a fully sustainable programme will require closer integration with existing initiatives, a sharper focus for key messages, and deeper linkages with community networks. The Dawwie brand is increasingly well known and appreciated. However, funding prospects can be improved by more integration with other programmes. There are also areas of resistance requiring proactive attention: significant numbers of parents do not want their children participating in dialogue about sensitive issues, and stressful economic conditions may increase resistance.

To ensure adequate numbers of qualified facilitators and strong management, it will also be important to support vertical scaling up, i.e., to create lasting institutions to underpin the initiative and provide financial stability, along with the proposed horizontal scaling up (further expansion within governorates and to additional participants).

Conclusions

Overall, the team concludes that the Dawwie initiative is on the right track. It has successfully demonstrated that there is a good deal of support within Egypt for gender equality; it has helped to strengthen this support and has provided 'proof of concept' for its overall approach. Significant challenges remain but there is a clear path to long-term sustainability. Specific conclusions are presented according to each DAC criterion.

- Dawwie is relevant, addressing pertinent questions and engaging effectively with most key stakeholders. Its relevance could be further strengthened by achieving more consistent follow through for services and referrals.
- The Dawwie design is coherent with Government of Egypt policies and priorities, and with UNICEF's overall programming.
- Rapid expansion of the Dawwie initiative will require a more robust quality control and better data gathering.
- Dawwie has reached a remarkable number of individuals, many of whom report having acquired knowledge and awareness to better express themselves. More efforts are needed to redress the deep-seated power dynamics and structures that reinforce gender inequality.
- More work is needed to engage men and boys; consideration should be given to the potential for supporting a lifelong approach through Dawwie activities.
- The Dawwie initiative has taken several important steps toward sustainability, including 'proof of concept' support showing that there is support within Egyptian society for a gender-transformative approach, and demonstrating the life-altering potential for such activities as Dawwie circles and intergenerational dialogue.

Lessons Learned

Lessons Learned 1: Involvement of male participants and stakeholders – The findings for effectiveness (SEQ 4.2) and sustainability (SEQ 6.2) underscore the difficulty in achieving the intended degree of involvement of boys, male adolescents, fathers and male community members in Dawwie. To create a supportive environment for girls' empowerment. Dawwie may need to more systematically communicate through all of the activities that it supports, that this is also about boys' empowerment (helping them to a healthy sense of masculinity that promotes emotional intelligence and challenges harmful gender stereotypes).

Lessons Learned 2: Choice of IPs – The findings for implementation effectiveness (SEQ 4.2) and sustainability (SEQ 6.2) highlight the importance of an early design decision to select a mix of government institutions and NGOs as Implementing Partners. The key lesson is that it takes a large and diverse set of organisations to reach a large and diverse range of stakeholders, particularly children and their families from the most disadvantaged backgrounds.

Lessons Learned 3: Follow-up – The findings regarding the efficiency of Dawwie programming (SEQ 3.3) and the effective integration of child protection, education, innovation and health (SEQ 4.5) demonstrate the need to develop mechanisms to ensure immediate follow-up on the issues emerging from the story circles and intergenerational dialogue. This is of particular relevance for the various UNICEF teams that collaborate with Dawwie.

Lessons Learned 4: Limits to the role of children as ambassadors for change – A consistent message stemming from the findings on relevance (SEQ 1.2), gender (SEQ 5.2) and sustainability (SEQ 6.1) is that the strong engagement of young girls on core gender equality issues must be accompanied by stronger actions to engage senior community members. Bottom-up approaches relying on young agents of change should be leveraged by promoting the emergence or strengthening of supportive networks and institutions within communities that can help to anchor lasting changes in societal attitudes and beliefs.

Lessons Learned 5: National level framework, engagement and advocacy at the political level – The findings on sustainability (SEQ 6.2) show that high level political support and government ownership must be combined with broad stakeholder buy-in and engagement. Where these factors are in place, a national level framework that acts as an umbrella for all stakeholders (such as the National Investment Framework) can strengthen ownership and complementarity and provide a buffer zone within which new ideas can be tested.

Recommendations

- **Recommendation 1** – To enhance relevance, ensure that the activities announced are systematically available and widely communicated, with core rights-holders consistently receiving information about existing services and the targeted support intended for them (girls' helpline, girl-friendly clinics, disability support, access to ICT, etc.).

Recommendation 2 – To improve coherence among Dawwie, Meshwary, Shabab Balad (and Noura, where possible), given their different methodologies and target groups, strengthen the functioning of central level coordination mechanisms such as the Steering Committee and identify a decentralized coordination mechanism at the governorate level (subnational level steering committees) either through UNICEF or through the government. A mapping should be undertaken to provide information on opportunities for working jointly. Collaboration across sections could be enhanced through development of joint planning and joint funding proposals to mobilize resources.

Recommendation 3 – To strengthen efficiency, increase the Dawwie budget to invest much more in consistent monitoring and evaluation of learning outcomes, acquired skills and behavioural change, and in the strengthening of coordination mechanisms. In-depth studies should be undertaken to identify achievements emerging from SBC interventions as well as gaps.

Recommendation 4 – To strengthen effectiveness, place greater emphasis on community empowerment and creation of supportive environments for girls, with real-time follow-up mechanisms. The participation of boys and men should be targeted much more proactively, for example, in schools (inclusion in curriculum, assemblies), places of work, religious events/ gatherings (such as jummah prayers).

Recommendation 5 – To increase the scale of gender transformation, integrate Dawwie more fully into existing programmes and systems (relevant government, UN, NGO and private sector initiatives). Vulnerable groups and their differentiated needs should be given priority and services should be improved for girls who are victims, including psychological and medical support to girls who have already been circumcised or are in the process of early marriage. Dawwie's digital platform should also be leveraged to engage in social listening, to analyze big data, and to support influencers.

Recommendation 6 – To create better opportunities for sustainability, implement a meaningful collaboration and division of labour with existing initiatives, as well as deeper partnerships with NCW, NCCM, etc. Dawwie should develop the capacity to assess behavioural change and gains in learning and skills that are a result of the initiative.

1. BACKGROUND

1.1 Introduction

This evaluation was commissioned by UNICEF Egypt and was implemented between October 2023 and August 2024. As described in the following section, the evaluation aimed to assess the National Girls' Empowerment Initiative – Dawwie against the OECD-DAC criteria⁴ of relevance, coherence, effectiveness, efficiency, and sustainability, with the addition of the gender dimension. As specified in the Terms of Reference (ToR), impact is not covered by this evaluation as the time frame does not warrant, but findings may inform a later impact evaluation.

This report first describes the object of the evaluation, the Dawwie Initiative. It highlights the evaluation objectives and explains the methodology adopted for data collection and analysis. Findings are presented for each evaluation criterion and specific evaluation questions. Lessons learned and conclusions are derived from the findings, as are six key recommendations that are intended to inform the strategic decision-making processes of UNICEF and its partners regarding the Dawwie Initiative and related programming.

1.2 Object of the Evaluation

Dawwie is the National Girls' Empowerment Initiative, implemented since 2019 in Egypt, a country with a population of 20 million girls below 19 years of age who face several obstacles to the attainment of their full potential, including lower access to quality services, low probability of gaining professional skills or continuing their education as they would like, and high probability of FGM and early marriage.⁵

Egypt has made important progress in increasing school participation, and overall gender parity has been reached for primary education. Yet dropout from basic education remains high, at approximately 125,000 children in 2022. At the primary level, this figure is much higher among boys (61%); it is slightly higher for girls at the lower secondary school level (52%).⁶

Female unemployment rates are nearly four times higher than male unemployment rates (40% versus 11%) and the incidence of youth aged 15-24 years who are not in education, training, or employment is much higher among women (42%) than men (17%). Child marriage is still a phenomenon of concern in the country; according to the most recent data,⁷ about 1 in every 25 girls (4%) aged 15 to 17 years and 1 in every 9 (11%) adolescent girls aged 15 to 19 years are either currently married or were married before.⁸ Girls from the poorest households are more likely to be married at a young age, especially in rural areas where they are three times more likely to marry early compared to those in urban areas.⁹

FGM has been illegal since 2008 but remains widespread according to national data, with prevalence rates among 15-17-year-olds of 37% in 2021,¹⁰ down from 61% in 2014 and 77% in 2005.¹¹ About 97% of women aged 45-49 have undergone FGM.¹²

Lack of knowledge about reproductive health services is widespread. Although nearly all girls and women aged 15 to 49 (99.9%) are aware of at least one family planning method, many are unable to identify the most fertile period in a woman's cycle or the limitations of breastfeeding as a contraceptive method. Additionally, only 48% of girls and women have been informed about the side effects of various family planning methods, and just 35% of those have received guidance on managing these side effects. Concerns about side effects and health issues are among the primary reasons for discontinuing contraceptive use, resulting in unwanted pregnancies. The gap in knowledge extends to other health issues such as nutrition, infectious diseases, and menstruation. Only 34% of girls knew about menstruation before experiencing it, and over 50% of females aged 13 to 35 reported

⁴ The definitions of the OECD-DAC evaluation criteria are available at: www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm.

⁵ UNICEF Egypt Parenting Formative Research, 2019

⁶ UNICEF Egypt Country Report, 2023.

⁷ CAPMAS, 2017. Egypt Census of Population, Housing and Establishments.

⁸ UNICEF and National Council for Childhood & Motherhood, Policy for Action: Issue 1, Child Marriage, 2019.

⁹ *Ibidem*.

¹⁰ Egyptian Family Health Survey (EFHS) 2021.

¹¹ *Ibidem*.

¹² UNICEF and National Council for Childhood & Motherhood, Policy for Action: Issue 2, FGM, 2019.

feeling afraid or shocked during their first period, with 21% unsure of what to do. While the use of sanitary napkins is common in most regions (over 85%), it drops to 73% in rural Upper Egypt and frontier governorates.¹³

The COVID-19 pandemic produced far-reaching gendered impacts and increased the vulnerability of women and girls. Restrictions and isolation policies adopted to curb the pandemic heightened the number of cases of gender-based violence, decreased female labor force participation and limited access to health services.¹⁴

Against this backdrop, Dawwie – an Arabic action verb that means to echo and reverberate – sets out to ensure that all girls in Egypt will fully enjoy all their rights by 2030. It is based on the premise that when girls are empowered with skills and access to information and quality services, and when the community is willing to listen to their opinions and aspirations, the entire family, community and nation will benefit from a more equitable and prosperous society, where boys' and girls' rights are more respected, acceptance of violence is reduced and opportunities for stability and development are increased. Approximately USD 3.33 million were allocated to the programme.

Dawwie was launched by the National Council for Childhood and Motherhood (NCCM), defined in the Egyptian constitution as the national government agency concerned with mothers and children, with the support of UNICEF. Currently, Dawwie is led by the NCCM, and the National Council for Women (NCW), in partnership with UNICEF and several other duty-bearers: the Ministry of Education and Technical Education (MoETE), Ministry of Social Solidarity (MoSS), Ministry of Health and Population (MoHP), Ministry of Youth and Sports (MoYS) and Ministry of Culture (MoC), Ministry of Information and Communication Technology (MoICT), National Council for Persons with Disability (NCPD) and the National Population Council (NPC), in addition to civil society organizations and international organizations, UNHCR, Egyptian Red Crescent, CARE International, and over 20 grassroots NGOs. More specifically, UNICEF, NCCM and NCW worked in close partnership to develop Dawwie activities, tools and materials while the ministries and civil society organizations facilitated the implementation of activities on the ground relying on their ability to work with Dawwie rights-holders. They made use of schools and youth and cultural centers (led by MoETE, MOYS and MoC) as a platform for the delivery of activities. In 2022, Dawwie was placed under the auspices of the First Lady of Egypt in commemoration of International Women's Day, marking enhanced political support of girls' empowerment. The rights-holders of the initiatives are children and adolescents aged 10-24 years, parents, master trainers, volunteers, facilitators and community members who took part in and benefitted from the different Dawwie activities.

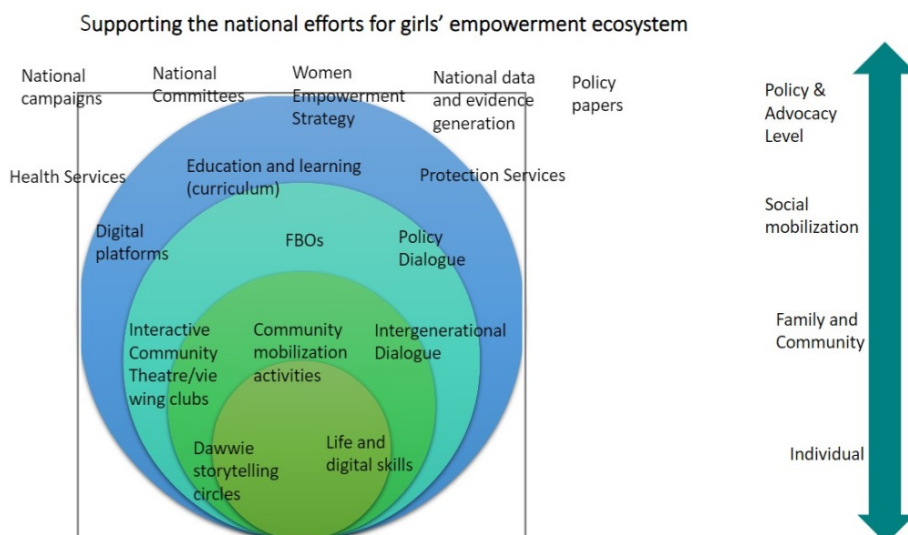
Dawwie was designed as a girl-centric socioeconomic model of development that focuses on the root causes of gender inequality, rather than focusing on each related issue separately through a targeted project or programme. The idea centres on three pillars: giving girls (1) Voice, (2) Skills, and (3) Access to Services, in order to empower them to make sound choices, practice their agency, and boost positive gender norms at various levels. With multiple partners in the government and donor community, Dawwie has several entry points that work in synergy and build on the interplay among individual, interpersonal, community, and societal factors to bring about change by empowering girls to make strategic choices that impact their lives.

At the individual level, girls' empowerment is promoted by giving agency and voice to share issues, raise concerns, learn more about themselves and their rights, and through life skilling programmes that include digital, employability and sports awareness skills. At the interpersonal level, girls' empowerment is facilitated by strengthening their social networks and support systems through positive relationships with family members, peers and mentors/facilitators. At the community level, girls' empowerment is fostered by creating and building on an enabling environment that supports their development and opens dialogue on harmful gender norms, and by providing and supporting access to essential services when needed. Further, institutional support and policy level advocacy aim to advance girls' rights and establish supportive policies to further promote gender equality. The programme is designed to grow organically, and cause "ripples of change" as seen in figure 1 that illustrates the intended diffusion effect of Dawwie.

¹³ UNICEF and National Council for Childhood & Motherhood, Policy for Action: Issue 3, Girls' Empowerment, 2019.

¹⁴ UN EOMEN, Women's Needs and Gender Equality in Egypt's COVID-19 Response, 2020.

Figure 1: The Dawwie ecosystem



Source: UNICEF ECO. Ripple the Change Global Learning Series - girls' empowerment. PowerPoint.

While its main rights-holders are girls, the initiative's component related to the first pillar (Voice) also involves young and adult women, as well as young men and other community members in order to build support and bring about effective change in social gender norms, ultimately narrowing gender inequality and reducing harmful practices. Indeed, the purpose of Dawwie is to facilitate girls' empowerment by fostering girls' and boys' awareness of their own rights, supporting their transformation into agents of change, becoming skilled, engaged and in control of their lives.

The overall objectives of the Dawwie Initiative include:

- Providing a safe space for girls and boys to share their experiences and stories.
- Empowering girls through access to different skills and services.
- Creating positive role models.
- Amplifying the voices of girls and young women.
- Engaging boys and men to create a supportive environment for gender transformations by informing on, and addressing, gender inequalities and power dynamics.

The Initiative offers a range of activities implemented in all governorates and designed to achieve these goals. Dawwie activities (ordered from the individual to the policy and advocacy levels as per figure 1) include:

- **Digital literacy training:** Dawwie offers free online training in digital literacy to help girls and boys develop the skills they need to make informed decisions and navigate the digital world. In 2023, NCCM, in collaboration with MCIT and UNICEF, launched an interactive workshop focused on online safety. The workshop included manuals tailored for teachers and parents, along with engaging activities for children, aimed at promoting safe internet usage.
- **Storytelling Circles:** Dawwie provides safe spaces for girls and boys for self-expression to share their experiences and stories so that they are heard and accepted within their families and communities.
- **Intergenerational dialogue:** Dawwie promotes inter-generational dialogue to help bridge the gap between generations and promote understanding and respect. NCCM has also offered positive parenting workshops since 2023.
- **Interactive Community theatre:** Dawwie offers community theatre in safe and culture-sensitive spaces as an avenue to present and discuss gender related issues.
- **Awareness Raising:** Dawwie carries out campaigns to spread awareness of girls' education and the danger of child marriage, FGM, and gender-based violence. It seeks to enable girls by creating an inclusive environment involving boys and girls, parents, caregivers, and teachers. From this perspective, the National Initiative for Child Empowerment conducts TOT for teachers and social workers, workshops for parents and day camps for children, as well as building on existing support and protection services.
- **Viewing Clubs:** Dawwie helps to open dialogue around core gender issues by showcasing stories of positive female role models--girls who have made positive impactful choices
- **Marriageability Dialogue:** This is an additional space to facilitate a constructive dialogue like the Dawwie Circles and the Dawwie Intergenerational Dialogue, that focuses on marriage.

- **Tailored Toolkits:** Open-source tools are designed to support all actors involved from the girls themselves up to policy level personnel, to support their implementation of activities, services and supportive interventions.
- **Policy Dialogue:** The dialogue is a chance to further the Dawwie journey (as a boy or girl who experienced one or more Dawwie activity) by having a conversation with policy makers advocating for girls' empowerment.

The Dawwie journey is implemented in either of two ways. One stream is focused on primary intervention through NCCM, NCW, and partner NGOs. It includes storytelling circles, digital skills, intergenerational dialogues, interactive theatre, viewing clubs, and community interventions such as community theatre. The second stream introduces and integrates Dawwie tools and methodology and content through already existing platforms and programmes. These include programmes at MOYS such as Meshwary and Sports for Development (My Skill is My Fitness), and with some cross over activities with the ambassadors of Shabab Balad (Generation Unlimited UN global initiative). NCCM also applied Dawwie activities during the international book fair in 2023 and 2024.

As described above, Dawwie aims at establishing the foundations of a **long-term gender-transformative strategy** by addressing gender inequality as the root cause of violence against children and harmful practices, and through the creation of synergies among various sectors (Child Protection, Education and Adolescence and, potentially, Health and Nutrition), and including adolescent boys and girls as well as parents, communities and leaders advocating for change. This is in line with the UNICEF Gender Action Plan (2022–2025), which states that “promoting gender equality and the empowerment of women and girls is the responsibility of everyone, regardless of organizational role,” and its Adolescent Girls' Strategy (2022-2025), which presents the case for investing in adolescent girls, making the economic case for such investment, focusing on adolescent girls' health, their education and skills development, and protecting them from harmful practices.

Dawwie is implemented within “Egypt Vision 2030” and the “National Women's Empowerment Strategy 2030”, launched by the government to mainstream women's empowerment to achieve sustainable development. Its four pillars are political empowerment and leadership promotion, economic empowerment, social empowerment, and protection. It is also integrated within the National Plan for Childhood and Motherhood, (2018-2030) and the National Strategic Framework for Ending Violence Against Children (developed by NCCM with support from UNICEF). The attention to women's and girls' empowerment, and to gender-transformative programming, with a specific reference to the Dawwie programme, is also integral to the current UNICEF country programme document (CPD) 2023-2027, which supports the Government of Egypt in its path for gender equality, and its Sustainable Development Strategy (Egypt 2030).

The initiative is carried out in schools, youth centres and universities and has so far engaged over 600,000 people nationwide with over 3.6 million engaged online through dedicated digital platforms among the 60 million reached.¹⁵ Dawwie is currently implemented in all 27 governorates: Aswan, Assiut, Beni Suef, Cairo, Dakahlia, Damietta, Fayoum, Gharbiya, Giza, Ismailia, Kafr el-Sheikh, Marsa Matrouh, Minya, Menofia, New Valley, North Sinai, Qena, Sharqiya, Sohag, South Sinai, Luxor, Alexandria, Beheira, Port Said, Qualyubia, Red Sea and Suez. Dawwie circles, digital literacy training and community interventions started in 2019, while intergenerational dialogues started in 2022.¹⁶

¹⁵ UNICEF RAM reporting year 2022.

¹⁶ Dawwie Monitoring Sheet- 14 SEP2023.

2. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

2.1 Purpose of the evaluation

The evaluation aimed at providing UNICEF and its partners with an independent assessment of the Dawwie Initiative. The evaluation's purpose was to assess the extent to which the Dawwie implementation strategy supported by UNICEF is effectively contributing to its intended results in addressing gender inequalities, enhancing girls' agency and participation and improving perceptions of girls' rights and decision making. Consequently, this evaluation also provides insights into how UNICEF can maximize its support to the government as it implements the current CPD 2023-2027 and what UNICEF can do to improve its implementation approach and strategy to support the GoE. This is particularly important given the intention of UNICEF Egypt to continue prioritizing its support to the national girls' empowerment agenda. UNICEF's work is also integrated with the larger UN support in the country as the new United Nations Sustainable Development Cooperation Framework (UNSDCF) 2023-2027 is being implemented. UNICEF support is aligned and coordinated with other UN agencies in one the key pillars of the UNSDCF related to girls' and women's empowerment and is included in joint workplans in that regard to support the government. The evaluation also looked at how the synergies of cooperation can be maximized and strengthened.

The evaluation of Dawwie addresses the need to learn, to identify lessons learned, and to make recommendations that may inform the Dawwie Initiative as it goes to national scale. It also provides accountability to the different stakeholders involved, by supporting an understanding of the actual contribution made by the programme itself to the attainment of the short- and medium-term changes pursued. The evaluation consequently sheds light on the strengths and weaknesses of the programme, while providing a comprehensive assessment of the ways the programme is operationalised in synergy with relevant actors, sectors and programmes.

The evaluation has used a formative approach focusing on gaps and obstacles that need to be filled and on lessons learned. The recommendations provided by this evaluation aim to inform the expansion and replication of the Dawwie Initiative in other parts of Egypt and even in other contexts. The evaluation has also adopted a summative approach to understand how activities were implemented, what has worked and what has not, and how the initiative can work more effectively in light of its intended expansion to national scale.

The primary intended users of the evaluation are UNICEF staff, governmental stakeholders and non-governmental organizations involved in the implementation of Dawwie.

2.2 Objectives of the evaluation

As specified in the Terms of Reference (ToR), the evaluation had the following three objectives:

- Assess the extent to which Dawwie achieved its expected gender-transformative results and unexpected results, identifying any success factors that should be taken into due consideration in the current UNICEF country programme 2023-2027;
- Suggest how to strengthen existing synergies and inter-sectoral cooperation among UNICEF programmes and sectors, and suggest potential new partnerships and synergies, also with other UN agencies;
- Assess the factors that contribute to the potential expansion and scale-up of Dawwie and UNICEF alignment with its Frameworks – such as the Gender Action Plan – and national strategies such as the National Women Empowerment Strategy.

The evaluation aimed to bring clarity on the relevance, coherence, efficiency, effectiveness, and sustainability of Dawwie and the key role played by UNICEF. The evaluation of the Dawwie Initiative, which has not been previously evaluated, will help UNICEF assess how it can maximize its support to the government as set out in its current Government Support Program (2023-2027) and inform what UNICEF can do to improve its implementation approach and strategy.

2.3 Scope of the evaluation

The evaluation focuses on the Dawwie component of UNICEF's support to the government of Egypt (GoE) as set out in its previous (2018-2022) and current (2023-2027) Government Support Program. The thematic scope of this evaluation corresponds to all the activities covered by the Dawwie Initiative as well as with all the sectors prioritized by UNICEF where synergies were developed or may potentially be developed, including: child protection, adolescent and youth development, education and nutrition, support to girls: interactions with their peers and parents, etc., and the services that are being provided to them. The evaluation also addresses the

achievement of cross-cutting objectives, including gender equality, non-discrimination, as well as the needs of refugees, migrants and girls in need of protection.

The evaluation encompasses the period from June 1, 2019, to June 30, 2023. It covers the 27 governorates where the programme was implemented. Data collection was conducted in three selected governorates: Greater Cairo, Aswan and Fayoum (see section on “Sampling strategy”).

3. EVALUATION METHODOLOGY

3.1 Evaluation approach

The evaluation incorporated both primary and secondary data sources and relied mainly on qualitative data collection and analysis. The strength of this approach lies in the ability to triangulate the pre-existing data on Dawwie activities with insights gained from key UNICEF staff and main stakeholders, implementing partner staff, key partners, and programme participants. This design has not entailed the use of control groups or statistically representative samples. However, the evaluation has employed a purposive sampling strategy to engage key stakeholders and participants who can provide information on results and implementation experiences that can allow the ET to draw high-level, representative inferences across the Initiative’s three main pillars (Voice, Skills, and Access to Services), and to answer the EQs in a comprehensive manner.

The evaluation followed a theory-based approach built around the revised Theory of Change. In this sense, it looked not only at whether the intended outcomes were achieved, but also sought to understand the "why" and the "how" behind the results, i.e., the initiative’s underlying theories and assumptions. The theory-based approach was key to assess whether the logic behind the programming was sound and coherent, as well as sufficiently comprehensive and systemic. The theory-based approach also provided a framework for the evaluation team to identify any changes during implementation and to consider the justification for such changes.

The evaluation aimed to take a participatory and inclusive approach as well as a gender and human rights-based approach by ensuring that the views of a wide range of stakeholders were included. The ET integrated child rights, human rights, gender equality and equity into every aspect of the evaluation, from design and methodology to data collection, analysis methods, and the development of various deliverables. To do that, the evaluation team sought to identify information related to analysis of human rights and gender equality issues, evidence of vulnerable groups being consulted, and their concerns being taken into consideration; and how human rights and gender equality issues were addressed by UNICEF.

Throughout the entire evaluation exercise, an Evaluation Steering Committee provided advice and reviewed the deliverables. The Committee was composed of UNICEF ECO and MENARO staff, governmental (notably, NCW and NCCM) and non-governmental (NGOs involved in the programme’s implementation) primary stakeholders as well as of representatives of young participants in Dawwie activities. The ET delivered two presentations to the Committee, illustrating the findings of the Inception Report and the Final Report, respectively in January and August 2024.

Revised Theory of Change

Many revisions to the original ToC were made by UNICEF staff working with key stakeholders. It now appropriately identifies expected short-term changes (identified as outputs), medium-term changes (identified as outcomes) and long-term changes (impact). However, the ToC is still a draft document, and based on discussions with key informants and focus groups, the ET identified several important aspects for further revision which have also been used to guide the analysis conducted over the course of the evaluation. Most importantly, the previous draft did not clearly define what it would mean to take the initiative to scale, how the enablers of change could be taken to scale, or how a supportive environment could be sustained through Dawwie activities to empower girls over time, while systematically bringing about the desired change to people’s lives and addressing inequalities in the communities. It also didn’t account for differential rates of behavioural change for the girls involved in the initiative and their family members, the members of the community and other gatekeepers. Further, the previous draft ToC was presented without an accompanying narrative on pathways and assumptions, or a risk analysis and an outline of potential unexpected negative impacts. It appropriately identified the role that girls and boys may play to instigate/accelerate change in their communities, yet did not give sufficient weight to the importance of support from other community groups and institutions.

The ET has proposed a revised ToC as part of its mandate to propose new partnerships and ways of collaboration to strengthen the Dawwie Initiative going forward. The proposed revisions give particular attention to the need for community support networks to ensure appropriate follow-up and to facilitate economies of scale.

In keeping with the participatory approach that has underpinned the Dawwie Initiative from its outset, any revisions to the ToC should be validated through broad consultation. The revised ToC is included in Annex D.

3.2 Data collection methods and tools

The evaluation used the following data collection methods: desk review, KIIs, FGDs and direct observation. In total, 386 participated in the evaluation, of whom 74% were women and 26% were men. Out of the total of consulted individuals, 38 people were interviewed, 348 participated in 41 FGDs held in the three governorates. The evaluation engaged different groups of stakeholders. Most participants were children and parents, consulted through FGDs, followed by UNICEF staff from Egypt Country Office (ECO) and the Middle East and North Africa Regional Office (MENARO) and representatives from governmental institutions and IPs who oversaw the implementation of activities.

Desk review

The Evaluation Team reviewed more than 200 documents, including programme documentation drafted by UNICEF and IPs and external relevant materials produced by other UN agencies and the GoE. The full list of documents consulted by the Evaluation Team is attached in Annex H.

Semi-Structured Interviews

In total, semi-structured interviews were conducted with 38 interviewees representing a range of organizations, including UNICEF ECO and MENARO, government officials, UN agencies (UNFPA), NGOs and associations. Furthermore, 40% of the respondents were interviewed in person, whereas 60% of them were interviewed virtually, mainly through Teams calls. Out of the 38 interviewees, 16 respondents were UNICEF staff. This included interviews with the different sections, Representative, Deputy Representative, and staff from UNICEF MENARO. All Country Office sections were represented in the interviews. A total of 14 external stakeholders were interviewed representing governmental, and civil society partners responsible for the implementation of Dawwie activities.

The full list of interviewees is attached in Annex F.

Focus Group Discussions (FGDs)

In total, FGDs were conducted with 348 interviewees (77% women and 23% men), representing girls, boys, parents and facilitators who participated in Dawwie activities (circles, intergenerational dialogues, camps and skilling opportunities). The age groups for children and youth were: 10-14 years old, 15-18 years old and 19-22 years old. The age category from 19-22 years old in youth centers, 15-18 at secondary schools, and 10-14 at NGOs and primary schools. FGDs were held in person during the in-country data collection field missions and were held separately based on age, gender and group characteristics (ethnic minorities, migrants, refugees).

3.3 Sampling strategy

The sampling strategy was based on a thorough stakeholder analysis conducted together with UNICEF, involving document review and inception interviews. This process produced a list of all relevant internal and external stakeholders and their categorization, according to their type of relationship with Dawwie and their importance to the data collection process.

Regarding the rationale of the geographic focus for field visits, the selection of three governorates was first suggested in the ToR by UNICEF, namely Greater Cairo, Aswan and Fayoum and finally confirmed during the inception phase of the evaluation. These three governorates were selected on the basis of the breadth of exposure to Dawwie's work on the ground. In particular, they satisfied the following criteria, which allowed for informative reflections on intervention effectiveness:

- Each governate is different in nature and characteristics of population and traditions. That would allow for a comparison on community receptiveness of Dawwie. Greater Cairo (Cairo/Giza/Qalyubia) is considered an urban governate (albeit with a considerable number of lower income neighbourhoods), Aswan is an upper Egypt governate, and Fayoum is a rural/agricultural governorate.
- Degree of relevance to Dawwie activities: a high number of complementary Dawwie activities have been implemented by NCW/NCCM in conjunction with other stakeholder programmes/activities such as those with MOYS and MOETE, in order to compare different modalities of implementation.
- Some Dawwie interventions have been implemented in these governorates since at least 2019, to allow for useful data gathering on emerging results and potential sustainability.
- Availability of pre-existing secondary data from IPs, UNICEF or other sources upon which selection was made.

The estimated population of Greater Cairo is currently about 26 million.¹⁹ This figure represents the population of Cairo and the adjacent suburban areas that encompass the governorates of Giza and Qalyubia and the New Capital. It is densely populated and mostly urban. The illiteracy rate reached 16.2% for Cairo alone in 2019 according to the Central Agency for Population and Mobilization. Unemployment rates were estimated to be 13.7%, 9.4% and 9.55% for Cairo, Giza and Qalyubia respectively in 2021.²⁰ The data provided were not sufficiently geographically segregated but indicate that activities were implemented in Greater Cairo by several different partners. It was selected as one of the largest populated urban areas, and also because it provided an opportunity to assess the implementation practices of various partners, with sufficient time elapsed since the start of implementation to provide a better understanding of changes/emerging results.

Aswan is located in Upper Egypt, a rural government that is more traditional, with an approximate population of 1.6 million.²¹ The ethnic population of Aswan is mostly Nubian and has distinct cultural characteristics. The last national census in 2019 showed that the governorates of Upper Egypt recorded significant rates of illiteracy, with Aswan at 19.1%.²² It is estimated that the overall unemployment rate in 2021 was 5%.²³ Dawwie data shows implementation by two different NGOs and provides an array of activities, including an Art Festival as well as a range of community interventions. Like Cairo, Aswan provides a sufficiently wide time range of implementation to observe and compare changes/emerging results.

Fayoum, an agricultural governorate in the West Nile Delta has a population of 4.1 million²⁴. Illiteracy rates were noted to be around 34% in 2019,²⁵ and unemployment rates at 3.4%.²⁶ Females comprised 62% of all illiterate individuals in Fayoum according to the 1996 and 2006 censuses.²⁷ Women in Fayoum are also more likely than men to be affected by unemployment.

The three governorates selected represent distinct national population characteristics that allow for a comparison in societal acceptance and implementation of gender empowerment activities. They also provide sufficient scope to understand the demographic underpinnings of any adaptations made over the course of implementation.

3.4 Data analysis

The analysis of the qualitative data began as soon as the data collection started with the team discussing the patterns and themes emerging from the data collection, without relying on any qualitative analysis software. As the data collection progressed, the evaluators looked for alternative explanations to validate the different themes and patterns. Formal analysis took place at the end of the data collection process where the answers to the different questions were reviewed and categorized. The responses given by different respondents were read to identify variations between them. Interview transcripts, when available, were also read in their entirety to ensure that the context of specific responses was preserved. Similar themes were grouped and assigned into categories. In this case, the categories were determined by the evaluation questions and the OECD criteria. The analysis identified commonalities and variations in individuals' responses to common questions. The analysis also involved the development of interpretations, which in turn involved explaining the results and answering "why" questions, attributing significance to particular outcomes, and embedding patterns in the analytical framework.

The information obtained through desk review, interviews and FGDs was then triangulated to confirm and validate information across different information sources. This process led to the formulation of findings under each evaluation criterion, answering the respective evaluation questions. The findings were used to draw a set

¹⁹ Central Agency for Mobilization and Statistics. The population of Cairo is approximately 10.3 million; Giza 9.6 million, Qalyubia 6.1 million. <https://www.capmas.gov.eg/Pages/populationClock.aspx>. Accessed January 23, 2024.

²⁰ Harvard Business School. Statista. Statista is a statistics portal that integrates thousands of diverse topics of data and facts from a wide range of sources onto a single platform. Sources of information include market research, trade publications, scientific journals, and government databases. <https://www.statista.com/statistics/1297880/unemployment-rate-in-egypt-by-governorate/>.

²¹ Central Agency for Public Mobilization and Statistics (CAPMAS). <https://www.capmas.gov.eg/Pages/populationClock.aspx>. Accessed January 23, 2024.

²² Central Agency for Public Mobilization and Statistics (CAPMAS). 2019. https://www.capmas.gov.eg/Admin/News/PressRelease/2019981350_666%20E.pdf. Accessed January 23, 2024.

²³ Central Agency for Public Mobilization and Statistics (CAPMAS). <https://www.capmas.gov.eg/Pages/populationClock.aspx>.

²⁴ Central Agency for Public Mobilization and Statistics (CAPMAS). 2019. https://www.capmas.gov.eg/Admin/News/PressRelease/2019981350_666%20E.pdf. Accessed January 23, 2024.

²⁵ Harvard Business School. Statista. Statista is a statistics portal that integrates thousands of diverse topics of data and facts from a wide range of sources onto a single platform. Sources of information include market research, trade publications, scientific journals, and government databases. <https://www.statista.com/statistics/1297880/unemployment-rate-in-egypt-by-governorate/>.

²⁶ Central Agency for Public Mobilization and Statistics (CAPMAS). 2019. https://www.capmas.gov.eg/Admin/News/PressRelease/2019981350_666%20E.pdf. Accessed January 23, 2024.

²⁷ Ibid.

of conclusions and lessons learned. A set of recommendations based on the findings, conclusions and lessons learned is presented in the report.

3.5 Ethical standards

This evaluation adheres to the relevant UNICEF guidance on ethical standards and to the UNEG Ethical Guidelines for Evaluation. The UNEG ethical standards include the obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability) and the ethical safeguards for participants appropriate for the issues described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm). The inception report and data collection tools were subjected to ethical review provided by an Independent Review Board (HML IRB Review#838EGYP24) prior to the data collection phase and all the foreseen ethical protocols were duly respected during the data collection.

The team followed the UNEG ethical guidelines²⁸ to fulfill obligations to respondents participating in this evaluation. These are as follows:

- 1 **Respect for dignity and diversity:** The Evaluation Team respected the differences in culture, local customs, religious beliefs, gender, disability, age and ethnicity and the potential implications of these when carrying out the evaluation. It minimized any risk of disruption to the respondents, provided ample notice and respected their privacy. Note that key data collection instruments were pre-tested before data was collected.
- 2 **Rights:** The Evaluation Team ensured that participants were treated as 'autonomous agents' and were given the time and information to decide whether or not they wish to participate, and not pressurized into participating. The participants were selected as per the defined sampling methodology. We complied with any codes of conduct governing vulnerable groups, such as young people.²⁹
- 3 **Redress.** Participants were provided sufficient information on how to register a complaint.
- 4 **Confidentiality:** The Evaluation Team respected respondent's right to provide information in confidence and made them aware of the scope and limits of confidentiality. Names and any other sensitive information have been anonymized when presented in the report.
- 5 **Data security:** Data has been stored systematically and securely and in line with data protection policy. Data has been stored in a way that makes it available and clearly accessible to the evaluation team only. If requested and following appropriate anonymization, the data will also be shared with UNICEF and will be deleted two months after the evaluation has been completed.
- 6 **Responsibility.** Any dispute or difference of opinion among the evaluation team or between the evaluation team and the commissioner of the evaluation in connection with the findings and/or recommendations was discussed and clearly explained.
- 7 **Integrity and independence.** The Evaluation Team ensured that any emerging issues and potential deviations were clearly discussed and agreed with UNICEF. The Evaluation team has provided an independent judgment free from bias and takes full responsibility for the accuracy of information presented in the report.
- 8 **Intellectual property:** All materials produced during the conduct of this evaluation are UNICEF's property and can only be used by prior written permission.

3.6 Limitations of the evaluation

This evaluation was subject to some limitations. Some data related to rights-holders were not disaggregated by sex, location or governorate. Since these data were essential for preparing the sample for data collection, the evaluation team has used the two following methodologies:

Request data from the national stakeholders, and they have shared reports by governorates and activities;

Discuss with the stakeholders about the selected areas for data collection and gain more understanding about the types of interventions at each location.

The ToR stated that two high performing and two low performing areas should be selected in each of the governorates targeted by the evaluation. However, the lack of geographical segregation of data made this impossible. This affected the ET's effort to look at the differential results of Dawwie on the most vulnerable populations within governorates. However, as a mitigating factor, the three key governorates were selected to represent distinct national population characteristics that allow for a comparison in societal acceptance and

²⁸ <http://www.unevaluation.org/document/detail/102>.

²⁹ <http://www.childethics.com/>.

implementation of gender empowerment activities, and to help identify any adaptations made during programme implementation to adjust to the different demographic characteristics.

A further empirical limitation is that uneven internet access and tight implementation schedules prevented a subset of facilitators and other stakeholders in some directorates from providing feedback on programme process. The evaluation team attempted to mitigate the impact of this lack of availability by conducting follow-up online interviews, but some coverage gaps remained, which could have affected the depth of information available for some directorates. Participation of school-aged children in several FGDs was also limited due to an overlap in the field missions with the administration of final exams.

4. EVALUATION FINDINGS

4.1 Relevance

EQ1: To what extent are the objectives and design of the Dawwie Initiative relevant and responsive to the needs of beneficiaries?

Key finding 1. The objectives of the Dawwie Initiative are relevant and well aligned to the government's agenda for gender equality and women's empowerment, to the SDGs, and to rights-holders' needs. The design of the initiative is generally responsive to participant needs, although it can be strengthened by building stronger networks to support individual and community empowerment.

SEQ1.1: To what extent has the Dawwie Initiative been aligned with, informed and influenced by the government's women and girls' empowerment agenda led by NCCM, NCW and other key government stakeholders? To what extent have national beneficiaries been involved in the design and implementation of the Programme?

The Dawwie Initiative is well aligned to key government policies and programmes. Each of its three areas of focus, i.e., giving girls a voice, improving girls' skills and providing girls with access to services, is consistent with core government documents and in line with stated government priorities.

Having a voice—the first of the key Dawwie objectives—means not only the freedom to express one's interests and needs, but also one's beliefs. I. Crucially, it also means to be heard—having a forum for expression. The design of the Dawwie Initiative explicitly addresses these challenges—Dawwie circles and Dawwie camps were intended as places for peer-to-peer and intergenerational dialogue. Respondents stated that the group discussions fostered by these key design elements led girls to form friendships, to become more expressive, and to become more self-confident. Stakeholder interviews found a common understanding among stakeholders that enabled boys and girls to express themselves and accept diversity and equality, while also fostering engagement from their families and communities, thereby altering the way society views and discusses girls.

In a sense, the Dawwie Initiative can be seen as going beyond the gender equality and child rights guarantees in the Egyptian constitution (2014, with modifications in 2019). The constitution provides guarantees around basic well-being and civil, political, economic, social and cultural rights. It tends to highlight the provision of care and protection rather than individual expression. The National Council for Childhood and Motherhood (NCCM) is defined in the constitution as the national government agency concerned with mothers and children. It includes a focus on child protection and the empowerment and stability of the Egyptian family.³⁰ The interview with NCCM highlighted its deep engagement in Dawwie and its vision of empowering girls to exercise their rights as partners in development. It also noted its engagement through the Dawwie Initiative in developing stakeholders' steering committees, a child helpline, and girl-friendly clinics. These are all activities that flow directly from the committee to ensure a voice for girls.

The Dawwie Initiative is also aligned with efforts of the National Council of Women (NCW) to develop social, cultural and legal frameworks in order to fill needs and gaps and integrate the gender perspective into the state's strategy for sustainable development - Egypt Vision 2030 - in accordance with the Women's Empowerment Strategy 2030. NCW has developed the [National Strategy for the Empowerment of Egyptian Women 2030](#) that defined three key work priorities: combating violence against women, combating early marriage and combating

³⁰ NCCM, roles and responsibilities of the council, <https://nccm.gov.eg/%D8%AF%D9%88%D8%B1-%D8%A7%D9%84%D9%85%D8%AC%D9%84%D8%B3>.

FGM. The National Strategy calls for political empowerment and leadership, economic empowerment, social empowerment, protection and culture and legislations.

A second key objective for Dawwie is to provide girls with skills. It works closely with Meshwary, an additional programme through which UNICEF supports the government to empower Children and Youth and develop their skills through programmes for innovative thinking, decision-making, entrepreneurship, and career counseling. The third objective is to ensure that girls have access to educational services. As noted above, this is in clear alignment with the Egyptian constitution which guarantees equality among women and men in all civil, economic, cultural, social, and political rights.

Four non-governmental organizations (NGOs) work with the Dawwie Initiative to provide better access to services: ACDA, Care, Awtany, and BLESS. Representatives of each of these were interviewed in the course of the evaluation. BLESS is accountable for all development services offered by the church and conducts annual outreach in 60 marginalized villages. The plan consists of three components: education, health, and economic development. BLESS's work in the Dawwie Initiative relies on education and health packages, while ACDA has emphasized the importance of women's empowerment within Egyptian institutions. CARE focuses on children's development centres, empowering them with abilities and knowledge. Awtany works mainly on children and community development in Aswan.

Stakeholder interviews revealed that the programme aligns with government priorities, including policies and strategies toward early marriage, FGM, and persons with disabilities, as well as education, health, and economic empowerment of marginalized groups. The women empowerment strategy, comprised of four fundamental components (economic empowerment, social empowerment, political empowerment, and security) appears to be an appropriate response to existing challenges.

These results are reinforced by MOSS and MOYS, which emphasized the presidential efforts on girls' empowerment, especially the integration of women into leadership positions. The national strategy for the empowerment of Egyptian women and the NCCM strategy framework are aligned with the Egypt 2030 strategy. The NCW joined the programme in 2021, with a focus on positive parenting and community involvement. It was also found that the programme was relevant to the Sustainable Development Goals 3 (good health and well-being) 4 (quality education), 5 (gender equality), 10 (reduced inequalities) and 16 (peace, justice and strong institutions).

The national stakeholders, including NCCM, ACDA, UNICEF and MOETE, were involved in the design stage of the initiative and the following steps were taken:

- A coordination mechanism – a steering committee including the 15 partners - with representative from ministries helped to conceive and give a cross sectoral dimension to the programme;
- Needs assessment sessions were conducted in 2019 for children, parents and community leaders;
- A first round of TOT for stakeholders was performed in Fayoum, Sohag, Luxor, Qena and Gharbia;
- The programme materials were tested with a sample of children in Assiut and Fayoum;
- A questionnaire was distributed to measure children understanding of the stories' content and manuals;
- Street shows were conducted and community views were included using a survey tool.
- Results were analyzed to revisit the program design.

During the implementation of Dawwie, the involvement of rights-holders and governmental and non-governmental IPs was ensured through their participation in the Dawwie Steering Committee that represented a forum to reflect and exchange on the programme's tools, activities, and results.

SEQ1.2: To what extent has the Dawwie Initiative contributed to: (a) the beneficiaries' needs, (b) Egypt's needs and priorities in the relevant sectors of intervention, (c) UNICEF global Strategic Plans and Gender Action Plans, and d) UNDAF agreement and forthcoming UNSDCF agreement?

There is strong anecdotal evidence from FGD's and KIIs that the Dawwie Initiative has contributed to meeting rights-holders' needs and to Egypt's needs and priorities in the relevant sectors of intervention. Further, the initiative has clearly contributed to UNICEF global Strategic Plans, the Adolescent Girls' Strategy, the Gender Action Plans, and UNDAF agreement and the forthcoming UNSDCF agreement.

Rights-holders' needs. The target population for Dawwie includes boys, girls, parents and community members, with a focus on challenges faced by girls. UNICEF conducted a needs assessment that revealed key gaps in girls' access to services and opportunities:

1. young girls are five times more likely than boys to be unemployed;
2. societal norms and expectations lead a high number of girls to take on traditional responsibilities such as housework and childcare;
3. girls also have limited access to information and communication technology (ICT);

4. access to protection services for girls is limited, and gender-based violence is widespread, including FGM and child marriage;
5. girls lack access to services and need information; most lack access to knowledge about reproductive health services;
6. gender norms disproportionately affect girls, who face restraints on their mobility, body integrity, perception of self-efficacy;
7. girls face greater challenges to participate in decision making, in the family and in the broader community.³¹

In support of both boys and girls, the Dawwie Initiative tackled gender inequalities through awareness raising and dialogue to change social norms. A range of activities promoted gender equality, improving women's status in society, the education of girls, and efforts to improve the health and well-being of women and girls. However, there is a need to enlarge the time of exposure for children and to intensify activities so to address the broader context through a more cohesive, integrated approach. Nonetheless, the set activities may offer potential pathways for follow-up efforts to eliminate FGM and child marriage. The Dawwie circles offered a safe space for girls to express themselves, and the Dawwie camps worked to equip girls with skills to empower other girls and educate them about the programme. The intergenerational dialogue helped girls to have a meaningful role in supporting the community dialogue by creating discussions with parents and leading them to consider how best to support gender equality. The digital literacy component is aimed to enhance girls' digital skills and enable them to protect themselves online.

Despite the many positive elements emerging, there was concern expressed in FGDs and KIs about the extent to which the initiative is taking root within communities, and whether sufficient efforts are being made to embed it within community support networks. Several respondents expressed the need for a consistent referral mechanism when girls express psychosocial needs. Others felt that there was a need for a "local coordination mechanism" to exchange experiences and coordinate implementation across communities. One key informant stated, for instance, that "girls at this age may want someone to take action when they tell their stories, rather than just receiving support from their classmates". The overall message was that there should be an effort to ensure that girls receive additional support from the broader community as needed.

Egypt's needs and priorities in the relevant area of intervention. Egypt has a prevalence rate of FGM of around 86% among married women between the ages of 15 and 49, although this decreases to about 37 among girls aged 15-17 years, according to the Egyptian Family Health Survey (EFHS) 2021.³² Around 46% of ever married women aged 18-64 years have experienced at least one form of spousal violence in Egypt.³³ The objectives of Egypt Strategy 2030 include providing social protection, reducing gender disparities, promoting integration, and guaranteeing equal access to opportunities.³⁴ These are priorities for the Egyptian government that are directly addressed through the Dawwie Initiative.

The initiative must also be seen in the context of various national policies, strategies, and programmes, including Meshwary by MOYS and Noura by NCW. Government agencies also have their own programmes. Sports for development at MOYS is preparing women for leadership roles at MOYS, Safe Cities for Girls at Aswan universities, and for NCW, including the National Strategy for Women Empowerment and the Noura programme.

Several initiatives — Noura, Meshwary, and Dawwie, the UNFPA–UNICEF Joint programme, aim to accelerate progress to end FGM by 2030, and are driving the collective mobilization for girls' empowerment in Egypt. Dawwie, which was granted the patronage of H.E. Ms. Entissar El Sisi, is being implemented together with Noura within the National Investment Framework for Girls in Egypt. This was established by the GoE at a side event during the 67th Session of the Commission on the Status of Women (CSW) in 2023 in order to unleash the untapped potential of girls aged 10-24 to boost Egypt's human capital. Meshwary aims to provide adolescents and youth with skills development and social opportunities to become advocates of positive change within their communities, reducing gender inequalities and acceptance of harmful practices. The Noura Framework is a programme with the aim of empowering adolescents and achieving gender equality in Egypt. The Noura Framework was launched by NCW Egypt to address the needs of adolescent girls, especially those who are behind, offering girls a 40-week programme to enhance their physical, social, and financial well-being. Girls gain access to basic skills, reproductive health information, and vocational and employability skills through girl-friendly spaces and available resources. Noura has already implemented several activities that are influenced by digital literacy training, intergenerational dialogue, and Dawwie circles.³⁵ Dawwie is also pertinent to the national programme of Egyptian Family Development, which focuses on the development of families in impoverished cities and urban areas, under the supervision of The Ministry of Planning and Economic

³¹ Fazlul Haque, Gaia Strigelli, Integrated Adolescent Girls Programming Country Proposal Template, UNICEF, 2022.

³² Egyptian Family Health Survey 2021.

³³ UNFPA CAPMAS and NCW, The Economic Cost of Gender Based Violence Survey Egypt 2015.

³⁴ Egypt Strategy 2023, https://mped.gov.eg/Files/2030BookletFinalSoftCopy_DigitalUse.pdf

³⁵ <https://egypt.unfpa.org/en/video/dawwie-ya-noura>

Development.

UNICEF's global strategic plans and gender action plans. The Dawwie programme as designed is relevant to UNICEF's work at several levels. For example, UNICEF's Egypt Country programme 2023-2027 has defined the following opportunities:

1. Social inclusion: With Government partners, UNICEF will support the institutionalization of child poverty monitoring and the generation of quality data and analysis to inform the national decision-making process. [Dawwie made provision for system strengthening and data monitoring with 35% of its budget spent on this as of the date of the evaluation. Further, the programme M&E specialist from UNICEF and the Data Management and Reporting officer from the UN Resident Coordinator Office were members of the Dawwie steering committee].
2. Child Survival and Development: access to high-impact maternal, childcare and nutrition interventions. Services will be broadened to include child development, adolescent, environmental and mental health, and support to children with disabilities. [Dawwie promoted referral mechanisms to protection, health, nutrition, and menstrual hygiene services, and facilitators received specific training on early detection of children at risk of maltreatment.]
3. Quality learning: UNICEF will prioritize helping girls and boys overcome gender barriers to learning, especially children with disabilities, and those living in the poorest governorates. [Stakeholders confirmed in interviews that the programme aligns with government policies and strategies to support persons with disabilities.]
4. Child protection: UNICEF will work with partners to strengthen prevention and response services for the most vulnerable boys, girls and adolescents, including refugees and migrants. Safeguarding measures will be implemented to protect children from online exploitation and abuse. National systems providing care services to child victims of violence, exploitation, abuse, neglect and harmful practices will be reinforced through the provision of improved helpline services, case management units, probation offices, health units and child protection committees. [Dawwie is part of the UNFPA and UNICEF Joint Programme on the Elimination of Female Genital Mutilation. Dawwie also supported nation-wide mapping of referral services and community-based complaints mechanisms, along with development of a film used as a key advocacy tool, although the ET found limited awareness among girls and boys of the various services. Stakeholders confirmed in interviews that the programme aligns with government policies and strategies toward FGM and early marriage.]
5. Adolescents and youth: UNICEF will focus efforts on catalyzing investments that address the bottlenecks preventing vulnerable adolescents and young people making the transition to productive adulthood. Adolescent girls and boys, migrants, refugees and adolescents with disabilities will gain access to skills development opportunities and social support to help achieve their full potential including transferable, digital and entrepreneurship skills. [Dawwie worked in close partnership with the Ministry of Youth and Sports for a skills development package, implemented through the national Youth Centres system, and including digital literacy, employability, entrepreneurship and life skills.]
6. Adolescent girls' strategy: this strategy presents the case for investing in adolescent girls. It looks at some challenges adolescent girls face, and explains why UNICEF, alongside its partners, is well-positioned to support adolescent girls to overcome these barriers. It references the economic case for such investment; provides highlights of UNICEF's past and present work to advance the rights and wellbeing of adolescent girls; describes opportunities for more integrated programmatic action; and lays out a theory of change to guide our efforts. The strategy focuses on three intersecting areas: adolescent girls' health and nutrition, adolescent girls' education and skills development, and protecting adolescent girls from abuse and harmful practices.

Dawwie also was designed to be guided by UNICEF's Gender Action Plan that incorporates both programmatic and institutional priorities, integrating a change strategy for gender equality across internal policies, practices and accountability mechanisms. The plan specifies three areas of commitment: (i) integrating gender equality results across UNICEF's programmes and Strategic Plan goal areas, including health and nutrition; education; water, sanitation and hygiene (WASH); child protection; and social policy, (ii) prioritizing the leadership and wellbeing of adolescent girls, and (iii) strengthening UNICEF's policies and systems for more gender-transformative workplaces and practices.

UNDAF³⁶ agreement and the forthcoming UNSDCF agreement. The United Nations Partnership Development Framework (UNPDF) 2018-2022 with Egypt is a joint multiyear plan between Egypt and the UN agencies that targets four outcomes: 1) Inclusive Economic Development, 2) Social Justice, 3) Environmental Sustainability and Natural Resource Management and 4) Women's Empowerment. The women's empowerment outcome gives priority to reductions in harmful social practices, such as Female Genital Mutilation (FGM) and early marriage, in addition to upholding rights accorded to girls and women, improving the health of women and enabling faster reductions in maternal mortality. Increasing female labor force participation rates will increase

³⁶ Note that the UN Development Assistance Framework (UNDAF) 2012-2017 was followed by the UN Partnership Development Agreement (UNPDF) 2018-2022.

the growth rate and strengthen the role of family planning. The activities supported through the Dawwie Initiative are fully consistent with and supportive of the women's empowerment outcome, which includes the following focus areas:

UNPDF key focus areas to be supported in this outcome include the following:

1. Changing prevailing cultural norms that discriminate against women;
2. Contributing to legislative change across the various areas;
3. Raising public awareness on transformative social norms that promote women's rights as collective responsibility;
4. Providing sex disaggregated statistics and data;
5. Diversifying partnerships for women's empowerment;
6. Promoting active youth participation;
7. Promoting active participation of men and boys as champions for women's empowerment;
8. Enhancing knowledge gathering, analysis, and application and Innovation;
9. Exploring innovative financing mechanisms for women's empowerment;
10. Promoting formal and informal education for girls and women in rural and urban areas;
11. Increasing the capacity of women to engage in leadership positions, including in the judicial sector;
12. Increasing the capacity of women to engage in productive economic activity, including in agriculture and the informal economy
13. Expanding provision of public services that reduce the care burden of women;
14. Promoting favourable social norms, attitudes and behaviours that prevent violence against women in public spaces and within the household, including early marriage and FGM;
15. Promoting women's empowerment through relevant housing and land policies.³⁷

UNSDCF Agreement for Egypt 2023-2027

After the UNPDF was concluded, a new agreement between Egypt and the UN was developed to plan and prioritize the joint cooperation between the two parties from 2023 to 2027. Outcome 5 of this agreement specifies that by 2027, women and girls should be able to realize their rights in the social, health and livelihood spheres. Outcome 5 highlighted women's and girls' exposure to risks of violence and harmful practices and pledged to continue to partner with the GoE to eliminate harmful practices, including FGM and child marriage. It also highlighted adolescent girls' social, health and economic capacities are built, and social support provided for strengthened capabilities and equal access to quality services and opportunities to reach their full potential. The UN will cooperate with the GoE and other stakeholders on a National Action Plan on Adolescent Girl Empowerment³⁸.

4.2 Coherence

EQ2: To what extent was UNICEF able to deliver and meet the needs assessed through the Dawwie Initiative in a coherent manner?

Key finding 2. UNICEF was able to support implementation of the Dawwie Initiative in a broadly coherent manner, both internally and externally. It made consistent efforts, beginning with the earliest design stage, to ensure that Dawwie activities were aligned with, and added value to, related interventions supported by government or other agencies. Similarly, it has given consistent attention to Dawwie's fit with other UNICEF programmes. However, its potential as a platform for coordination on a range of cross-cutting issues has not been fully exploited.

SEQ 2.1: What kind of measures does UNICEF have in place to ensure that activities across the initiative are coherent and synergetic with other related interventions in the same context, i.e., add value and do not duplicate efforts? Are the measures adequate? How could these measures be improved?

Dawwie is a multisectoral initiative, which means that coordination across sectors is critically important to avoid redundancies and to bring real added value. UNICEF has a number of measures in place to ensure that this happens. These include direct linkages with other initiatives, partnerships with several ministries, partnerships with the private sector and ongoing engagement with civil society organisations. The Evaluation Team finds that

³⁷ United Nations Partnership Development Framework (UNPDF) 2018-2022, https://egypt.un.org/sites/default/files/2019-11/En_UNPDF.pdf

³⁸ The Government of Egypt and the United Nations sign the United Nations Sustainable Development Cooperation Framework 2023-27, <https://egypt.un.org/en/231452-government-egypt-and-united-nations-sign-united-nations-sustainable-development-cooperation>

there are extensive efforts to achieve synergies and avoid duplication of services. They may be considered as adequate, even though a number of areas remain in need of improvement in order to achieve the multisectoral focus of Dawwie. These include the willingness of agencies and partners to collaborate, to communicate with each other and work towards a common goal as well as better coordination, alignment, and shared advocacy efforts.³⁹

Dawwie is led by the National Council for Childhood and Motherhood (NCCM) and the National Council for Women (NCW). It is supported by numerous other ministries, highlighting its multisectoral scope and the coherent approach taken towards its design and delivery. Other Ministries involved include the Ministry of Education and Technical Education (MoETE), Ministry of Social Solidarity (MoSS), Ministry of Health and Population (MoHP), Ministry of Youth and Sports (MoYS) and Ministry of Culture (MoC), Ministry of Information and Communication Technology (MoICT), National Council for Persons with Disability (NCPD) and the National Population Council (NPC). In addition,⁴⁰ there are linkages with presidential initiatives such as the Family Development Project, Haya Karima and Takaful and Karama (national cash transfer programme) and the national positive parenting programme implemented by MoSS and MoH through a National Positive Parenting Steering Committee led by the Ministry of Social Solidarity.

Dawwie works in close partnership with the Ministry of Youth and Sports for the skills development package, through national flagship programmes such as Meshwary⁴¹, the employability programme, and My Skill is My Fitness, the Sport4Development programme. The skills development package is implemented through the national Youth Centres system, and includes digital literacy, employability, and entrepreneurship skills, as well as life skills in line with the UNICEF regional Life Skills (LSCE) framework⁴².

Dawwie provides a direct opportunity to engage in climate change initiatives.⁴³ The connection between Dawwie and Meshwary with adolescent girls' leadership on climate action was strengthened in preparation for COP 27.⁴⁴ Both programmes are also considered to be complementary to work that NCW is doing under the Noura programme, which focuses much more on sexual reproductive health rights.⁴⁵ Young people should be able to transition seamlessly from Dawwie to a programme like Meshwary, but is yet to happen. As Meshwary is being rolled into the Ministry of Youth system and the number of Meshwary centres is being expanded, delivering the Dawwie Initiative on the Meshwary youth centre platform is considered to be an ideal entry point. This will potentially enable these children to enter Meshwary⁴⁶ and the Noura programme⁴⁷ as long as there is geographical convergence across the partners implementing these programmes.⁴⁸

Private sector linkages can be seen in Dawwie's relationship with the Shabab Balad, a multi-stakeholder platform promoting a positive transition from learning to earning for the 28 million youth living in Egypt. Shabab Balad is chaired by the Prime Minister of Egypt. Several ministries are represented on the board, and there are eight UN agencies involved as well as 'big industrialists', and the bigger associations. It is intended to address youth unemployment as a matter of priority by providing the necessary skills to adolescents and youth and finding them the appropriate job opportunities that match up with those skills.⁴⁹ Linkages to the private sector is anticipated to increase earning opportunities through this platform. It helps to equip young people at a very early stage to be prepared for the needs of the labour market.⁵⁰

Enhanced and systematic coordination and collaboration with multiple national interventions is also facilitated by the implementation of Dawwie within the above-mentioned National Investment Framework for Girls in Egypt, established by the GoE in 2023 to create an impact of unleashing the untapped potential of girls aged 10-24 to boost Egypt's human capital. The investment framework for girls can serve as an overarching umbrella to coordinate and facilitate all the efforts in Egypt addressing girls' empowerment with special emphasis on responding to the National Project for Development of the Egyptian Family (NPDEF) as well as the Haya Karima presidential initiative. The Girls in Egypt initiative/coalition will have at its core the two programmes of Dawwie

³⁹ KII.

⁴⁰ Egypt Adolescent girls programme proposal 090922.

⁴¹ Meshwary ("My Journey"). Under the auspices of the Prime Minister, Meshwary is implemented by the Ministry of Youth and Sports in partnership with UNICEF. UNICEF has been working closely with the Ministry to develop a Sports for Development (S4D) programme to complement Meshwary, focusing specifically on the use of sport and play as a right and a cross-cutting strategy to protect and further other rights. The two programmatic interventions are developed in alignment with the LSCE framework and complement the Dawwie programme substantially. Furthermore, UNICEF works with the MoYS to promote girls' engagement in civic education and adolescents and youth.

⁴² Case Study Egypt 13 Feb.

⁴³ KII.

⁴⁴ Egypt Adolescent girls programme proposal 090922.

⁴⁵ KII.

⁴⁶ KII .

⁴⁷ Dawwie ya Noura, <https://egypt.unfpa.org/en/video/dawwie-ya-noura>.

⁴⁸ KII.

⁴⁹ KII.

⁵⁰ <https://www.unicef.org/egypt/press-releases/egyptian-version-un-global-initiative-generation-unlimited>.

and Noura where strong complementarities and convergences have been identified to be enhanced and strengthened. The framework focuses on empowering girls who are the future leaders in different fields including ICT and protection of women and girls' technology facilitated violence and cybercrimes.

In addition to the government entities, it is also supported by civil society organizations and international organizations, including UNHCR, Egyptian Red Crescent, CARE International, and over 20 local NGOs.⁵¹ Linkages have been established for stronger joint advocacy work between UNICEF and UNFPA to include a focus on girls' empowerment within the United Nations Sustainable Development Cooperation Framework (UNSDCF). This included working with UNFPA (in 2019 and 2020), on Joint Programme on FGM where UNICEF supported the design and launching of FGM National Campaign with referral to protection services provided by the national Child Helpline and the Women's Complaints Office. The interactive campaign implemented in partnership with UNFPA reached over 12.5 million individuals with a high engagement rate of 9% (1.1 million).⁵²

Dawwie is closely coordinated with partners engaged with the girls' empowerment agenda, such as UNFPA, UN Women, WHO and others to leverage synergies and partnerships along three key pillars: 1) enhancing access to age-appropriate skills' opportunities to support a successful transition from learning to earning; 2) improving quality, offer, and demand of services instrumental to girls' empowerment such as protection, Mental Health, Psychological Support and Menstrual Hygiene; 3) enhance positive gender socialization, and participation opportunities for boys and girls to experience gender equality and enhance agency⁵³.

There are further plans to strengthen multi-sector coordination through the existing dashboard to monitor programme implementation and performance which will enable mainstreaming of girls' empowerment indicators in the Ministry of Planning monitoring framework, thus ensuring linkages with national priority programming.

Dawwie has a Steering Committee, which is the programme coordination mechanism at the national level, and its members are entrusted with the responsibility to make decisions in relation to the programme. The Committee is intended to meet twice a year at the NCCM with the following responsibilities:⁵⁴

- Discussion of the Girls' Empowerment Initiative implementation strategy and overarching work plan and relevant strategic priorities for each of the pillars.
- Coordination and creation of synergies amongst relevant stakeholders.
- Monitoring of progress, impact, challenges, bottlenecks, and opportunities.
- Consultation mechanism for strengthening on ground implementation to secure access to urban and rural communities in alignment with national priorities.

Its members include:

- UNICEF (Egypt, MENARO): Representative ECO; Chief Education, UNICEF; Egypt M&E Specialist, UNICEF Egypt; Social & Behavior Change Specialist, UNICEF, Egypt; Chief, Child Protection, UNICEF, Egypt; Chief, CSED, UNICEF, Egypt; Advocacy and Communications Manager, Communication Section, UNICEF, Egypt; Chief Private Sector Fundraising, UNICEF, Egypt; Regional Gender Adviser, Reg Serv - Prog Section, UNICEF (MENARO) Amman; Regional Adviser Social & Behavior Change, Reg Serv - Prog Section, UNICEF (MENARO) Amman; Adolescent Development Specialist, UNICEF, Egypt.
- UN Agencies: Data Management and Results Monitoring/Reporting officer, UN Regional Country Office, Egypt:
- Government of Egypt: Secretary-General, NCCM; Child protection and Women advisor, NCW; Ministry of Planning and Development; MOYS; Community Outreach Advisor, MOSS;
- Implementing Partners: Project Manager, CARE; Executive Manager, ACDA;
- Beneficiaries: Girls and boys.

SEQ 2.2: To what extent have the different components of the Dawwie Initiative intersected with other UNICEF Programs and with Child Protection (focused on FGM and other harmful practices) in addition to Education, youth empowerment and health generating synergies in achieving the desired results?

Dawwie is led by the Social and Behavioural Change unit within UNICEF. However, due to its cross-sectoral design, it is intended to intersect with many other UNICEF programmes including Child Protection; Communication and Advocacy; Education; Adolescent Development and Participation, Social Policy and Health

⁵¹ DAWWIE Inception Report.

⁵² 2019 End of Year Results Summary Extended Narrative, 2020 End of Year Results Summary Extended Narrative.

⁵³ DAWWIE Brief 2023.

⁵⁴ Dawwie Steering Committee ToR.

and Nutrition.⁵⁵ The Dawwie lead is also the Gender Focal Point and the SBC unit lead is the SBC/ADAP/Gender lead. The Evaluation Team documented real collaboration across some UNICEF programme teams such as with the gender team and the adolescent programme team, as it is considered important to leverage these to mobilise resources. There are reports of both the adolescent section and the gender section working closely together (including joint missions and joint planning) but there is a process in place for developing a joint workplan.⁵⁶ Regular joint meetings across sections facilitate collaboration.

4.3 Efficiency

EQ3: To what extent were dedicated resources well used in order to optimize Dawwie outcomes?

Key finding 3. The resources dedicated to the Dawwie Initiative were generally used in an efficient manner, however more efforts are still needed to enhance efficiency, and more resources need to be allocated and made available for M&E purposes at the programme level to enhance evidence-based decision-making around the initiative.

SEQ3.1: To what extent have the available financial, technical and human resources been used appropriately to implement elements of the programme, including programme functioning? What can be recommended for expanding the initiative?

The programme budget reached USD 3.3 million, with over USD 1 million as an investment from the UNICEF set-aside fund and regular resources. This budget was distributed as follows: Community engagement: 50%, System strengthening (Evidence, Policy Making, Coordination, Capacity Building): 35% and Digital engagement: 15%.

The capacity building component of the programme adopted a cascade training model whereby master trainers were trained at the national level, and they in turn provided training to 2000 volunteers and facilitators. UNICEF provided various training materials and equipment and developed various digital platforms, apps and videos. Funding was also provided for organizing Dawwie camps and street shows. Stakeholders generally appreciated the quality and content of the training and training materials, although they also expressed a desire to receive more training, and to see the training programmes reach all directorates and major locations. The facilitators expressed a concern that financial allocations were insufficient to support travel to distant remote areas.

A design feature that contributed to efficient resource use is that the programme materials were self-explanatory and adaptable. This did not completely obviate the need for additional training support, but the programme's adaptable design helped stakeholders, including girls, who were not directly supported by the programme to make use of the materials when the programme was announced as a national initiative. This was done through the direct involvement of the ministry of education with minimal additional resources and constituted an important first step toward expanding the initiative to national scale.

A challenge in terms of the expansion of the Dawwie initiative is that the intended geographical scope has not yet been fully defined. A presence in all governorates, which has already been achieved, is cited by some as evidence that the intended expansion is well underway. However, there is little evidence to date of adequate planning to increase coverage within directorates—identifying priority populations, opportunities, etc. Also, to ensure implementation quality, there is a need to create a support scheme for girls and stakeholders who use the materials with no prior training from Dawwie.

SEQ3.2: To what extent have UNICEF Egypt internal management and coordination mechanisms and structures been conducive to effectively achieving the expected results (improving girls' skills and access to opportunities as well as adolescent reduction of acceptance of discriminatory gender norms? How can these be strengthened?

⁵⁵ DAWWIE Inception Report.

⁵⁶ KII.

UNICEF documents show that the Dawwie programme was initially coordinated by SBC and ADAP staff, including the CO Gender Focal Point. Within UNICEF, the programme is coordinated through the Inclusion Task Force, which includes colleagues working on child protection, social protection, education, nutrition, health and WASH, ADAP and Gen U. The child protection unit operates at the intersection of VAW/VAC and in strengthening referral systems; the nutrition, health and WASH colleagues work to enhance demand and referral to nutrition, menstrual hygiene and mental health and psychological support services; and ADAP and Gen U engage on skills development, coaching and internship opportunities. The Inclusion Task Force also includes public and private partnerships. However, children who had participated in the programme were unaware of the services provided by the child protection group, and there was no WASH support for feminine and menstrual hygiene (including basic recommendations to inform girls how to act at their first period).

The evaluation team has found that the coordination mechanisms within UNICEF Egypt were not consistent. Each department is accountable for achieving the outcomes under their direct responsibility, which means that there is limited incentive to engage on multi-sectoral programming like Dawwie. This may explain in part why the internal consultation meetings around Dawwie have functioned intermittently. The EVAC taskforce, which once met regularly, stopped meeting altogether, and the steering committee scaled back to meeting only on an annual basis. The integration of Dawwie within child protection programmes like Children on the Move has been somewhat better coordinated, and the Project Managers Group (PMG), a regular meeting for project managers, meets each three months to improve coordination and address any duplication of services. A further challenge arises from the existence of multiple UNICEF programmes working in the same communities with the same stakeholders, often resulting in intersecting mandates. This could be the consequence of weak coordination.

SEQ3.3: How effective has UNICEF and MIS system and support been, particularly to generate evidence and strengthen programme implementation? What accountability and oversight systems were established, if at all, to secure the results of the interventions? How can they be improved?

UNICEF and IPs monitoring and MIS have been effective in generating evidence that could strengthen programme implementation. While there have been a number of human-interest stories produced, these often provide limited data about the results of Dawwie toward the long-term change that could support evidence-based decision-making by the various sections.

The programme used quality management tools such as pre- and post-assessment testing for children on digital literacy, with follow-up field monitoring visits and reports and consultation meetings with implementers to improve service delivery and collect quantitative data on participants reached by the programme. It also conducted a mid-year review to assess the implementation rates with the stakeholders. Additional data collection was carried out using KII and FGD tools with the stakeholders and participants, and RAM annual reports that define the contribution to the outcome.

However, there is a need for more follow-up regarding the impact of the Dawwie ambassador model. Further, the evaluation team found that inputs from other departments did not consistently result in changes to service delivery. For example, the recommendation that awareness programmes prepare girls for the onset of menstruation, along with the provision of hygiene materials, did not receive a follow-up. A programme of personal care and protection for adolescent girls is being rolled out including Sudanese communities but the Dawwie ambassador model was not followed up by the programme. Additional results were not systematically reported, especially from the partners who were not funded by UNICEF.

Some results were not measured appropriately especially for the stakeholders who implemented without prior coordination with UNICEF. The M&E system should integrate these institutions that depend on the organic growth of Dawwie. Some stakeholders also have over-achieved.

In general, the targets of the M&E system should be reviewed accordingly. The MIS system at NCCM needs to build NCCM capacity in planning coordination among stakeholders in addition to integration with other programmes including Hayah Kareema, and Takuel we Karama and presidential initiatives with a gender component (i.e., understanding how gender affects opportunities for both girls and boys, and taking action to address gender inequalities). The capacity for M&E and data reporting needs to be improved and NCCM infrastructure needs to be upgraded accordingly.

UNICEF should include behavioral indicators in the programme's M&E system to detect behavioural change. UNICEF can further enhance the use of the qualitative and quantitative tools to measure behavioural change by supplementing it with information from its global and regional frameworks.

SEQ3.4: Is the programme accountable to final beneficiaries in a differentiated way?

The programme remains accountable to rights-holders in a differentiated manner. A thoughtful needs assessment was implemented during the design stage and accompanied by appropriate consultation meetings. Qualitative studies were conducted to define and select the most parameters for delivering activities and selecting a 'brand' that would be welcomed by the most vulnerable children. The steering committee included stakeholders including representative children. Top level management representatives from NCCM and UNICEF attended intergenerational dialogue meetings and took part in discussions with children. These were meaningful efforts to ensure a voice for rights-holders that resulted in modifications to the Dawwie programme—for instance, a parenting skills component was added based on feedback received. Programme materials were tested with a sample of children in Aswan and Fayoum and a survey was distributed to measure children's understanding of story content and manuals. The feedback mechanism needs to be created to provide quality feedback to the programme's M&E system. The digital platform can be used to collect feedback from children and also facilitators, but as it may not be a representative sample, data collection needs to be done on the local level to integrate children with no access to internet. NGOs and the youth organization can play a role in that.

Children were able to differentiate the Dawwie programme from other programmes like Noura, Ehky, and Meshwary. They were able to explain the programme's key components clearly. They suggested several ideas to improve programme materials. All children interviewed had been able to take part in the Dawwie circles and Dawwie camps and indicated that they had acquired new skills in forming friendships, gaining confidence, expressing their interests and participating in decision-making. They stated that they had changed their beliefs regarding early marriage and FGM, bullying and harassment, and that they had gained knowledge on environmental protection and gender equality. The interviews with children also found a shared agreement that the time available for the various sessions should be expanded, that the camps should be provided more regularly and made accessible to more children, with more engagement of parents and teachers.

The programme has included children with vulnerabilities, especially refugees and children with disabilities, as confirmed by data from the field. Dawwie needs to clearly include children with vulnerabilities in the design and training materials and the reported results. There is also a need to strengthen Dawwie's child protection arm to protect children at risk of early marriage and FGM. The child help information needs to be better announced and the referral system should be strengthened. Also, UNICEF can help the local governments to build a community-based child protection system and link girls to this local system so they can report abuses or risks if found. These girls' voices should also be heard at the steering committee meetings.

4.4 Effectiveness

EQ4: To what extent has the Dawwie Initiative delivered on a gender-transformative approach? To what extent has it contributed to tackle root causes of gender inequality moving beyond self-improvement among girls and women? Has it been able to redress power dynamics and structures that reinforce gender inequalities?

Key finding 4. The Dawwie Initiative has been effective in providing proof of concept for many of its core programming approaches and in establishing a framework for tackling the root causes of gender inequality. It has demonstrated the possibility of taking a gender-transformative approach to national scale, and the remaining challenges in doing so. More efforts are needed to address power dynamics and structures that reinforce gender inequalities.⁵⁷

SEQ4.1: To what extent have the planned results of the response been achieved: girls being skilled up and having more opportunities and adolescents reducing acceptance to discriminatory gender norms? Is the Dawwie Initiative reaching the intended targets?

The Dawwie Results Framework displays result statements at three levels (impact, outcome and output) and specifies indicators at the outcome and output levels. It does not include baseline and target values for indicators (see annex E). However, several programme documents do set quantitative targets, albeit for varying timeframes. The Results and Resource Framework of the GoE-UNICEF Country Programme Cooperation

⁵⁷ This section presents an analysis of the programme's results, the factors having enabled or hindered achievements as well as the approaches and strategies used to implement activities and bring about change.

(2018-2022),⁵⁸ set a target of engaging 3 million people in Dawwie activities (offline and online) by 2022. UNICEF ECO (2022)⁵⁹, lists the following expected results to be achieved by 2024: 1. Train at least 1000 trainers to facilitate the Dawwie journey at community level; 2. Train at least 500 master trainers for the skills development package and 4500 youth volunteers; 3. Provide access to skills development opportunities using Meshwary, Dawwie Digital Literacy and My Skill is My Fitness packages to at least 50,000 girls 10 – 19 among the at least 100,000 adolescents engaged with the skill development programme; 4. Engage face to face at least 250,000 girls and community members with the Dawwie Journey; 5. Reach at least 20 million boys and girls and engage 1 million online through the Dawwie digital platforms; 6. Engage indirectly at least 1 million girls.⁶⁰ In the framework of the Country Programme Document 2023 – 2027, UNICEF plans to: support the face-to-face engagement of at least 10 million community members with the Dawwie Journey, and 30 million others online; support digital literacy training for at least 1 million boys and girls; and ensure that at least 100,000 girls have enhanced access to digital platforms annually.⁶¹

UNICEF data released in 2023⁶² shows that Dawwie has reached a remarkable number of participants through its diverse activities: digital platforms were accessed more than 60 million times, with the active engagement of 3.6 million; about 500,000 girls, boys, parents and community members engaged with the Dawwie face-to-face activities such as storytelling circles, intergenerational dialogue, role plays and sport. Over 45,000 boys and girls aged 10-24 years old completed the Dawwie digital literacy training in partnership with the Ministry of Youth and Sports' Meshwary Programme. The documentary "It Takes a Village" on three Dawwie Ambassadors showcased at the Gouna International Film Festival in October 2021 won the Best Short Documentary at the New York Movie Festival and more than four additional national and international awards. As mentioned above, data related to participants in Dawwie activities and collected in the framework of the programme's monitoring activities are not always disaggregated by sex (see section 3.6 on limitations of the evaluation), which does not allow for the provision of overall and comprehensive gender-disaggregated data; also, data are not disaggregated by disability status.

This section provides an analysis of achievements related to the outcomes included in the Results Framework and corresponding to the three programme components (voice, skills and services), though progress against indicators included in the Results Framework was not made available to the ET. It provides evidence on how the programme has been instrumental in shaping positive outcomes and identifies the challenges encountered and aspects for further refinement.

Outcome 1. By 2030, girls are more confident to express themselves and make critical life decisions (Voice)

Under this component, the programme has registered major results in engaging girls, boys, parents and communities in reflective dialogues on discriminatory gender norms with the aim of promoting girls' empowerment and self-expression. During FGDs, girls and boys consistently stated that they have acquired a better understanding of their rights, become more confident in expressing themselves and improved their ability to engage in group discussions, voice their opinion and communicate with parents. Parents (mostly mothers) who participated in FGDs stated that the programme helped them to bridge the communication gap with their children and to reflect on and modify their parenting approach and behaviors. Some mothers reported having reconsidered their decisions and postponed their daughters' marriage until the age of majority.

Storytelling circles and intergenerational dialogues have been the most frequent face-to-face activities implemented by Dawwie. Most of the young participants reached by the programme did so through the storytelling circles, while their families and community members mainly took part in intergenerational dialogues, viewing clubs and community interventions. Activities like community theatre and Dawwie camps also helped both girls and boys become more confident and vocal about their needs and offered them an opportunity to try themselves and showcase their talent. Other activities made only a minor contribution to results at this outcome level. This is the case of policy dialogues that often had high visibility but were held in few locations and reached a limited number of children.

Children reached through FGDs knew about Dawwie's digital tools (website, smartphone application and Facebook page). Most of them had read content and stories posted on social media, but very few children reported having shared their personal or peers' stories on these outlets. The limited use of digital storytelling is a constraint for the "ripples of change" that Dawwie seeks to trigger (see also SEQE 4.2 and 4.3).

⁵⁸ see "Output 3.5: Social and Behavioural Change",

⁵⁹ in the framework of the strategy "Building Back Equal: Integrated Programming with and for Adolescent Girls".

⁶⁰ File "Egypt Adolescent Girls Programme Proposal 090922" in the folder "Documents sent by MENARO" in Sharepoint.

⁶¹ Adolescents and Young People, Challenging Discriminatory Gender Norms, UNICEF – Government of Egypt Country Programme 2023 – 2027.

⁶² Dawwie Brief 2023.

Outcome 2: By 2030, girls aged 10-24 are more engaged in gender-transformative skills development programmes to equip them with social, health, economic, and digital skills (Skills)

The programme has made a significant effort to deliver digital literacy training, both online and in person, to a large number of girls and boys. Pre- and post-assessment tests administered by IPs to trainees suggest that training sessions have increased their ability to express views off and online, use different digital tools to share opinions, produce digital contents, influence decision makers using digital media platforms and keep safe online while adopting a gender lens. In particular, tests administered to a sample of trainees in the Sohag and Qena governorates⁶³ show that, as a result of training, self-awareness and the abilities to interact with others offline and online increased by 38 percentage points (from 11% in pre-assessment to 49% in post-assessment), understanding of gender equality improved by 36 percentage points (from 11% to 47%), the capacity to break the cycle of silence using digital media outlets was enhanced by 49 percentage points (from 11% to 60%) and participants' abilities to produce digital contents increased by 35 percentage points (from 11 to 46%). While Dawwie has only provided for digital skills development programmes, children participating in FGDs expressed their interest in acquiring other life and work skills and, in particular, stressed the need for training modules on financial literacy that would facilitate women's economic independence.

Outcome 3. By 2030, relevant sectoral systems and institutions respond more effectively to the needs and rights of girls' and their families (Services)

FGDs indicate that the programme has delivered limited results under this outcome. Through circles, dialogues and community initiatives as well as through the Dawwie website, the programme was expected to enhance information about public services related to protection and prevention, health (Mental and Physical wellbeing), education, participation in public life and access to work. Indeed, Dawwie promoted referral mechanisms to protection, health, nutrition, and menstrual hygiene services delivered by Egyptian public institutions and supported by UNICEF sector specific interventions. Furthermore, nation-wide mapping of referral services and community-based complaints mechanisms were carried out and facilitators received specific training on early detection of children at risk of maltreatment and on existing referral pathways to ensure their protection. However, the FGDs conducted by the ET found limited awareness among girls and boys of the various services such as the toll-free national child helpline for support regarding issues of violence and early marriage. None of the interview participants reported having heard of youth friendly clinics that provide health services for adolescents and young men and women.

SEQ4.2: What have been the key successes and failures in implementation approaches of the Dawwie Initiative? What were the unintended consequences, if any? What were the underlying change mechanisms of the programme? What were the motivational facilitators for community-level attitude and behavioural change?

The most visible implementation success of the Dawwie Initiative to date is the number of stakeholders reached, including a wide range of community groups. This was due in part to the decision at the design stage to involve institutions and organizations as implementing partners who have experience working with vulnerable groups. The National Council for People with Disabilities and the NGO CARE, for instance, brought significant experience in supporting PWD, and refugees and migrants, respectively. In particular, data collected in the framework of Dawwie monitoring activities⁶⁴ indicate that 2899 migrants and refugees from 19 different nationalities participated in programme activities. Further, the use of existing youth centers and schools (under the supervision of MoETE) as a platform for service delivery made it easier to involve girls and boys who might otherwise have been hesitant to participate in discussions around sensitive topics. The inclusion of boys and fathers was also seen by many interviewees as particularly appropriate as they underscored the fundamental role that young and adult men should play in empowering women to become self-confident, vocal and aware about their rights (however, many interviewees expressed a concern that boys and fathers were not sufficiently engaged in the programme).

The programme also encountered a number of challenges. Some parents were reluctant to allow their children to participate in activities because of the sensitive topics addressed and safety concerns for girls. Data collected by the ET through KIIs and FGDs reveal that fathers were much less involved than mothers in programme activities which itself runs the risk of inadvertently reinforcing tradition gender roles. The limited availability of internet access represented an important obstacle to delivering digital literacy training. UNICEF tackled this issue by providing portable hotspots, but several informants saw this issue as a barrier to access for some of the most vulnerable children.

⁶³ Tests were completed by a total of 593 trainees – 311 in Sohag (157 boys and 154 girls) and 282 in Qena (141 boys and 141 girls) – and included young training participants enrolled in primary schools, preparatory schools, secondary schools and university.

⁶⁴ Dawwie Monitoring Sheet- 14 SEP2023, specifically data regarding 2022 and 2023.

The methodological approach adopted by Dawwie is based on Social Norms Theory which emphasizes the role that environment and interpersonal influences play in individual decision-making around behaviors. To support a conducive environment to change, the programme facilitated processes of reflections on social practices perpetuating gender inequalities and has strengthened the visibility of alternative behaviors to social norms harmful to children and adolescents. FGDs with children, parents and facilitators indicate that the spaces for self-reflection and dialogue offered by Dawwie were a key change mechanism leading to increased awareness and, in some cases, to the abandonment of harmful practices. Nonetheless, many interviewees questioned whether the model was sufficient to strengthen girls' empowerment and protection without a mechanism for engaging deeper involvement of the communities themselves. In this regard, facilitators and parents reported limited involvement of people with whom children daily interact, including teachers, social workers, religious leaders and managers of schools and youth centers. Dawwie sponsored very few interventions that were specifically targeted to communities.

SEQ4.3: To what extent is the Dawwie Initiative using the appropriate mix of methods and implementing strategies for achieving the results (in terms of annual milestones and targets)? Were there any positive or negative unexpected outcomes?

The main strength of Dawwie in this respect has been the use of materials and content that respond to participant needs and are simple and freely accessible. It has also benefited from the use of different delivery methods including online face-to-face (for Digital Literacy Training), printed and visual materials. The Dawwie Engagement Toolkit, for instance, offered a comprehensive presentation of the initiative and clear instructions on how to implement, monitor and report activities to individuals and institutions (governmental, public, private, non-profit). Likewise, the Dawwie Digital Literacy Training provided an interactive experience equipped with videos, activities and practices that can be conducted both online and offline. For digital literacy, face-to-face interactions were an important complement to online training sessions given the digital divide still existing in Egypt, with only 67% of women having access to the internet versus 72% of men, and 76% owning a mobile phone compared to 83% of men.⁶⁵ The approach, however, raises important questions of sustainability and could be an obstacle for taking the programme to scale. Limited availability of ICT devices among boys and girls was cited in FGDs and KIIs as contributing to their reduced use of Dawwie platforms for interaction purposes.

SEQ4.4: What are the efficient synergies, governance, and interagency coordination mechanisms that are implemented by UNICEF across sections? How can they be improved?

Dawwie activities, tools and content have been integrated into several existing platforms and programmes implemented by UNICEF, other UN entities and Egyptian public institutions that tackle issues intersecting with girls' empowerment such as training on life and work skills. These include programmes at the Ministry of Youth and Sports (MOYS) such as Meshwary and Sports for Development (My Skill is My Fitness), as well as Shabab Balad (Generation Unlimited UN global initiative). NCCM has also delivered Dawwie activities during the Cairo International Book Fair for two consecutive years 2023 and 2024. Dawwie is also integrated in extra-curricular activities of the Life Skills and Citizenship Education (LSCE) programme in collaboration with the Ministry of Education and Technical Education (MOETE). More recently, UNICEF ECO has also supported the integration of Dawwie in youth centres managed by Ministry of Youth and Sport, community based and national schools grades 4 to 14 led by the MOETE, and the cultural centres system managed by the Ministry of Culture in close coordination with the Ministry of Social Solidarity and Ministry of Planning and Economic Development with a view to integrating Dawwie in Presidential Initiatives such as Haya Karima, the Family Development Project⁶⁶ and National social protection programmes such as Takaful and Karama, thereby expanding the reach of the programme to a wider range of communities. Finally, Dawwie presents strong complementarities and has co-implemented activities with the Noura Framework, a 40-week programme launched in 2021 by the NCW, NCCM and the United Nations Population Fund (UNFPA) and aimed at enhancing girls' physical, social, and financial well-being. The integration in these complementary interventions has allowed Dawwie to harness existing competencies and resources and to reach the most underserved regions of the country.

SEQ4.5: With special emphasis on combating harmful practices, how well were child protection, education, innovation and health integrated into the implementation of the different components of Dawwie in order to contribute to it? Were the efforts synergistic? Could this approach be effective as

⁶⁵ Data-Pop Alliance (DPA), UNFPA and UNICEF, Review of Technology-Based Interventions to Address Child Marriage and Female Genital Mutilation, Egypt case study, 2023.

⁶⁶ In 2022, the Dawwie package was integrated in the Family Development Project designed and implemented by the Ministry of Planning and Economic Development (MoPED) with the objective of improving human capital in the most vulnerable households.

an accelerator to achieve better results?

Dawwie has addressed several topics relevant to combating practices harmful to the well-being of children and adolescents. Dawwie circles and dialogues improved children's knowledge and skills regarding gender equality, bullying, harassment, FGM, early marriage, physical health, psychological support and child abuse. Environmental protection also featured among topics addressed by the initiative that underlined the interconnection existing between gender equality, environmental justice and community resilience. In this context, a group of young Dawwie participants took part in the 27th United Nations Climate Change Conference (COP 27) in 2022. Nonetheless, FGDs revealed that children have protection needs that were addressed by Dawwie only to some extent. Children demonstrated a limited knowledge of specialized support services and referral pathways and expressed a need for follow-up regarding issues that emerged during storytelling circles and intergenerational dialogues, including a need for psychological support.

4.5 Gender

EQ5: (Gender): To what extent has UNICEF's proposed approach and strategy contributed to achieving gender-transformative results?

Key finding 5. Dawwie is built on strong foundations that successfully conform to and use a gender-transformative model and gender responsive approaches that are appropriate for ultimately achieving gender-transformative results. The programme is moving in the right direction, with many examples of changes at the level of individual beneficiaries, but more support is required to bring about higher-level systems and organisational changes that would ensure equity between women and men in practice.

SEQ 5.1: To what extent is Dawwie using a transformative model and gender responsive approach for achieving gender-transformative results and real equity between women and men in practice?

Dawwie's design was based on the UNICEF Adolescent Girls Strategy 2022 – 2025 and the MENA Regional Adolescent Girls Strategy, each of which articulates a plan for multisectoral, girl-driven, rights-based support for adolescent girls. The results presented in the effectiveness section above draw on UNICEF's Programme Measurement Framework which was designed to help Country Offices monitor the results of their programming for adolescent girls. It uses five outcome indicators, drawn from the Gender Action Plan (GAP):⁶⁷

- increase in the percentage of adolescent girls who report having freedom of movement;
- increase in the percentage of adolescent girls who report being able to voice their opinion;
- increase in the percentage of adolescent girls who report making and influencing decisions over issues that directly affect them;
- decline in the percentage of adolescent girls and boys and members of the wider community who hold harmful gender attitudes;
- increase in adolescent girls' sense of self-worth and self-efficacy.

UNICEF's gender-transformative approaches consist of promoting girls' leadership and skills, changing discriminatory gender norms, engaging men and boys and addressing gender-based violence. UNICEF defines gender transformation as tackling the 'root causes of gender inequality and moving beyond self-improvement among girls and women to redress power dynamics and structures that serve to reinforce gender inequalities.' Dawwie explicitly seeks to redress gender inequalities and to remove structural barriers and empower disadvantaged populations.⁶⁸ However, it has been only partially successful in targeting multiple stakeholders, including adolescent boys and girls as well as parents, communities and leaders to advocate for change and ultimately contribute towards the country achieving gender empowerment.⁶⁹ Dawwie has used its gender-responsive approaches to engage adolescent girls and to a lesser extent, boys and their communities, aiming to change the way they see and talk about girls. These steps are potential pathways to eliminating harmful practices such as FGM and early and forced marriage.

⁶⁷ Gender Action Plan 2022-2025.

⁶⁸ MENA session of gender integration and institutional effectiveness.

⁶⁹ Inception Report.

Dawwie creates spaces at different levels to have 'conversations' and 'share experiences where girls and boys are supported. This is a sound basis for achieving and supporting changes that may also be happening in parallel within society. The importance for a girl to have a safe space 'to talk about her experiences' and being facilitated to do so by trained professionals (known as facilitators within Dawwie) was emphasized by many interviewees.

SEQ 5.2: To what extent has the Programme been successful in implementing those gender-responsive approaches?

Dawwie has had many successes at the level of individual girls as rights-holders. However, it does not appear to have had the intended impact of bringing about broader community-level or societal change. Some of this has to do with insufficiencies in implementation. For example, it was reported that 'some girls have been chosen out of convenience because they are accessible, without reaching the most vulnerable girls. It was also reported that the original design 'wanted to focus on voice, skills and services, and although the first two have seen improvements, more needs to be done for services. Community engagement is not fully achieved yet, as the programme is still limited to some locations (schools, youth centres) and the engagement of men is still limited, especially as regards fathers. The programme timeline may also have been too short to expect a full gender transformation, and should also improve services to girls who are victims, including psychological and medical support to girls who have already been circumcised or are in the process of early marriage.

In the words of one respondent, "social norms are very difficult to address when there is a lot of taboo and stigma"; therefore the 'ecological' model being adopted is key for a continued holistic approach to respond to gender barriers. Much of the evidence regarding progress in this area is reported to be anecdotal and requires more systematic assessment against clear results.

'Although this programme is good, the girls will face larger challenges in the future...because of increasing poverty and its effects on girls who are so low on the social ladder. There still would be some effect on boys, such as an increase in child labour...these programmes need to be carried out in a way that these challenges are taken account of- something which Dawwie does by focussing on social cohesion and intergenerational dialogue, allowing the environment to stay safer for girls.⁷⁰

Girls' stories

...her friend's family treated her badly and kept her locked up. She appreciated it when she shared her experiences with her friend about how to talk to her family. The girl needed to talk to her family and convince them to let her continue education and not to marry or get engaged at a young age.

...he had a friend and a younger sister whose family wanted her to marry. I advised her that he should talk to the family and father and that the father should understand her point of view that she was still too young to get married.

She advised her neighbour against female circumcision, which she was going to perform on her daughter. ...after being informed of the harms of FGM the lady responded and abstained from performing female circumcision.

The girl reported that she thought female genital mutilation was a religious obligation, but after participating in the programme, she realized that it isn't a religious obligation.

She is a kick boxer and her mother and grandparents opposed her kickboxing at the beginning. Slowly her family became supportive, especially after seeing the impact kickboxing had on her eating and sleeping habits. The girl reported that after her mother noticed the change and improvement in her activity levels, she is now her biggest supporter.

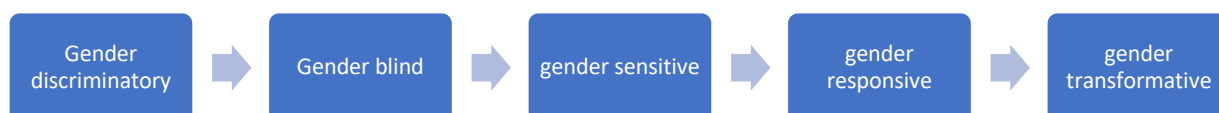
She wanted to go to university; however, others wanted her to stop and get her married; she convinced them to let her attend University.

Boys' stories

A child explained that although the family wanted to take his sister out of the school so they could find her a husband, she was still too young for marriage. After a long discussion with his father to let his sister stay in school, he managed to convince him.

⁷⁰ From a KII.

Gender-transformative programming aspires to **tackle to root causes** of gender inequality and moves beyond self-improvement among girls and women to **redress power dynamics and structures** that serve to reinforce gender inequalities. UNICEF is guided by the '**Gender Continuum diagnostic tool**' to identify and address gender inequalities in programme design, implementation, monitoring or evaluation. This continuum includes:



Gender-transformative approaches (as per UNICEF Gender Action Plan 2022-2025) include promoting girls' leadership and skills, changing discriminatory gender norms, engaging men and boys, and addressing gender-based violence.

4.6 Sustainability

EQ6: How likely is it that the Government and its financial and technical partners may be able to sustain and scale up the Dawwie Initiative without direct technical and financial support?

Key finding 6. The likelihood of the Government and its partners sustaining and scaling up the Dawwie Initiative without continuing external support is directly linked to the creation of a more holistic model for service delivery. Strong political support for girls' and women's empowerment provides an important opportunity to build a sustainable programme, with closer integration with existing initiatives, a sharper focus for key messages, and deeper linkages with community networks.

SEQ6.1: How can the initiative be adequately funded, both through fundraising/financing from external partners/donors and through internal support arrangements including from UNICEF programming and other agencies? How can existing and additional funding contribute to the scale up of the Dawwie Initiative in a sustainable manner?

Adequate funding through internal and external support. The Dawwie programme received USD 3.3 million from multiple donors (UNICEF funds, donor funding and private sector support) to finance its initial start-up phase, including UNICEF regular resources. Interviews with the fundraising team stressed the challenge of this approach—it was more appealing to donors who could target their funding according to their own priorities, but

it resulted in a fragmented programme that made it difficult to adopt a holistic set of strategies in support of girls' empowerment—which is a limiting factor in sustaining a long-term set of activities to address the complex set of issues around challenges such as FGM and early marriage. This can be expected to have negative implications for stakeholder expectations around expanding the programme to more governorates and target groups.

There are a number of programmes competing for funding in the same space, and prospects for adequate internal financing of Dawwie will depend on the extent to which programme components can be integrated with other existing initiatives, such as child protection

“Major efforts are needed to sustain Dawwie, especially by empowering the partnership between NGOS and government entities such as schools and youth centres. This partnership is critical for sustainability, as is the need to build networks with other NGOS at the local level.”

programmes for service delivery, and mainstream or nonformal education opportunities for the provision of skills. Interview results suggest that the Dawwie brand is increasingly well known and appreciated, which means that it has considerable marketing potential and as a means of increasing visibility for gender issues. However, since many Dawwie activities intersect with similar programmes offered by other departments, funding prospects can be improved by taking advantage of synergies and efficiency gains that would come from more integration with other programmes (which would also need to participate more fully in decision-making). There are natural linkages between Dawwie and Meshwary, both of which work to support the enhancement of girls' skills with the UNICEF support. Similarly, there are clear opportunities, as referenced in interviews with the facilitators, for closer collaboration with Noura activities (which also addresses social norms that make girls susceptible to harmful practices such as FGM and child marriage), including the potential for joint fundraising.

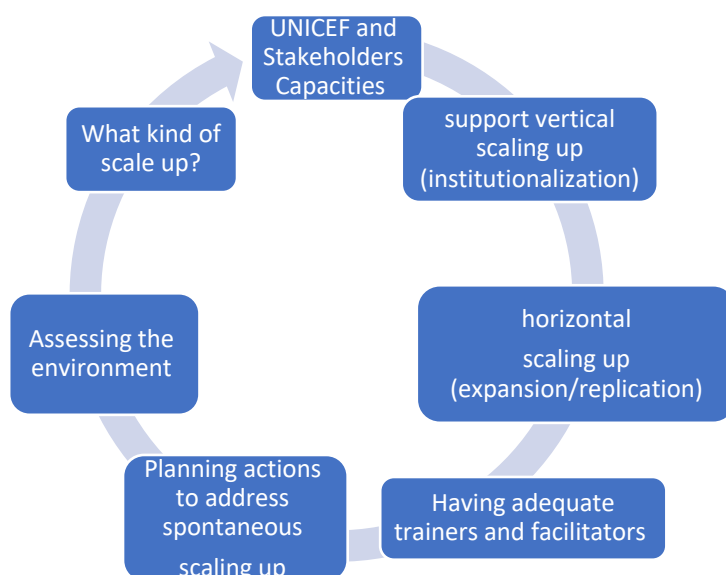
Attracting additional financing may require orienting the programme towards more concrete objectives that are highly visible within UNICEF and the donor community, and for which progress is more easily measured. For instance, objectives such as eliminating FGM and reducing early marriage have clear support within UNICEF and within the donor community. Such a focus could increase the prospects for consistent funding over time, rather than leading with the less easily understood concept of girls' empowerment (which would still be an important outcome). Similarly, Dawwie could be marketed as a preventive approach to reduce the risks of dropout and increase resilience.

The prospects for enhancing government funding could also be strengthened by positioning the programme from the perspective of supporting innovative solutions to the emerging challenges of a digital world, many of which are best tackled as children reach adolescence—digital privacy and cyberbullying, AI, self-harm, child trafficking, propaganda and pornography. These topics are relevant to government support for reproductive health, family planning and managing population growth. They may be innovative areas of growing interest for UNICEF while also engaging online content platforms including Facebook, YouTube and YouTube Kids on how to better protect children. Social media companies may also be potential donors.

Funding for sustainable scale-up of the Dawwie Initiative. The fundraising model should be closely linked to development of capacity for vertical and horizontal scale up. The present model may rely too heavily on Dawwie-specific support mechanisms such as the steering committee, one-off training programmes, and stipends and non-salary financial incentives, all of which create costs that have proven difficult to address at the current scale of Dawwie programme coverage, and which constitute an impediment to rapid scaling up. To ensure having adequate qualified facilitators and strong management, it will be important to support vertical scaling up (creating lasting institutions to underpin the initiative and provide financial stability) in tandem with the proposed horizontal scaling up (further expansion within governorates and additional participants). The interviews with stakeholders and participants suggest that such a model should include the following elements:

1. Assessing UNICEF and stakeholders technical and financial capacities to scale up.
2. Support vertical scaling up (institutionalization): this requires enhancing the capacity building on monitoring and evaluation for the national stakeholders, enhance learning, ensure management / staffing and calculating costs.
3. Horizontal scaling up through expansion/replication include replication in new communities, stakeholders willing to support geographical expansion, and enhance community engagement and cross-community networking, revise the programme management model to fit the scale up needs.
4. Having adequate trainers and facilitators requires increasing trainers and facilitators, ensuring that facilitators acquire the needed skills and the right experiences and stability all over the programme duration retention strategy.
5. Planning actions to address spontaneous scaling up: scale up should be well planned.
6. Assessing the environment, especially children's limited awareness of helpline and other services and revised revise the coverage and quality of the referral system.

7. Define the scale up scope especially including more deep knowledge and enhance children engagement, engage teachers and school staff/ religious leaders and media engagement on the community level. Adding more materials on new modules on parenting skills, psychological support, drug addiction, smoking, Artificial Intelligence, migration, refugees, children with disabilities, respecting other religion, bullying, more theater activities, sports, camps, and games. Competitions, create a path for growth for Dawwie ambassadors to bloom, including through the provision of mentoring support and resources.
8. The need to enhance the service delivery model and test different pathways to ensure that the referral system is widely known and accessible to children.



-ET own elaboration

SEQ6.2: What are the contributing factors that can support an expansion and scale-up? What can be capitalized on for expanding the initiative? What are the key lessons and what can be leveraged to strengthen larger scale support from the new Country Programme (CPD 23-27)?

Contributing factors that can support an expansion of the Dawwie Initiative. Perhaps the key contributing factor that can support an expansion of the initiative is to build on the strong engagement of stakeholders. Interviews demonstrated strong (but not unanimous) demand for scaling up the programme. The experiences gained to date, and particularly, the shared commitment to partnership with government stakeholders, represent a strong base for taking the initiative to scale. Among the assets already in place for this purpose are stakeholders with a shared sense of purpose and on-the-ground experience, in-kind resources such as training facilities, management and recruiting skills, and a proven capacity to mobilize participants from all governorates. Stakeholders have expectations that all children and girls in the country should be reached. Stakeholders with access to massive numbers of children are among those who are already partnering with Dawwie, such as the Ministry of Education and the Ministry of Youth. Political support to women and girls is at an unprecedented level at the highest levels of government, as evidenced by the patronage of the first lady. Children themselves are eager to learn about the selected topics and consistently request for more days of programming and deeper programme content and follow-up.

There are also areas of resistance that will need proactive attention. Interviews with facilitators and teachers underlined the existence of a significant number of parents who do not want their children participating in dialogue about sensitive issues. Risk factors stemming from stressful economic conditions may increase the likelihood of resistance. To date, the programme has been largely unsuccessful at engaging fathers, which should be considered as a major risk factor for future expansion.

Key lessons for leveraging larger-scale support from the CPD 2023-2027. The overall lesson is that for Dawwie funding to be sustainable, the programme itself must be holistic in nature and well-integrated with existing initiatives and institutions. Several specific lessons suggested by interviewees are as follows:

1. Integrate boys and fathers in the programme to ensure that all community partners are fully engaged;
2. Revise the content to add the topics requested by children;
3. Provide much easier access to the website and the apps;
4. Supportive services such as the child protection hotline are not well known among children and should be given more prominence on the website;
5. Enhanced capacity for measuring quality and results/outcomes must be in place as a prerequisite for expanding to new governorates and additional participants;
6. Work more closely with communities to teach constructive positive parenting techniques (a key issue raised by children is how their parents perceive them);
7. Add a module on psychological support especially for children who have already been subject to FGM or who are at high risk of early marriage;
8. Support interactive theatre and affordable cost camps for both girls and boys.

5. CONCLUSIONS AND LESSONS LEARNED

5.1 Conclusions

The Evaluation Team sought to understand whether the implementation of the Dawwie initiative is achieving the intended results in addressing gender inequalities within Egypt. Since this is a formative evaluation, the team further sought to identify success factors that could inform current and future UNICEF programming, including internal cooperation among UNICEF programmes, the potential for new partnerships, and the factors that could support a further scale-up of the Dawwie initiative.

Overall, the team concludes that the Dawwie initiative is on the right track. It has successfully demonstrated that there is a good deal of support within Egypt for gender equality; it has helped to strengthen this support and has provided 'proof of concept' for its overall approach. Significant challenges remain but there is a clear path to long-term sustainability. Specific conclusions are presented below according to each DAC criterion.

Conclusion 1 (relevance)

The Dawwie Initiative is relevant in that it addresses pertinent questions and engages effectively with most key stakeholders. It has sought to adopt a holistic perspective, recognizing that the challenges facing girls also affect the whole of society and require solutions involving the whole of society. Its relevance could be further strengthened by achieving more consistent follow through for services such as referrals and community-based complaints mechanisms, and by addressing the broader social and cultural context through a more cohesive, integrated approach.

Conclusion 2 (coherence)

The Dawwie design is coherent with Government of Egypt policies and priorities, and with UNICEF's overall programming. The initiative's ability to gauge multi stakeholder external engagement and collaboration is a key element of its success. It is also widely seen as contributing to a more consistent application by the government and its partners of gender-transformative approaches in the context of the Investment Framework. Within UNICEF, the multisectoral nature of the initiative is reflected in synergies across programmes; further coordination and joint work such as on FGM and child protection could increase these benefits and complementarities (for example, engaging child protection in terms of the referral mechanism, or identifying additional services that could be provided through the menstrual programme).

There is an opportunity for Dawwie to coordinate more closely with Meshwary as a platform, building on Meshwary's skills focus to strengthen the engagement of boys and girls on related gender-transformative issues, as well as using Meshwary ambassadors as a voice for social accountability, monitoring and planning, given that both programmes target similar audiences (in terms of age and vulnerability). Such an effort at harmonization and greater coherence would be in line with UNICEF strategy on multisectoral programming. It would help UNICEF to capitalize on its own prior investments in these two longstanding programmes, such as the new dashboard; however, this would require an enhanced level of coordination.

Conclusion 3 (efficiency)

The Dawwie Initiative was designed as a national programme, with the goal of rapid expansion after the initial trialing period. Quality control mechanisms to guarantee the quality of learning activities are needed, and the infrastructure to gather data reflecting the extent to which behavioural change has occurred (including pre- and post-assessments), needs to be in place (there was a pre-/post assessment for digital literacy but not for Dawwie circles or other activities).

Further, funding needs for taking the initiative to scale have not been fully assessed, along with their implications for possible changes in programme design, management, implementation structure, and reporting. The current allocation of resources does not appear optimal, with heavy spending on community awareness and capacity-building (which are both important) but insufficient amounts to support monitoring and evaluation and coordination. Intergovernmental coordination is sporadic, and the functioning of the steering committees responsible for programme oversight is unclear, since meeting minutes are not made publicly available, limiting accountability to final participants. Overall, the initiative will need to rethink its use of human and technical resources to give greater priority to the most disadvantaged children and communities and to ensure that it has the information necessary to make evidence-based decisions on the best use of those resources.

Conclusion 4 (effectiveness)

The initiative has successfully demonstrated that there is support in Egyptian society for a gender-transformative approach and Dawwie has reached a remarkable number of participants through its diverse activities. Moreover, girls, boys and parents reported having acquired knowledge and awareness to better express themselves and exchange views on different issues, which helped them bridging the communication gap between parents and children. However, the initiative has placed too much emphasis on the ability of individual children and their families to effect deep societal changes, and not enough emphasis on contributing to redressing the deep-seated power dynamics and structures that reinforce gender inequality. Furthermore, insufficient knowledge was found among children about existing services and the targeted support intended for them.

Conclusion 5 (gender)

Whilst the initiative has set out on the path of achieving gender equality and empowerment, further efforts are required. In particular, there is a need to complement Dawwie with a lifelong approach to enable young women to address the challenges they will face as they move into adolescence and young adulthood, and to improve services to girls who are victims, including psychological and medical support to girls who have already been circumcised or are in the process of early marriage. Further work is required to engage with boys and men and to develop an approach that considers the lifelong cycle. This may be beyond the scope of Dawwie alone; coordination with other relevant stakeholders will be required, including government and UN agencies (such as UNFPA) working on other age groups including adolescent and young adulthood programmes.

Conclusion 6 (sustainability)

The Dawwie Initiative has the potential to achieve sustainability and indeed, it has taken several important steps toward sustainability, including 'proof of concept' support showing that there is support within Egyptian society for a gender-transformative approach, and demonstrating the life-altering potential for such activities as Dawwie circles and intergenerational dialogue. The creative development of partnerships with core stakeholders can help to attract funding and achieve greater alignment among stakeholders which will improve sustainability. However, long-term institutional sustainability will also require the development of more consistent oversight mechanisms and more reliable core funding. There is sufficient political will and stakeholder interest to achieve this, and to further scale up Dawwie coverage, but this will require creating lasting institutional support and seeking opportunities for greater integration with existing initiatives.

5.2 Lessons Learned

Lessons Learned 1: Involvement of male participants and stakeholders.

The findings for effectiveness (SEQ 4.2) and sustainability (SEQ 6.2) underscore the difficulty in achieving the intended degree of involvement of boys, male adolescents, fathers and male community members in Dawwie. This may in part be due to a sense that Dawwie is not for them. Yet deeper engagement on their part is a critical part of achieving sustainable change in societal attitudes to secure girls' empowerment. The lesson learned here is that to create a supportive environment for girls' empowerment, Dawwie may need to more systematically communicate through all of the activities that it supports, that this is also about boys' empowerment (helping them to a healthy sense of masculinity that promotes emotional intelligence and challenges harmful gender stereotypes).

Lessons Learned 2: Choice of IPs.

The findings for implementation effectiveness (SEQ 4.2) and sustainability (SEQ 6.2) highlight the importance of an early design decision—to select a mix of government institutions and NGOs as Implementing Partners. This provided a much broader platform for Dawwie activities, given their operational presence across the country. It has proved to be an appropriate implementation strategy for Dawwie activities—the key lesson learned is that it takes a large and diverse set of organisations to reach a large and diverse range of stakeholders, particularly children and their families from the most disadvantaged backgrounds. This is a lesson with implications for all UNICEF programming (and indeed, that of other partners).

Lessons Learned 3: Follow-up.

The findings regarding the efficiency of Dawwie programming (SEQ 3.3) and the effective integration of child protection, education, innovation and health (SEQ 4.5) indicate that there are missed opportunities for empowering girls when the dialogue and advocacy components of the programme are not sufficiently coupled with concrete follow-up actions. The key lesson is the need to develop mechanisms to ensure immediate follow-up on the issues emerging from the story circles and intergenerational dialogue. This is of particular relevance for the various UNICEF teams that collaborate with the Dawwie initiative.

Lessons Learned 4: Limits to the role of children as ambassadors for change.

A consistent message stemming from the findings on relevance (SEQ 1.2), gender (SEQ 5.2) and sustainability (SEQ 6.1) is that the strong engagement of young girls on core gender equality issues must be systematically accompanied by stronger actions to engage senior community members, particularly on deeply rooted societal challenges such as FGM and early marriage. The lesson here is that bottom-up approaches relying on young agents of change can be powerful mechanisms for increasing visibility, identifying opportunities and promoting advocacy, but should be leveraged by promoting the emergence or strengthening of supportive networks and institutions within communities that can help to anchor lasting changes in societal attitudes and beliefs.

Lessons Learned 5: National level framework, engagement and advocacy at the political level.

The findings on sustainability (SEQ 6.2) show that high level political support and government ownership must be combined with broad stakeholder buy-in and engagement. Where these factors are in place, a national level framework that acts as an umbrella for all stakeholders (such as the National Investment Framework) can strengthen ownership and complementarity and provide a buffer zone within which new ideas can be tested.

6. RECOMMENDATIONS

The recommendations presented here derive from the findings and the conclusions of the evaluation. They were presented to the evaluation steering committee for feedback, with representation of duty-bearers and rights-holders. Links to specific findings and conclusions are shown in brackets.

Recommendation 1 (see Key Findings 1, 4, and 6, Conclusion 1 and 6)

Key action point for relevance:

- Ensure that the activities announced are systematically available and widely communicated, with core rights-holders consistently receiving information about existing services and the targeted support intended for them (girls' helpline, girl-friendly clinics, disability support, access to ICT, etc.).

Priority: high; Time frame: medium-term; resource implications: significant. Responsibility: UNICEF's Social and Behaviour Change and Child Protection teams working with NCCM (helplines), (clinics), NCPD (disability support), NCW and MoICT (access to ICT).

Recommendation 2 (see Key Findings 2, 6, Conclusion 6)

Key action points for coherence:

- Strengthen central level coordination mechanisms such as the Steering Committee as a way to improve collaboration around girls' empowerment across Dawwie, Meshwary, Shabab Balad (and Noura, where possible), given their different methodologies and target groups;
- Develop coordination mechanisms at the subnational level;
- Undertake a mapping to identify opportunities for working jointly, while increasing coordination through the National Investment Framework for girls;
- Enhance collaboration across sections through development of joint funding proposals to mobilize resources.

The Steering Committee can actively take action to enhance local coordination by identifying a decentralized coordination mechanism at the governorate level (subnational level steering committee) either through UNICEF or through the government. The composition of this subnational level steering committee should ensure that the voices of the local community are heard, in particular, those of the most vulnerable. This mechanism should be used to engage its members on planning and monitoring at the community level as well as informing decision-making. The programme can also work through local youth organizations or networks in coordination with Meshwary to strengthen the use of ambassadors as its key component. The National Steering Committee, and subnational steering committees, should use the reports and results from the dashboard (MIS) to inform their planning, consistent with governmental priorities and new governmental initiatives or programmes.

For internal cross-sectoral coordination, in addition to existing coordination across some sections, additional joint work planning across programmes such as FGM should be ensured. Other points of intersection could include child protection with links to a referral mechanism, pathways and services.

The coordination mechanisms should regularly report progress and identify challenges, proposing solutions to guide implementation. The current MIS should be strengthened to enable reporting against

key indicators related to change in systems, processes and individuals. Current indicators will need to be reviewed and updated to ensure the collection of relevant data for reporting change resulting from coordinated efforts across key stakeholders.

Priority: medium; Time frame: medium-term; resource implications: low. Responsibility: UNICEF's Social and Behaviour Change and Child Protection teams working with the Dawwie Steering Committee.

Recommendation 3 (see Key Findings 3, 6, Conclusion 6)

Key action points for efficiency:

- Increase the Dawwie budget to invest much more in consistent monitoring and evaluation of learning outcomes, acquired skills and behavioural change, and in the strengthening of coordination mechanisms;
- Undertake in-depth studies to identify achievements emerging from SBC interventions as well as gaps.

As a further way to increase efficiency, clear indicators around these elements (learning, skills, behavioural change, etc.) should be included in results frameworks to report against SBC interventions at both the output and outcome levels.

Priority: high; Time frame: short- to medium-term; resource implications: modest. Responsibility: UNICEF's M&E unit with government and IP M&E units.

Recommendation 4 (see Key Findings 1, 4, 6, Conclusions 1 and 4)

Key action points for effectiveness:

- Place greater emphasis on community empowerment and creation of supportive environments for girls, with real-time follow-up mechanisms;
- Target the participation of boys and men much more proactively, for example, in schools (inclusion in curriculum, assemblies), places of work, religious events/ gatherings (such as jummah prayers).

Existing support under Dawwie for community engagement should be intensified so that it leads to community empowerment, with the creation or strengthening of community-level institutions to support gender transformation. For example, upscaled, structured, facilitated dialogues should be held more often with influential community members, men and boys to examine social norms that cause and perpetuate gender inequality, and the pathways for transforming them. This could include dialogues between young people (15 years+) and adults to work with community members identify harmful social norms that lead to gender inequality and explore the benefits of change. Community members would then be encouraged to consider alternative norms and behaviors that can replace the norms that lead to gender inequality. The new behaviors and norms could then be made visible through social and traditional media.⁷¹

The participation of men and boys should be further reinforce. For example, men and boys could become ambassadors to advocate for girls and as examples themselves. These examples and their good practices could be awarded through certificates and ceremonies. In addition, sport can be used to coach men and boys⁷² (see initiatives such as 'Coaching boys into men' (CBIM) for the Global Programme to End Child Marriage).

Priority: medium; Time frame: long-term; resource implications: modest. Responsibility: UNICEF's Social and Behaviour Change team working with NCCM and NCW, as well as MoYS.

Recommendation 5 (see Key Finding 5, Conclusion 5)

Key action points for gender:

- Integrate Dawwie more fully into existing programmes and systems (relevant government, UN, NGO and private sector initiatives) as a way of increasing scale.
- Improve services to girls who are victims, including psychological and medical support to girls who have already been circumcised or are in the process of early marriage.

The integration of Dawwie across existing systems needs to ensure that all vulnerable groups are targeted and their differentiated needs met through enabling individual consultations and adding modules on parenting skills, psychological support, and test referral channels. With many Ministries involved, there will need to be careful

⁷¹ <https://www.unicef.org/media/117086/file/Gender-Transformative-Programming-in-UNICEF-Case-Studies-2022.pdf>

⁷² <https://www.unicef.org/media/155411/file/Joint%20Evaluation%20Report.pdf>

coordination, with one designated lead responsible for providing guidance and steering as well as assessing progress, gaps and course of action. Dawwie's digital platform should be leveraged to this end, to engage in social listening, to analyze big data, and to support influencers.

The scope of Dawwie should be extended to new community-based support groups such as those working with religious leaders and fathers. Additional work is also needed to create boy-friendly materials, enhance and support the detection of vulnerability, and provide needed services to girls at risk of early marriage, FGM, or violence.

Priority: high; Time frame: medium- to long-term; resource implications: significant. Responsibility: UNICEF's Social and Behaviour Change and ICT teams working with the Dawwie Steering Committee and MoICT.

Recommendation 6 (see Key Findings 2, 3, 4, 6, Conclusion 6)

Key action points for sustainability:

- Implement a meaningful collaboration and division of labour with existing initiatives and deepen partnerships with NCW, NCCM, etc.;
- Develop capacity to assess behavioural change and gains in learning and skills that are a result of the initiative.

Efforts to improve sustainability should be accompanied by the building of a much more holistic approach to working with community networks. New modules on FGM, avoiding early marriage, parenting skills, psychological support, etc., would be designed to create deeper and more lasting dialogue within and across communities. The anticipated costs of scale-up should be assessed against this more holistic approach. The National Investment Framework can provide an avenue for enhanced and systematic coordination and collaboration with multiple intervention opportunities on a national level.

The proposed collaboration and division of labour with existing initiatives will require UNICEF to work with its partners to identify the reasons for gaps in service delivery around girls' empowerment. The establishment of accountability mechanisms should be understood as a pre-requisite for creating a deeper sense of ownership by the government and ensuring sustainable institutional capacity to support a gender-transformative approach.

Priority: high; Time frame: medium- to long-term; resource implications: significant. Responsibility: UNICEF's Social and Behaviour Change team working with the Dawwie Steering Committee, NCW and NCCM (division of labour); UNICEF's M&E team working with MoETE EMIS team (assessment of learning and skills).

Note: System strengthening is defined as 'helping governments integrate policies, approaches and quality standards into national systems. In order to strengthen systems, UNICEF should work closely with government entities to identify the elements within the whole system that are likely to generate the most value and are easiest to change. This will include:

1. Review and revise the Dawwie results framework and place systems strengthening at its center so that pathways to changing the various elements of the system are clearly articulated.
2. Identify priority areas for improvement (considering UNICEF's technical expertise and financial resources and needs of government entities).
3. Focus initial interventions on a limited set of priority areas.

The following elements of systems strengthening could be considered when prioritizing:

1. **Policies:** Influencing policies that form the foundation for systematic and lasting reforms.
2. **People:** Supporting capacity development of individuals including engaging school management, teachers, and the social workers. They can help in monitoring and providing feedback directly to the Dawwie MIS system.
3. **Products:** Developing solutions to identified areas of need (e.g., men's and boys' engagement and reviewing and revising the materials to ensure they are more tailored for targeted engagement with boys and men (only a few stakeholders and facilitators were able to deliver Dawwie circles to boys).

4. **Partnership:** with Ministries horizontally at the national level and vertically (national and subnational levels).
5. **Processes:** To build practices that improve attitudes and behaviours which facilitate change.

7. Annexes

ANNEX A: TERMS OF REFERENCE

TERMS OF REFERENCE
SHORT TITLE OF ASSIGNMENT
Evaluation of the National Girls' Empowerment Initiative- Dawwie
BACKGROUND AND CONTEXT
<p>Today Egypt is home to almost 20 million girls below the age of 19, with 14 million girls between the age of two and ten. Egypt has successfully prioritized gender equality within its Sustainable Development Strategy (Egypt 2030), and the National Women Empowerment Strategy 2030 is paving the way for a more equitable society. Despite the positive trends for women empowerment, girls in Egypt are less likely to achieve their full potential than boys. For example, girls are less likely to receive any kind of education or training and five times more likely than boys to be unemployed, in addition to some harmful practices such as Female genital mutilation (FGM) and child marriage[1].</p> <p>Globally, the evidence demonstrates how sustained targeted investments in girls improve their lives; yield returns across generations; boost economic growth; and improve the wellbeing of children, families and communities. For example:</p> <ul style="list-style-type: none">• Each extra year of girls' education is correlated with a 5–10 percent reduction in infant mortality, and a child born to a mother who can read is 50% more likely to live past the age of five.• Each year of secondary school for girls increases their eventual earnings by up to 25%.• If young women were as economically active as young men, annual GDPs could grow up to 4.4 percent faster, alleviating global labour shortages. Currently 40% of employers find it difficult to recruit employees with the right skills. Investing in girls today can accelerate economic growth and increase the skilled labour force of tomorrow. <ul style="list-style-type: none">• Raising female employment rates to match male employment can increase GDP by 34%.• Since women invest up to 90% of their earnings on family, boosting their earnings can lead to healthier and better educated children[2]. <p>Girls' empowerment is a process of change by which girls gain more control over life choices. This process involves expanding choices available to girls, strengthening their voices, and addressing gender dynamics that limit girls' control over their bodies and futures. Girls have the right to participate and be a part of decision-making on all matters that affect them and to have their participation and input given due weight by others. To do so, girls and boys require safe and inclusive opportunities (space and platforms) to form and express their own views, as well as adults and peers (audience) who are willing to listen and act on these views (influence).</p> <p>Gender empowerment is a key driver of change in UNICEF current Country Programme (2023-2027), interlocking with several initiatives that seek to support the Government of Egypt (GoE) in meeting its commitments to children. Led by the Social and Behavior Change team, UNICEF is supporting GoE in addressing the national priority of promoting gender equality to support the transition from learning to earning for girls in Egypt, especially the most marginalized.</p> <p>Dawwie is the first National Girls' Empowerment Initiative launched by GoE in 2019. It is currently a multi-stakeholder's initiative for girls' empowerment through enhanced access to quality services, skills development, and opportunities to participate and be heard. By improving the acceptance of empowered girls in Egypt, Dawwie aims to reduce girls' unemployment and acceptance of harmful</p>

practices and violence against children and women. Building on existing evidence (such as the parenting formative research conducted in 2019), the initiative follows a lifecycle approach, but focuses mainly on adolescent girls and boys as the key agents of behavioral change.

Dawwie is currently fostered by the National Council for Childhood and Motherhood (NCCM), and the National Council for Women (NCW), in partnership with several government bodies including the Ministry of Education and Technical Education (MoETE), Ministry of Social Solidarity (MoSS), Ministry of Health and Population (MoHP), Ministry of Youth and Sports (MoYS) and Ministry of Culture (MoC), Ministry of Information and Communication Technology (MoICT), National Council for Persons with Disability (NCPD) and the National Population Council (NPC), in addition to civil society organizations, Faith-based Organizations and national and international organizations such as UNFPA, UN Women, Plan International and ACDA among others. In 2022, Dawwie was placed under the auspices of the First Lady of Egypt, in commemoration of the International Women's Day on March 8th marking enhanced political support on girls' empowerment.

Dawwie is currently being scaled up to 21 governorates with plans of expansion to all 27 governorates. The initiative engaged over 500,000 community members on the ground and over 3.6 million online through dedicated digital platforms. It aims to establish the foundations of a long-term gender-transformative strategy in Egypt by addressing gender inequality as the root cause of violence against children and harmful practices.

The theory of change rests upon the premise that by creating an enabler that reverses negative behavioral norms at the individual, family, community and overall societal levels, all girls in Egypt will fully enjoy all their rights by 2030. When girls are empowered with a voice, skills, access to information and quality services; when the community is willing to listen to their opinions and aspirations; when there is support on the macro societal levels asking for change, then normatively the picture will be reversed, and girls will enjoy equitable rights from an early on age. The entire family, community and nation would benefit from a more equitable and prosperous society, where violence is no longer accepted and opportunities for stability and development have risen. By such, Dawwie is girl-centered yet follow the socio-ecological model with designed interventions at different levels for girls and boys, parents, community members and leaders to advocate for social support and mobilization. As such, UNICEF Egypt Programs related to Child Protection Education and Adolescence and potentially Health and Nutrition are planning to support the integration of Dawwie within sectors as Child Protection, Education, and - which is critical to establish a long-term transformative change.

UNICEF supports the Dawwie Initiative, which is interlinked with several UNICEF programmes such as the child protection's eliminating violence against children programme; supporting adolescents' skill development programme (Meshwary); and supporting education reform (3.0) programme. The UNICEF country programme (2023-2027) prioritizes the development of an enabling environment for girls' empowerment. UNICEF will provide technical support to the government in : 1) strengthening the multi-stakeholders coordination mechanisms with partners; 2) mainstreaming girls' empowerment indicators in the national monitoring framework; 3) Developing the capacity of service providers (teachers, social and community based workers, volunteers) to support the Dawwie implementation; 4) scaling up community engagement activities (Dawwie circles, viewing clubs and intergenerational dialogue and Dawwie Camps); 5) enhancing access to the skills building package (digital literacy, employability and sports for development); 6) access to data packages and IT. Currently, UNICEF Egypt is set to support Dawwie to integrate in youth centers managed by Ministry of Youth and Sport, community based and national schools grades 4 to 14 led by Ministry of Education, the cultural centers system managed by the Ministry of Culture in close coordination with the Ministry of Social Solidarity and Ministry of Planning and Economic Development to align with Presidential Initiatives such as Haya Karima, the Family Development Project and National social protection programmes such as Takaful and Karama.

In the new Country Programme, UNICEF is aiming to support the expansion of Dawwie implementation organically. Accordingly, the evaluation of the Dawwie (2019-22) will examine how UNICEF Egypt Program can develop a better multisectoral synergy and approach internally to support the Government to scale up the Initiative. The Evaluation is hoping to inform how UNICEF can maximize its support to the government. The Scope of the evaluation will focus on the efficiency relevance and effectiveness of UNICEF Support to date aspects and what can UNICEF do to improve its implementation approach and strategy to support the government. Impact goes beyond the scope of this evaluation.

The original draft Dawwie TOC and a proposed updated TOC are included as Annexes 3 and 4.

RATIONALE AND PURPOSE

Rationale

UNICEF hopes for a better positioning, as Dawwie scope aligns with and contributes to Egypt's 2030 Women Strategy and the National Child Protection Strategy, under the leadership of the National Council for Women and the National Council for Childhood and Motherhood.

The Evaluation is hoping to inform how UNICEF can maximize its support to the government as it incepts its new Country Programme Support to the government (2023-2027). The Scope of the evaluation will focus on the efficiency relevance and effectiveness of UNICEF Support to date aspects and what can UNICEF do to improve its implementation approach and strategy to support the government. This is particularly timely with the inception of UNICEF's new Country Programme this year and the intention of UNICEF Egypt to continue prioritizing its support to the prioritized national girl's empowerment agenda. Impact goes beyond the scope of this evaluation.

The evaluation aims to validate and inform UNICEF's contribution to supporting girls' empowerment as a national priority. It is timely as it is taking stock of three years of implementation between 2019 and 2022. The evaluation will inform the upcoming country programme (2023-2027) implementation with a focus on how to strengthen multisectoral engagement with the Dawwie Initiative in all its components (skills, coordination, engagement, advocacy) and draw key lessons and accelerators to capitalize on. It will assess what works and what can be strengthened in the forthcoming Country Programme Cycle (2023-2027) at the advent of national demands on expanding the initiative.

The formative evaluation will assess the extent to which Dawwie implementation strategy supported by UNICEF is effectively contributing to its intended results in terms of contributing to addressing gender inequality; enhancing girls' agency and participation; and improving perceptions of girls' rights and decision making. Dawwie's Theory of Change and results framework was participatorily done with the different stakeholders, but it is currently being revised. The evaluation also hopes to inform that revision.

UNICEF Programme support strategy is currently led by the Social and Behavioural team but since the Dawwie initiative is integrated and multisectoral relaying on the three pillars of support the government to upgrade girls' skills and avail services it is also supported by Child Protection; Adolescence and youth development, Education and potentially Nutrition as planned. The evaluation is integrally focusing on examining the extent to which the support strategy by UNICEF has been integrated and synergized and how this can be maximized to support the expansion of the initiative.

UNICEF support is also integrated with the larger UN support in the country as it starts its new cooperation framework (2023-2027). The UNICEF supports aligns and coordinates with other UN agencies in one the key pillars of the UNSDCF related to girls and women empowerment

and is included in joint workplans in that regard to support the government. In that context, the evaluation will also look at how the synergies of cooperation can be maximised and strengthened.

The evaluation should produce evidence through triangulation (IDIs, FGD, and surveys), conclusions, key lessons and recommendations concerning the how UNICEF will maximise its support to upscaling of the Dawwie Initiative. The Evaluation will cover the DAC criteria of efficiency, relevance, effectiveness, sustainability and coherence. Impact will not be covered by this evaluation as the time frame does not warrant -- but findings may inform a later impact evaluation. The evaluation will focus on strengthening interlinkages between UNICEF sectors and with the UN at large; and working on an efficient approach to expand the initiative capitalizing on key learnings; and informing the new Country Program.

The main users of the evaluation are UNICEF Management. The secondary users will be NCW, NCCM, UNICEF and UNSDCF Programme staff, UNICEF regional Office, and UNRCO major development partners.

For the Government and other stakeholders, the evaluation will bring clarity on the efficiency, effectiveness and sustainability of Dawwie, and the key role of UNICEF and its support to achieving results and upscale the initiative. A representative group of girls and boys will be part of the steering committee informing the inception phase of this evaluation.

Purpose

The purpose of the evaluation is to assess the progress achieved to date and the extent to which Dawwie reached its intended results- what worked what did not work and how efficient the implementation strategy and package of support has been – if the initiative is relevant and how sustainable it can be. This is to inform design and implementation and identify factors that can inform future expansion. The evaluation aims to assess the results of the Dawwie Initiative within the targeted governorates.

To the extent possible and given the ongoing nature of the Dawwie (i.e. that it is embedded within a multi-stakeholder context), the evaluation hopes to inform UNICEF's support and their implementation. It will draw strategic lessons learned from the design and implementation of Dawwie and provide practical recommendations for future programming.

The evaluation is a mix of a summative and formative one assessing the extent to which the programme has achieved its results and how can work better to inform the expansion.

OBJECTIVE OF THE EVALUATION

The key objectives of the evaluation are:

- Assess the extent to which the strategies and interventions implemented by Dawwie have achieved its expected gender-transformative results and unexpected results in terms of the yearly targets/milestones; advise on how the programme can achieve the overall results planned; identify indicative causes and analyse key dynamics/critical success factors that contributed to the achievement and can be capitalized for better support in the new Country Programme.
- Suggest ways to strengthen synergies, and the inter-sectoral cooperation with other UNICEF Programmes, with a particular focus on Child Protection, Education, health and Nutrition and Young people's empowerment and between the UN agencies (inter-agency) and identify potential synergies that remain unrealized.

- Assess the efficiency and other factors that can contribute to UNICEF Support to the expansion and potential scale-up of Dawwie and alignment with UNICEF Strategic Framework and GoE framework on gender (Gender Action Plan), and national strategic (National Women's Empowerment Strategy and Egypt SDS).

EVALUATION CRITERIA AND QUESTIONS

The Evaluation will cover the DAC criteria of efficiency, relevance, effectiveness, gender, sustainability and coherence. Impact will not be covered by this evaluation as the time frame does not warrant -- but findings may inform a later impact evaluation.

Specifically, the Evaluation will:

- 1 Review and assess UNICEF Egypt internal governance, resource distribution, management and internal (within UNICEF) and external (interagency and with other development partners) coordination mechanisms and structures, and the extent to which they are conducive to an effective and efficient response, with the ultimate objective of providing actionable recommendations on how these can be strengthened. It will also review and assess the extent to which UNICEF partnership and interagency coordination strategies have been conducive to effectiveness and efficiency.
- 2 Assess the extent to which UNICEF response was appropriate and relevant for the environment and needs of all the target population (boys, girls, parents and community members) and provide recommendations on how this could be strengthened and improved.
- 3 Assess the extent to which the strategies and interventions implemented by Dawwie, both internally and in synergy with other UNICEF Country Programme Initiatives in health, education, child protection and youth empowerment, achieved or contributed to achieving expected gender-transformative results in terms of the yearly targets/milestones. Assess whether there were any unexpected results achieved, and how it contributed to other Country Programme results.
- 4 Draw the key lessons and ways by which the initiative can achieve its overall planned results, the indicative critical success factors that contributed and can contribute to the achievement and future implementation.

The specific Evaluation Questions as formulated below are indicative. More specific questions will be developed at the inception phase. Following the initial consultations and document analysis, the evaluation team will discuss with the Evaluation Manager and produce a final set of Evaluation Questions and evaluation matrix at the inception phase.

Relevance:

1. To what extent has the initiative been aligned to, informing, and influencing the normative girls' empowerment agenda of the government led by NCCM, NCW and other key government stakeholders?
2. To what extent has the initiative contributed to: (a) the beneficiaries' needs, (b) Egypt's needs and priorities in the relevant sectors of intervention, (c) UNICEF global Strategic Plans and Gender Action Plans, and d) UNDAF agreement and forthcoming UNSDCF agreement.

Efficiency:

3. To what extent has the financial and human resources issues had been used in designing elements of the Programme? What can be recommended for expanding the initiative?
4. To what extent have UNICEF Egypt internal management and coordination mechanisms and structures been conducive to an effective and efficient response? How can these be strengthened?

5. How effective has UNICEF Monitoring and MIS system and support been, particularly to generate evidence and strengthen program implementation? To what extent have national beneficiaries been involved in the design and implementation of the Programme?

6. Is the program being delivered as intended across the dimensions of adherence, exposure, participant responsiveness/engagement, program differentiation?

7. How are inputs contributing to program function including personnel, curriculum/materials, technical support, etc.?

Effectiveness:

- To what extent have the planned results of the response been achieved? What are the key lessons learned, accelerators, unrealized synergies and gaps? What have been the key successes and failures in implementation approaches of the initiative? What can be capitalized on for expanding the initiative? Is the initiative reaching the intended number and groups of participants it meant to? Who is being missed? Why?
- To what extent is the Initiative using the appropriate mix of methods and implementing strategies for achieving the results (in terms of annual milestones and targets)? Were there any unexpected outcomes?
- What were the major factors influencing the achievement or non-achievement of the results?
- With a special emphasis on the life skills, harmful practices, and the service and skills components of the Dawwie initiative, how well were the different Dawwie components related to child protection, education, innovation, and health, integrated in the initiative implementation and synergized to achieving the results? What are the key lessons and what can be capitalized on to strengthen the upscale support by the new Country Program? Could this approach be effective as an accelerator in delivering results.

Coherence:

- How coherent and integrated was the initiative? To what extent have key programmatic interventions, synergies and strategies been conducive in achieving attributable planned results? To what extent have the different interventions of the Dawwie and inter-sectoral cooperation with other UNICEF Programs and in particular Child Protection FGM harmful practices in addition to Education and youth empowerment and health brought synergies in achieving the desired results?
- To what extent have UNICEF Partnership and interagency coordination strategies been conducive to program implementation and effectiveness? Was UNICEF's choice of partners appropriate and based on adequate assessment of capacity?

Gender:

- To what extent is Dawwie a transformative model for gender initiative?
- To what extent has the Programme used policies that are gender responsive and fully sensitized about the aspect of gender in their implementation?

Sustainability:

- How can the initiative have adequate funding, both by fundraising/financing from the external partners/donors or through internal arrangements of support from other programs in UNICEF Egypt.
- What are the contributing factors that can support an expansion and scale up?

METHODOLOGY

The overall methodological approach required for this exercise is underpinned by the principles of objectivity, rigor, quality, ethics, and inclusiveness. Throughout the evaluation exercise the

engagement and participation of key stakeholders, including UNICEF staff, donors, and partners will be sought. The evaluation will follow a non-experimental approach.

The evaluation will adopt a utilization-focused approach and will involve qualitative data collection and analysis of data gathered through desk review of Programme documents and existing data sources. Data will be triangulated to have a credible evidence base to assess the UNICEF Dawwie Initiative. The focus will be on the period between June 1, 2019, until 31th December 2022.

The Evaluation will focus on key interventions with high coverage, and with emphasis on intersectoral programmatic interventions and approaches. Geographical focus will be on two higher and two lower performing areas in terms of results reached with regards to monitoring data available with focus on the 3 main governorates, Greater Cairo, Aswan and Fayoum with high coverage and concentration of Haya Karima Initiative interventions. The Evaluation will also focus on lower functioning programmatic aspects as informed by the monitoring data available.

A desk review will be done before any primary data collection. The desk review will examine and analyze project monitoring data, progress reports, guides manuals, previous assessments, program monitoring visit reports, MIS data reports and training documents and any other relevant secondary resources and material in addition to existing literature. For the qualitative data collection, a mixture of key informant interviews, focus group discussions and semi-structured interviews with beneficiaries will be used. Key informant interviews will be carried out with Key Informants and government counterparts in addition to donors and other development partners.

The desk review of key documents will cover any relevant past evaluations of the Dawwie Programme, projects and relevant studies, the Theory of Change provided and Strategy Note as developed for the Country Programme Document (CPD) of the Egypt Country Office (ECO), Annual and Mid-term review reports, all Annual Work Plans with different government entities and Partnership documents with NGOs. Furthermore, the evaluation will also use the primary data collected during the key informant interviews that will investigate their perspective. Analysis will involve triangulation of all findings from the document review and the interviews. The evaluation agency will prepare an evaluation matrix to demonstrate the most appropriate and feasible methods of collection of information to answer the evaluation questions. Given that the primary data will be qualitative in nature, its interpretation will be critically dependent on the evaluator's judgement to inform the analysis of the issue.

Limitations of the research will be developed further by the contracted institution in collaboration with UNICEF in the inception phase, but some access issues related to some and on delays in getting permits to do field work. A key limitation is the actual TOC and logframe and monitoring data that are now being revised.

KEY STAKEHOLDERS

Key stakeholders will be engaged throughout the evaluation exercise. An internal office-based Steering Committee chaired by the Representative, PME as the Chair and composed of primary stakeholders will be developed to provide technical guidance and clearance of deliverables - minutes will be documented in a matrix and shared for strengthening the process. The committee will review deliverables, mainly the inception and the draft report, and provide advice on delays and processes. The TOR will also be approved by the committee. A representative group of girls and boys will be part of the steering committee informing the inception phase of this evaluation. Primary stakeholders will be directly involved in all stages of the evaluations including the planning and design.

The Primary stakeholders and users of the evaluation are UNICEF Management. The secondary uses include NCW, NCCM UNICEF and UNSDCF Programme staff, UNICEF Regional Office, UNRCO, major donors, other developmental partners. For the Government and other stakeholders, the evaluation will bring clarity on the efficiency, effectiveness and

sustainability of Dawwie and the key role of UNICEF and its intended support in achieving their results and expansion.

SCOPE OF THE EVALUATION

The evaluation will focus on the Dawwie component of the UNICEF supported Programme with GoE for 2018-2022 and it will look at the period from June 1, 2019, to December 31, 2022. The geographical coverage will include both national and sub-national levels. The Human Rights Based Approach (HRBA), equity and mainstreaming gender equality will be assessed.

Noteworthy to mention is that the evaluation is expected to take about 25 weeks' time starting from awarding of the contract to the evaluators to the submission of the final report. The time frame for undertaking the evaluation will be from April 15th 1st to September 30, 2023. This overall duration includes the work period and the periods foreseen for comments, review of drafts and debriefing sessions.

Participation: The evaluation will seek response to the evaluation questions under the different criteria from the implementing partners and the stakeholders of the Programme including UNICEF Program colleagues under the guidance of a management structure of the evaluation, as detailed later.

Location: The assignment will take place in 3 governates; Greater Cairo, Aswan Fayoum.

EVALUABILITY

The evaluation will be based on the secondary information available from the various documents relevant to the initiative that will be made available to the contracting firm, as well as based on the primary data collected via interviews and focus group discussions with beneficiaries and key informants. The exercise will need to be carried out with the set of documents that are available viz., Country Programme Document of UNICEF Egypt Country Office and the Government of Egypt 2018-2022; the new Country Programme (2023-2027) the United Nations Partnership Development Framework (UNPDF) for Egypt 2018-2022; the UNSDCF (2023-2027); and all the Annual Work Plans, Results frameworks, Strategy Notes, advocacy documents, Program monitoring reports and other office documents as relevant, national and international reports with data and evidence for Egypt (e.g., Egypt DHS, MIS base Annual Year Books from NCW, Ministry of Education and Health).

It needs to be noted that the initiative is supported by the basic 'Theory of Change' (ToC) (included as an Annex). This TOC requires ample revision and addition as it was done with different GoE counterparts. The TOC synergies between different Programme components are implicit. No specific indicators exist to measure the complementarity of the Programme components.

The TOC and RFW were developed in a workshop with key stakeholders in early 2019 and are currently being revised by key stakeholders. When it was first developed the TOC was not complete and there are many revisions currently being done internally by UNICEF staff and Program together with key stakeholders. The Monitoring framework and strategy are also being revised.

GENDER AND EQUITY

The evaluation will investigate the aspect of whether the initiative has followed a gender-transformative approach in its design and implementation. It will not just assess the extent to which the program has been using data and evidence that are gender disaggregated but will go beyond that level.

The evaluation will highlight how aspects of child rights, human rights, gender equality and equity are integrated. The evaluation team should have basic knowledge of the Convention of the Rights of the Child (CRC), different human rights legislation, Convention on the Elimination

of all Forms of Discrimination Against Women (CEDAW), as well as local relevant legislation and policies.

GOVERNANCE OF THE EVALUATION AND OVERSIGHT

The contracted consulting agency will report to the Representative aided by the PME Chief and M&E Specialist under the Deputy Representative's office. The M&E Specialist will be responsible for Managing the evaluation for independence and impartiality in line with UNICEF/UNEG norms and standards. The Social and Behavioral Change (SBC) Section will work with the Deputy Representative's office to facilitate access to the documents and coordinate the receipt of documents from other involved sections and for interaction with partners and will provide all administrative and logistic support to the consulting agency and implement actions to close all actions included in the Management Response in the UNICEF Global Evaluation Review and Oversight System (GEROS).

The M&E Specialist will be the Evaluation Manager and will exercise oversight and approval of deliverables to observe impartiality. The Regional MENA Evaluation Advisor and Gender Advisor will be assuming the quality assurance and guidance role for this exercise. He/she would provide technical input to enhance the quality of the evaluation specifically by reviewing the Inception Report, Evaluation Tools, and the draft report for compliance with UNICEF and UNEG evaluation standards. There is a quality assurance element that the evaluation manager with the support of the regional office will perform and then there is a commenting process for the report that is separate from this.

The evaluation will be guided by a Steering committee formed of primary stakeholders which will be responsible for endorsing the evaluation TOR and inception report, and resolving any unforeseen issue related to the evaluation that requires guidance and / or deliberation and provide guidance on any unforeseen delays. The Steering Committee will strive to reach consensus on issues discussed. The committee is to be chaired by the Representative with the Evaluation Manager (PME) as the Secretary. The committee will have at least two meetings and will review and provide feedback on the TOR and Inception report. MENA Evaluation Advisor and Gender Advisor will be a part of the committee.

ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE				
N	DELIVERABLES / TASKS	End Product / Deliverables	Estimated Duration to Complete (weeks) – to be undertaken simultaneously (counting feedback from UNICEF)	Payment (EGP) On acceptance of Final product

1	Review of key documents; submission of Inception Report including evaluation tools, evaluation matrix, timelines, and methodology	Inception Report	5	
2	Preliminary finding meeting and discussion at the end of the field work including internal and external stakeholders at the same time	preliminary findings and recommendations PPT and presentation at meeting	8	
3	Preparation of draft Evaluation Report including recommendations	Draft Evaluation Report for comments	7	
5	Final Evaluation Report including recommendations submitted to UNICEF incorporating all comments	Final report and completed comments matrix	5	

Total	25	
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PRODUCTS TO BE DELIVERED

The evaluation report to be produced must be compliant with the UNICEF Evaluation report standards [http://intranet.unicef.org/epp/evalsite.nsf/0/2BDF97BB3F789849852577E500680BF6/\\$FILE/UNEG_UNICEF%20Eval%20Report%20Standards.pdf](http://intranet.unicef.org/epp/evalsite.nsf/0/2BDF97BB3F789849852577E500680BF6/$FILE/UNEG_UNICEF%20Eval%20Report%20Standards.pdf) and the GEROS Quality Assessment System.

The deliverables will include:

- a) The Inception Report
- b) The Evaluation Report (Draft and Final) and Presentation.

Following is the proposed structure for the inception and evaluation report.

Structure of the Inception Report

Response to the TOR Evaluation

Framework

Methodology

Evaluation matrix

Potential limitations of the evaluation according to data availability and reliability

Structure of the Evaluation Report (Tentative)

The report shall be structured as per the UNICEF-Adapted UNEG Evaluation Reports Standards:

- 1. Executive summary
- 2. Objectives of evaluation
- 3. Evaluation purpose, objectives and scope
- 4. Evaluation methodology
- 5. Findings
- 6. Conclusions and lessons learned
- 7. Recommendations

More detailed information of the UNICEF-Adapted UNEG Evaluation Reports standard is provided in the UNICEF Global Evaluation Report Oversight System (GEROS) Review Template, which will be shared at the start of the consultancy.

The ownership of the final report will be with UNICEF and the report will be made public.

REFERENCE AND RESOURCE MATERIALS TO BE PROVIDED

The consultants will be provided with reference documents relating to Egypt Country Office in general and Dawwie in particular, which will be, but not limited to, the following:

The Country Programme Document of UNICEF Egypt Country Office and the Government of Egypt 2018-2022

The Country Programme Document of UNICEF Egypt Office and the Government of Egypt 2023-2027

The UNSDCF Programme Document 2023-2027

The United Nations Partnership Development Framework (UNPDF) for Egypt 2018-2022

Programme Strategy Note

Annual Work Plans, Results frameworks, Strategy Notes, advocacy documents, programme monitoring reports and other documents as relevant.

The evaluation process will follow the UNEG Norms and Standards of Evaluation (2016), the Revised Evaluation Policy of UNICEF (2018), the global policies of human rights (Universal declaration of human rights), convention on child rights (CRC) and gender equality (UNICEF gender action plan 2018-2021).

QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

Institutional Consultancy:

A credible firm with proven experience in conducting evaluations in developing countries with Gender transformative/intersectoral programmes are encouraged to apply. Preference will be given the firms that have a combination of national and international experts and/or consortium of national and international firms.

An evaluation team will be proposed which should be multi-disciplinary and should at a minimum include:

Evaluation specialist (team leader) responsible for overall management of the evaluation --coordinating the work of the team, designing of the research plan and tools, analysis of primary data, in addition to preparing the overall evaluation report.

Thematic expert on strategic planning and coordination in the Gender Programming mainly responsible for relevant primary and secondary data collection on themes relevant to program design planning and governance. He/she will be primarily responsibility for providing actionable recommendations to improve program design, governance, efficiency, synergies, and intervention strategy for more effective results and contributing to report writing.

The team could compose of International and/or national experts with proven knowledge relevant to the set of skills and minimum qualifications below:

Team composition	Role	Skills	Evaluation total points	Minimum to qualify
Team leader	Management and oversight of all evaluation activities	Proven years of experience working in undertaking evaluations on Gender programs/equity focused programs	5 (1 point for each 5 years)	3
	Developing the inception evaluation and the evaluation matrix, revised methodology, scope workplan, timeline	Leading major, multi-disciplinary evaluations; leadership experience	8 (1 point for each evaluation lead)	4
	Designing of the research plan and tools and data analysis plan	Proven experience of conducting stakeholders' consultations and analysis	5 points (1 point for each year of experience)	3
	A focal point for UNICEF on planning, design, findings, and			

	implementation briefs	Familiarity with the UN and UNICEF's evaluation requirements, human rights, and CRC	5 points (1 point for each year of experience working with the UN)	3
	Evaluation report preparation and writing	Proven experience in qualitative data analysis and report writing	7 points (1 point for each year of relevant experience)	5
Thematic expert on Programme Design, Strategic Planning and Coordination on Gender Programming protection sector	- Relevant primary and secondary data collection and analysis on themes relevant to program design planning and governance - Provision of actionable recommendations to improve program design, TOC, governance, efficiency, synergies, and intervention strategy for more effective results - Contribution to inception report, and evaluation report writing	Technical expertise in and developing in writing and managing Programme design, Strategic Planning and Coordination in issues relating to Gender empowerment and Social and Behavior Change	10 (0.5 point for each relevant year of experience)	6
		Proven strong knowledge and practical experience in conducting evaluation and application of evaluation qualitative methodologies and analysis	5 (0.5 point for each relevant year of experience)	3
		Proven experience in qualitative data analysis and report writing	5 points (1 point for each year of relevant experience)	3
		Total	50	30

CONDITIONS OF WORK

The Assignment will be an external output-based Consultancy and the agency should carry out in direct collaboration with The UNICEF Country Office of Egypt. The assignment will not require continuous presence in the UNICEF Country Office premises but will entail continuous contact with the Supervisor of the contract. The evaluation team will require access to some of the UNICEF internal databases and documents. The Contractor will sign a non-disclosure clause in the contract for any materials or documents or data provided by UNICEF. The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The contractor's fee shall therefore be inclusive of all office administrative costs.

The Contracted firm will be responsible for getting permits for the primary data collection.

Proposal requirements

Interested institutions should prepare their proposal in accordance with the below evaluation requirements. Please note that the (budget) proposals need to be submitted separately.

The Team leader is expected to provide samples of work

CRITERIA	DESCRIPTION
Introduction and Background	A brief orientation to the context and an overview of the organization of the plan. The stakeholders and partners in the project are identified, including the evaluation firm. The reader can understand the nature of the evaluation and its context from the introduction.
Purposes	The purposes of the evaluation to be delineated clearly.
Audiences	Relevant primary and secondary audiences for the evaluation should be identified.
Decisions and Questions	The decisions that may be influenced by the evaluation as well as the specific questions addressed by the evaluation should be identified. The articulation between decisions and questions should be sound.
Methodology	The methods to be used in the evaluation are expected to be thoroughly described. Methods should be appropriate within the potential constraints such as resources (time, budget, and personnel).
Instrumentation	The evaluation instruments and tools to be used are described and a rationale for their use is provided. Reliability and validity are addressed. Draft instruments are provided in appendices.
Limitations	Limitations to the interpretation and generalization of the evaluation as well as potential threats to the reliability and validity of design & instrumentation.
Responsibilities and division of tasks	The parties responsible for various aspects of data collection, analysis, and reporting are clarified. C.Vs are expected to be included.
Logistics	Additional information about how the evaluation will be conducted should be included if it is necessary to communicating a clear plan.
Timeline and schedule of tasks	Timeline should be clearly identified for the start and end of the evaluation including different steps. A reasonable schedule for implementation of the report is planned.

Budget	Budget allocated for this study include Daily fees of consultants travel and transportation, administrative cost, field expenses, and any other related expenses till the complete work is finalized.
CRITERIA FOR EVALUATION	
Technical evaluation criteria (For Institution)	Score (The total should add up to 100)
Technical Assessment	
Profile of company and experience on similar projects, scale of projects, number of staff per project	15
Key personnel that will work on the assignment (should include their CV's) and details or relevant experience and qualifications with similar projects Client references / previous UNICEF or other UN contracts and duration; Experience of conducting qualitative research; Experience carrying out evaluations of multi- sectoral programming related to gender equality and/or child well-being Proven experience of qualitative data analyses and report writing skills (As per details mentioned in the above table under Institutional consultancy)	50
Firms with a combination of national and international experts and/or consortium of national and international firms.	10
Project management, coordination, monitoring and quality assurance process	5
Technical Assessment (total)	80
Financial assessment (based on daily rate)	20
Total	100

ANNEX B: EVALUATION MATRIX

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
(EQ#1). (Relevance): To what extent Dawwie’s objectives and design are relevant and respond to beneficiaries’ needs?				
Relevance	SEQ1.1: To what extent has the initiative been aligned with, informed and influenced by the government's women and girls' empowerment agenda led by NCCM, NCW and other key government stakeholders? To what extent have national beneficiaries been involved in the design and implementation of the Programme?	Extent to which Dawwie Initiative is aligned with legal and political priorities on gender equity and the promotion of women's and girls' rights and with national strategies; A documented participatory approach involving relevant national stakeholders consulted during the design including WLOs and WROs is in place.	Evidence on decisions made based according to the normative framework promoting the rights of girls, their agency and participation as well as their access to services and views of others regarding their decisions; Outputs in the AdolGirls' Framework that relate to outcomes in NCW, NCCM girls' empowerment national plans.	Secondary sources review / Desk review: National Strategy for Childhood and Motherhood, National Strategy for Combatting Violence against Children, National Strategy for the Empowerment of Egyptian women 2030, Egypt Vision 2030 Strategy, UNICEF Policy for Action and Gender Planning Frameworks, National FGM Strategy, etc.; KIIs and IDIs with UNICEF, UN System, national stakeholders.
	SEQ1.2: To what extent has the design of the initiative been aligned with: (a) the beneficiaries' needs, including vulnerable groups, (b) Egypt's priorities in the relevant sectors of intervention, (c) UNICEF global Strategic Plans and Gender Action Plans, and d) UNDAF	Number and extent to which girls and adolescent girls and boys, including vulnerable groups (PWD, migrant populations, etc.) were engaged in the design of the Dawwie Initiative; Extent to which changes in the programming reflect on feedback from beneficiaries; Views of relevant stakeholders (including girls and boys including vulnerable	Girls, including vulnerable girls, being satisfied and gained agency and participation; boys and other stakeholders supporting girls' rights and agency; Evidence on national stakeholders being capacitated to promote girl's rights and empowerment; UNICEF global strategic plans and gender action	Secondary sources review / Desk review; KIIs: UNICEF, UNs, CARE, ACDA, national stakeholders; FGDs with girls and boys, mothers and fathers, teachers, women and men, social workers women and men.

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	agreement and forthcoming UNSDCF agreement.	groups (PWD, migrant populations, etc.), mothers and fathers, teachers, social workers, community leaders) on adequacy / responsiveness of Dawwie Initiative components and strategy; Views of the United Nations System (including Views on UNICEF head of sections) on the Dawwie Initiative and its fit in relation to other related programs; Views of NCW and NCCM.	plans delivering on the empowerment of girls 1. The UNDAF and UNSDCF reflect on the needs of girls' empowerment and the necessary measure to improve it;	
EQ#2; (Coherence): To what extent was UNICEF able to deliver and meet the needs assessed through the Dawwie Initiative in a coherent manner?				
Coherence	SEQ 2.1 : What kind of measures does UNICEF have in place to ensure that activities across the initiative are coherent and synergetic with other related interventions in the same context, i.e. add value and do not duplicate efforts? Are the measures adequate? How could these measures be improved?	1. Evidence of procedures/routines in place that help to ensure coordination and added value, and examples of how they have been applied to the Dawwie Initiative; 2. Extent to which duplication and lack of complementarity are reported as major challenges by partners. 3. Evidence of how UNICEF was able to avoid duplication and/or create synergies with (and add value to) existing initiatives.	5. Measures to ensure coherence and added value of activities are in place ; 6. There is not duplication and lack of complementarity in place; 7. Synergies among partners are exploited. 8. There is complementarity between UNICEF ad UN programs on girls' empowerment; 9. Governance and coordination mechanisms are in place.	10. Desk review; 11. Kils: UNICEF, UN System, national stakeholders; 12. FGDs with relevant stakeholders (including SCOs); 13. Minutes from meetings of interagency coord mechanisms.

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
		4. Type of governance and coordination bodies in place.		
	SEQ 2.2 : To what extent have the different components of the Dawwie Initiative intersected with other UNICEF Programs and in particular with Child Protection (focused on FGM and other harmful practices) in addition to Education, youth empowerment and health generating synergies in achieving the desired results?	14. Evidence of how the Dawwie Initiative was able to avoid duplication and/or create synergies with (and add value to) existing initiatives; 15. Evidence of synergies between actors at UNICEF level, UNs level and at program level; 16. Action points implemented on ground as a result of coordination meetings at all levels.	17. Dawwie Initiative has adequate capacity and procedures for context analysis, dialogue and assessing inquiries with due attention to the need to ensure coordination and add value to existing activities; 18. Synergies are being identified and exploited.	Minutes from coordination mechanisms and meetings including at UNCT level.; KIIs and IDIs: UNICEF, UNs, CARE, ACDA, national stakeholders; KIIs with other UN agencies -UNCT joint workplans and program documents-- UNPMT meeting minutes; Any PMG meetings- Inclusion task force meetings any Donor report analysis can also help as sources of data.
EQ#3; (Efficiency): To what extent were dedicated resources well used in order to optimise Dawwie outcomes?				
Efficiency	SEQ 3.1: To what extent the (financial, technical and human) issued resources had been used in implementing elements of the Programme including program functioning? What can be recommended for expanding the initiative?	23. Extent to which allocated resources are sufficient and significant to implement different Dawwie components and activities in a timely manner; 24. Evidence of adequate quality of curriculum / materials and technical support in relation to the needs to implement the activities; and in relation to the expected results from activities	28. Funds allocated to planned activities or activities readdressing the strategy; 29. ToR of different activities in place; 30. Relevant stakeholders showing interest in expanding the Dawwie Initiative; 31. Financial resources have been suitably allocated and disbursed to relevant components of the initiative, in ratio with expected interventions	35. ToC and other relevant documents review; 36. KII with relevant stakeholders: Interagency working group; 37. Interviews with UNICEF Management, steering committee and implementing staff 38. Budget document analysis and financial documentation

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
		<p>25. Extent to which qualified technical experts are involved in design and delivery of interventions;</p> <p>26. Extent to which the budget is set based on past results and goals/targets for next year;</p> <p>27. Number of meetings of the GTG and other gender groups in which the Dawwie Initiative was a topic in the agenda.</p>	<p>32. The necessary technical and human resource exist in the CO and IPs that support implementation</p> <p>33. Analysis of activities conducted, results and related expenditures incurred;</p> <p>34. Key lessons learned on costing and resources optimization, and recommendations;</p> <p>Work plans are reviewed.</p>	
	<p>SEQ 3.2: To what extent have UNICEF Egypt internal management and coordination mechanisms and structures been conducive to effectively achieving the expected results (improving girl's skills and access to opportunities as well as adolescent reduction of acceptance of discriminatory gender norms? How can these be strengthened?</p>	<p>39. Number of decisions made by internal management to deliver on the Dawwie outcomes</p> <p>40. Number, type of and content of meetings of the coordination structures within the Dawwie Initiative;</p> <p>41. % of interventions implemented because of coordination;</p> <p>42. Number of CSOs or CBOs consulted and being included in the coordination mechanisms,</p> <p>43. Number of girls including vulnerable girls engaged in decision making</p> <p>44. Type of inter-agency interest and work is in place to scale up the Dawwie Initiative;</p>	<p>45. The Dawwie Initiative is an important topic on the UNCT, HCT, internal and external UNICEF meetings;</p> <p>46. Number, type of and content of meetings with national counterparts (NCW, NCCM and relevant ministries);</p> <p>47. CSOs led by women are consulted and engaged in the Dawwie Initiative in a coordinated manner;</p> <p>48. Girls, including vulnerable girls, are engaged in decision making.</p>	<p>49. Desk review;</p> <p>50. KIIs: UNICEF, UNs, CARE, ACDA, national stakeholders (NCW, NCCM as well as CSOs, Interagency working group, Interviews with UNICEF Management, steering committee and implementing staff</p>

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	<p>SEQ 3.3: How effective has UNICEF Monitoring and MIS system and support been, particularly to generate evidence and strengthen program implementation? What accountability and oversight systems were established, if at all, to secure the results of the interventions? How can they be improved?</p>	<p>51. A M&E and a MIS system are in place; 52. M&E is results based, and reflects appropriate challenges and amendments; 53. M&E is periodic and uniform across all initiative components and IPs templates for information sharing are in place and being used including reporting templates, data gathering templates); 54. A strategy of communication and information management in place and active; 55. Periodicity of regular communication also with national counterparts; 56. CSOs or CBOs being included in the generation of evidence, 57. Number of girls, including vulnerable girls, engaged on MIS</p>	<p>58. The M&E system is in place, regularly applied, and feedback and lessons learned are clearly integrated into the initiative 59. There is a M&E system in place and includes gender responsive indicators; 60. SADD is available; 61. Information is exploited and shared with relevant stakeholders in a meaningful way; 62. Adapted information to different audiences is in place; M&E system delivers robust and meaningful SADD that can be used to assess and demonstrate progress towards intended outcomes</p>	<p>63. Desk review; KIIs: UNICEF, UNs, CARE, ACDA, national stakeholders (NCW, NCCM) as well as CSOs, 64. Review of reports from the program and IPs. 65. Review of monitoring reports.</p>
	<p>SEQ 3.4: Is the program being accountable to final beneficiaries in a differentiated way?</p>	<p>66. Views of relevant stakeholders; 67. Analysis of activities conducted and results; 68. Evidence on delivery on all the Dawwie Initiative components is available;</p>	<p>69. Girls and Boys participated in consultation for the design of the activities; 70. Planned action being accomplish in all Dawwie Initiative components; 71. Deliverables were implemented as</p>	<p>73. Perception surveys; 74. Reports; 75. Internal reports; 76. Reports from IPs; 77. KIIs: UNICEF, UNs, CARE, ACDA, national stakeholders (NCW, NCCM) and CBOs.</p>

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
		Evidence on final beneficiaries' meaningful participation is available (girls and boys, mothers and fathers, etc.) during the PC.	intended/planned or according to provide feedback by relevant stakeholders; 72. Evidence of effective coordination during programme implementation.	
EQ#4; (Effectiveness): To what extent has the Dawwie Initiative delivered on a gender-transformative approach? To what extent has it contributed to tackle root causes of gender inequality moving beyond self-improvement among girls and women? Has it been able to redress power dynamics and structures that reinforce gender inequalities?				
Effectiveness	SQE 4.1: To what extent have the planned results of the response been achieved: girls being skilled up and having more opportunities and adolescents reducing acceptance to discriminatory gender norms? Is the Dawwie Initiative reaching the intended targets? If not, why?	78. Number of girls and boys and adolescent girls and boys, including vulnerable girls and boys, engaged in the Dawwie Initiative by type of activity; 79. Number of girls and boys as well as other beneficiaries reached compared to the targeted numbers by the different activities; 80. Evidence that the programme has analysed and documented contextual factors relevant to reducing acceptance to discriminatory gender roles; 81. Reported main Dawwie contributions to the promotion of girls' empowerment and agency; 82. Role of boys and men (at all levels) and other community members being clearly defined	86. The Dawwie Initiative deliverables were implemented as intended/planned; 87. Intended targets being reached as planned; 88. Evidence on effective contribution to the intended results in terms of contributing to addressing gender inequalities, enhancing girls' agency and participation and improving perceptions of girls' rights and decision making; 89. Evidence on documented lessons learnt, drivers of change and synergies to be further developed	90. Dawwie Initiative work plans from stakeholders; 91. Periodic reports; 92. M&E system data; 93. KII with relevant stakeholders; 94. Other internal and external sources 95. Annual RAM reports Field monitoring and program monitoring visit reports-annual reports donor reports 96. Most Significant change stories.

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
		to contribute to girls' empowerment and agency; 83. Trends on adolescence with decreased acceptance to gender norms, 84. Trends on change of discriminatory norms based on gender; 85. Evidence of community actions against discriminatory gender roles.		
	SQE 4.2: What have been the key successes and failures in implementation approaches of the Dawwie Initiative? What were the unintended consequences, if any? What were the underlying change mechanisms of the programme? What were the motivational facilitators for community-level attitude and behavioural change?	97. List of documented key successes and failures, 98. List of Lessons learnt as well as accelerators, unrealized synergies and gaps, 99. Challenges being identified and address; 100. Gaps and re addressment of plans exist and are applied;	101. Lessons learned and recommendations have been applied; 102. Evidence on the analysis of factors influencing the achievement or non-achievement of the Dawwie expected results, 103. Decisions regarding improvement of the Dawwie Initiative are taken; 104. Evidence on factors contributing to synergies and gaps are being gathered and applied,	105. Review of the CP, 106. Dawwie Initiative work plans from stakeholders; 107. Periodic reports; 108. M&E system data; 109. KII with relevant stakeholders; 110. Other internal and external sources,
	SEQ 4.3: To what extent is the Dawwie Initiative using the appropriate mix of methods and	111. Evidence on milestones and targets is available;	115. A strategy is in place; 116. The strategy is being followed by all stakeholders in a coordinated manner;	119. Dawwie Initiative work plans from stakeholders; periodic reports;

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	<p>implementing strategies for achieving the results (in terms of annual milestones and targets)? Were there any positive or negative unexpected outcomes?</p>	<p>112. A model / strategy to follow is in place and is followed by stakeholders; 113. Degree to which partners and requesting entities perceive that their knowledge and skills have improved, e.g., in relation to girls' empowerment; 114. Type or partnerships developed under the initiative.</p>	<p>117. Evidence of positive or negative change at immediate outcome; 118. Evidence on unexpected results documented.</p>	<p>120. M&E system data; 121. KII with relevant stakeholders 122. Other internal and external sources</p>
	<p>SQE 4.4 What are the efficient synergies, governance, and interagency coordination mechanisms that are implemented by UNICEF across sections? How can they be improved?</p>	<p>123. Number and type of governorate and coordination mechanisms and bodies in place ; 124. Evidence of procedures/routines in place that help to ensure coordination and added value; 125. Examples of how these mechanisms have been applied to the Dawwie Initiative; 126. Extent to which lack of coordination has been reported as major challenge by partners. 127. Evidence of how UNICEF was able to avoid duplication and/or create synergies with (and add value to) existing initiatives.</p>	<p>128. Measures to ensure coherence and added value of activities are in place ; 129. There is not duplication and lack of complementarity in place; 130. Synergies among partners are exploited. 131. There is complementarity between UNICEF ad UN programs on girls' empowerment; 132. Governance and coordination mechanisms are in place.</p>	<p>133. Desk review; 134. KIIs: UNICEF, UN System, national stakeholders; 135. FGDs with relevant stakeholders (including CSOs); 136. Minutes from meetings of interagency coord mechanisms.</p>

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	SEQ 4.5: With special emphasis on combating harmful practices, how well were child protection, education, innovation and health integrated into the implementation of the different components of Dawwie in order to contribute to it? Were the efforts synergistic? Could this approach be effective as an accelerator to achieve better results?	137. Number or coordination meetings among UNICEF sections; 138. Perception of harmful practices by girls and boys and community members. 139. Trends on perception, 140. Evolution on programming of different section regarding the integration of the Dawwie methodology, 141. Existence of an internal knowledge hub	142. Coordination meeting among UNICEF unit meetings exist and works; 143. Strategies and programming from different units integrate Dawwie methodology,	144. Dawwie Initiative work plans from stakeholders; 145. Unit reports; 146. M&E system data; 147. KII with relevant stakeholders, especially rights holders; 148. Other internal and external sources 149. Most Significant change stories
EQ#5; (Gender): To what extent has UNICEF's proposed approach and strategy contributed to achieving gender-transformative results?				
Gender	SEQ 5.1: To what extent is Dawwie using a transformative model and gender responsive approach for achieving gender-transformative results and real equity between women and men in practice?	150. Policies supporting the Dawwie Initiative; Existence of a clear transformative model for promoting the rights of girls	151. Evidence on girls, including vulnerable girls, gaining agency and boys supporting their rights; 152. -ATOC in place for expected transformations and pathways to achieve them.	153. Desk review (policies, strategies, budgets, etc.) 154. KII with relevant stakeholders; 155. FGDs with girls and boys, , including vulnerable girls and boys, , and community members women and men, IP and national counterparts
	SEQ 5.2: To what extent has the Programme been successful on implementing those	156. Gender equality approach to the initiative during the implementation phase;	159. Teams are gender balanced, Implementation activities follow a well-known by all gender responsive and girls'	160. Desk review (policies, strategies, budgets, etc.) 161. KII with relevant stakeholders;

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	gender responsive approaches?	157. Gender responsive indicators to monitoring the initiative are in place; 158. The strategy is clear and is gender responsive	empowerment approach to the activities,	162. FGDs with girls and boys, including vulnerable girls and boys, and community members women and men, IP and national counterparts 163. Most Significant change stories
EQ#6; (Sustainability): How likely is that the Government and its financial and technical partners may be able to sustain and scale up the Dawwie Initiative without direct technical and financial support?				
Sustainability	SEQ 6.1: How can the initiative be adequately funded, both through fundraising/financing from external partners/donors and through internal support arrangements including from UNICEF programming and other agencies? How existing and additional funding can contribute to the scale up of the Dawwie Initiative in a sustainable manner?	164. Number of internal arrangements of support from other UNICEF programs; Expressions of interest to fund the initiative made by donors and / or meetings with them; Expressions of interest of other UN agencies to contribute to or to adopt the initiative 165. Views of UNICEF on exit/sustainability strategy and progress; · Recommendations on sustainability/exit planning. Government/national investment protocols or frameworks	166. Other UN agencies are willing to contribute to the initiative; 167. Other donors are willing to support the initiative; Decisions made at the UNs level to adopt the Dawwie Initiative to capitalize on the Dawwie Initiative	168. Desk review and KII with relevant stakeholders; FGDs with girls and boys and community members women and men
	SEQ 6.2: What are the contributing factors that can support an expansion and scale up? What can be capitalized on for	169. List of contributing factors to the action being identified, 170. Decision making based on contributing factors;	172. Decisions made by the GoE based on positive results / outcomes derived from the different analysis from different stakeholders;	174. Desk review and KII with relevant stakeholders; 175. FGDs with girls and boys, including vulnerable girls and boys, and

Criteria	Evaluation Questions and Sub Questions	Indicators	What constitutes success	How to collect data
	expanding the initiative? What are the key lessons and what can be leveraged to strengthen larger scale support from the new Country Programme (CPD 23-27)?	171. Multi stakeholders' type of interest on scaling up the initiative,	173. Evidence on the GoE of applying the Dawwie Initiative at sectoral responses is available; Signs of potential ways to scale up the initiative are being discussed and documented.	community members women and men

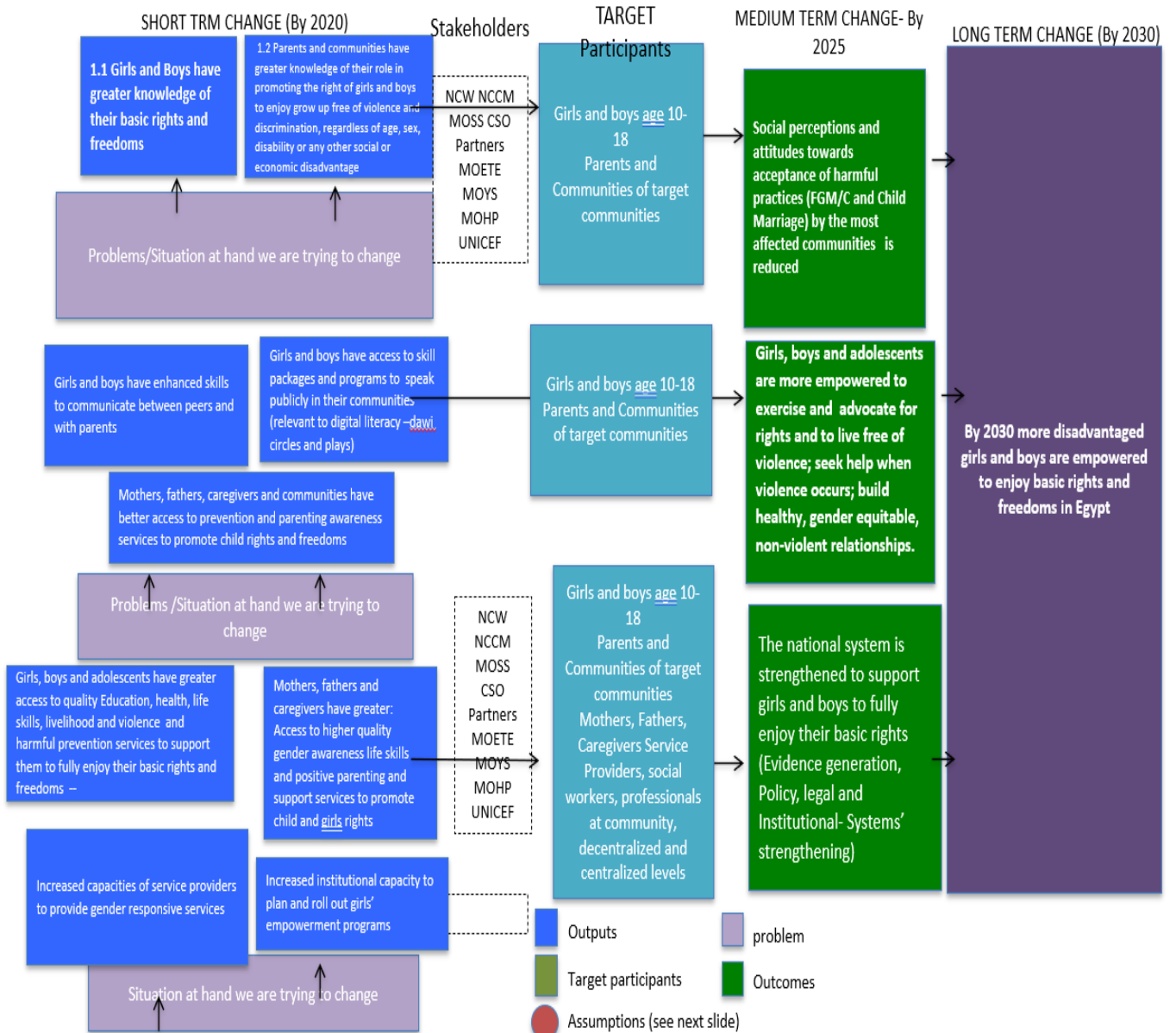
ANNEX C: THEORY OF CHANGE (original)

ASSUMPTIONS: Girls and boys can catalyze movement toward gender equality when they are able to express their opinions and influence community-level decision-making about gender equality, when they are able to develop specific skills to improve gender equality, and when they have access to relevant services. This requires a supportive political environment to minimize risks or pushback in response to the change process and an institutional environment that can anchor and amplify changes in cultural norms.

When there is greater knowledge on the part of girls and boys about their basic rights, and a way to channel this knowledge into community-level discourse, societal perceptions will begin to change and acceptance of harmful practices such as FGM/FGC and early marriage will diminish. Over time, this will enable all girls and boys to claim their individual rights, while also contributing to a more dynamic and vibrant society.

ACTIVITIES: The Dawwie Initiative supports these processes in two ways: (i) through new interventions such as storytelling circles, intergenerational dialogues, and social media initiatives, and (ii) by integrating Dawwie tools and content into existing platforms and programs such as Meshwary or Shabab Balad which can provide much greater scalability and scope. The longer-term sustainability of these activities will require that they be incorporated into community structures and institutions.

PATHWAYS OF CHANGE: The causal pathways for the change process are that: Dawwie activities will lead to (i) greater knowledge on the part of girls and boys regarding gender equality and basic rights, (ii) greater knowledge and awareness on the part of parents and (iii) the emergence of gender-literate institutions and networks. This will (i) stimulate broader community dialogue around these issues and (ii) strengthen provision of feedback and services. These will lead to attitudinal changes over time. Knowledge can be expected to change much more rapidly than cultural mores and attitudes, which means that the early emphasis of the programme should be on information exchange among boys and girls, and intergenerational dialogue, with real-time follow-up mechanisms in response to expressed needs. Over time, the emphasis should shift toward the need to strengthen support for gender equality in community and cross-community institutions, including schools and mosques, and in political discourse, along with accountability mechanisms to ensure full access to basic rights.



ANNEX D - THEORY OF CHANGE (proposed revision)

ASSUMPTIONS: Girls and boys can catalyze movement toward gender equality when they are able to express their opinions and influence community-level decision-making about gender equality, when they are able to develop specific skills to improve gender equality, and when they have access to relevant services. These three pillars can drive positive changes in societal norms when they are accompanied by a supportive political environment and institutional strengthening.

When greater knowledge on the part of girls and boys about their basic rights is channeled into community-level discourse, societal perceptions will begin to change and acceptance of harmful practices such as FGM/FGC and early marriage will diminish. Over time, this will enable all girls and boys to claim their individual rights, while also contributing to a more dynamic and vibrant society.

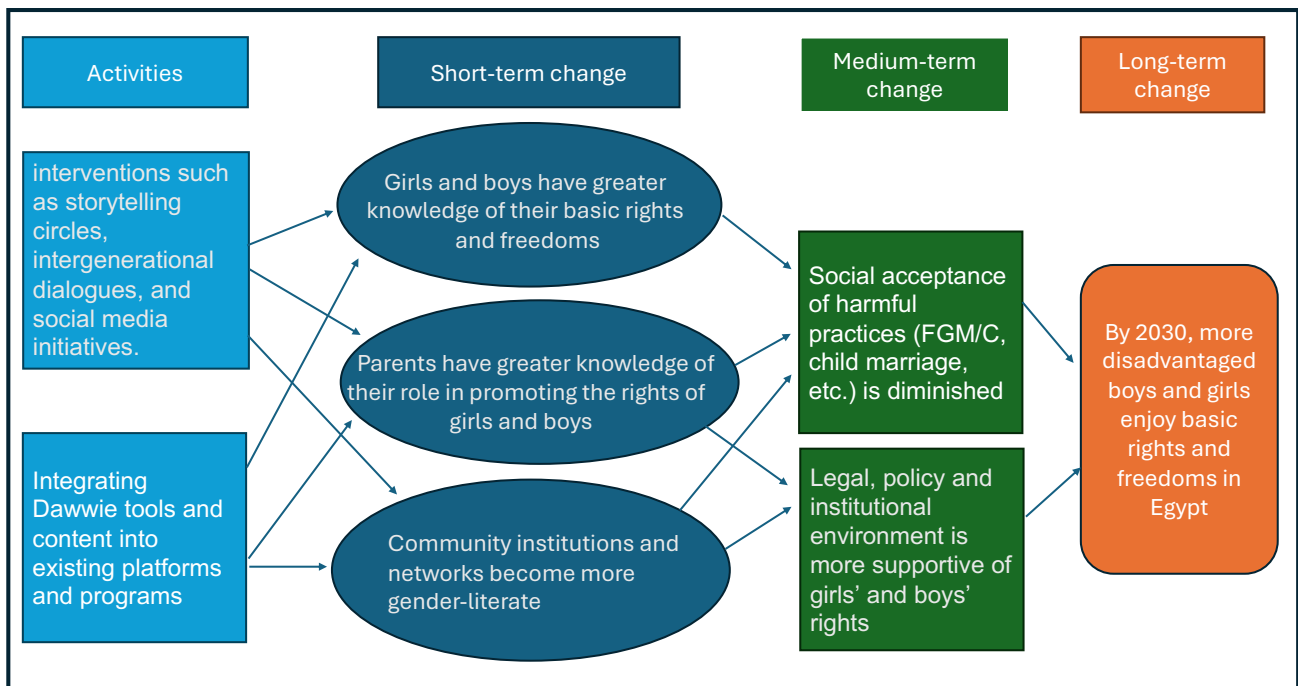
ACTIVITIES: The DAWWIE initiative supports these processes in two ways: (i) through new interventions such as storytelling circles, intergenerational dialogues, and social media initiatives, and (ii) by integrating Dawwie tools and content into existing platforms and programs such as Meshwary or Shabab Balad which can provide much greater scalability and scope. The long-term sustainability of these activities requires that they be incorporated into community structures and institutions.

PATHWAYS OF CHANGE: The causal pathways for the change process are (i) DAWWIE activities that lead to greater knowledge on the part of girls and boys regarding gender equality and basic rights and (ii) DAWWIE support for catalysing this knowledge into broad-based community dialogue around gender equality issues, both of which can work together to induce attitudinal changes over time. Further, since knowledge can be expected to change more rapidly than cultural mores and attitudes, the early emphasis of the DAWWIE programme should be on information exchange among boys and girls, and intergenerational dialogue, with a shifting emphasis over time to strengthening support for gender equality in community institutions, including schools and mosques, and in political discourse, all of which can serve to anchor and amplify the reform process.

Outputs: (i) Girls and boys have greater knowledge of their basic rights and freedoms, (ii) parents have greater knowledge of their role in promoting the basic rights and freedoms of girls and boys, (iii) community institutions and networks become more gender-literate.

Outcomes: (i) Social acceptance of harmful practices (FGM, child marriage, etc.) is diminished and (ii) The legal, policy and institutional environment is more supportive of girls' and boys' rights.

Impact: By 2030, more disadvantaged girls and boys enjoy basic rights and freedoms in Egypt.



Assumptions:

- ° Girls and boys can catalyze movement toward gender equality when:
 - they are able to express their opinions and influence community-level decision-making about gender equality;
 - they are able to develop specific skills to improve gender equality;
 - when they have access to relevant services.
- ° A supportive political environment and institutional strengthening is in place.

ANNEX E – DAWWIE RESULTS FRAMEWORK

IMPACT: Girls (ages 10-24) are empowered with voice, skills, services, and knowledge that are critical to their success and contribute to Egypt’s sustainable development agenda

Outcome	Outcome indicators	Source of Information	Outputs	Output Indicators	Baseline	Target	Reporting Frequency	Means of Verification
Outcome 1. By 2030, girls are more confident to express themselves and make critical life decisions (<i>Voice</i>)	1.1 Proportion of the population who agrees that 'Boys and girls should share household tasks equally'		Output 1.1. Girls and boys have greater knowledge of their basic rights and freedoms/ Adolescents and youth have a reduced acceptance of discriminatory gender norms	1.1.1 Number of young persons engaged through community platforms in reflective dialogue towards the [adoption/abandonment] of [priority behaviour/social norm] 1.1.2 % of [relevant individuals] that can cite accurate reasons why [priority behaviour] is beneficial for [self, others, child and adolescent] wellbeing and development.				
	1.2 Level of community acceptance on girls' participation and civic engagement 1.3% of the population reporting they publicly supported someone who has decided not to have FGM performed on their daughters or female family members		Output 1.2. Parents and	1.1.3 % of adolescents who report most of their peers expect girls to have a final say in their career decision 1.2.1 % of [specified population] who believe that people in				

			<p>communities have greater knowledge of their role in promoting the right of girls and boys to grow up free of violence and discrimination, regardless of age, sex, disability or any other social or economic disadvantage</p>	<p>their community expect them to practice/adopt/abandon [recommended behaviour/harmful behaviour]</p> <p>1.2.2 Number of adolescents and young people who participate in or lead civic engagement initiatives</p>				
<p>Outcome 3. By 2030, relevant sectoral systems and institutions respond more effectively to the needs and rights of girls' and their families (Services)</p>	<p>3.1 Percentage of adolescent boys, girls, and women who know their protection rights and entitlements.</p>		<p>Output 3.1 Gender responsive education systems are reformed so that girls have opportunities for leadership, developing a voice, question gender inequalities and given effective opportunities to practices these skills at school, at home and communities</p> <p>Output 3.2. The health system and health service providers are equipped to</p>	<p>3.1.1 Extent to which the education system is inclusive and gender equitable for access to opportunities</p> <p>3.1.2 # of girls actively engaged in local or national governance mechanisms (including schools) and quality of their participation</p> <p>3.1.3 Proportion of people who menstruate that believe other people in the community disagree or strongly disagree that [girls should not go to school when menstruating]</p> <p>3.2.1 # people reached through messaging on prevention and access to services</p>				

			<p>respond to specific needs of girls (health, MHPS, nutrition, RH)</p>	<p>3.2.2 Number of health workers receiving the skills and support for delivering essential maternal, newborn and child health services, focusing on adolescent girls' health through UNICEF-supported programmes</p> <p>3.2.3 Percentage of adolescents and young people (married and unmarried) who know where to access health and legal services</p> <p>3.2.4 % of respondent fathers who report they want to provide diverse food to their children</p>				
			<p>Output 3.3. Child protection and gender-based violence systems are supported to implement guidelines, protocols, and standards that are age and gender-responsive coordinated, quality services to the girls in most marginalized communities</p>	<p>3.3.1 Number of women, men, girls and boys reached by social norm change interventions</p> <p>3.3.2 Number of communities where traditional and religious leaders, and other community influencers (M/F) participate actively in community, including intergenerational, dialogue for the abandonment of harmful practices and role in perpetuating gender inequality – RAM Standard Indicator</p>				

			Output 3.4. Social protection, income generation/economic empowerment, and poverty reduction programmes/ services are supported to respond to the needs of girls in most marginalized communities and their families	<p>3.3.3 Number of peer groups and clubs for girls that provide peer support, life skills lessons, financial literacy training, savings and credit literacy, information on sexual and reproductive health rights, etc.</p> <p>3.4.1 Degree to which social assistance programmes in the country link beneficiaries to information and knowledge and/or other services</p> <p>3.4.2. Extent to which gender is integrated into the social protection system</p>				
Outcome 2. By 2030, girls aged 10-24 are more engaged in gender-transformative skills development programs to equip them with social, health, economic, and digital skills (Skills)	<p>2.1 Percentage of unmarried girls who are confident in their ability to pursue alternatives to child marriage.</p> <p>2.2 Percentage of adolescent girls (married and unmarried) who feel confident in their ability to report and</p>		Output 2.1. Girls have enhanced skills needed to pursue educational, learning and social opportunities	<p>2.1.1. Number of adolescent girls and boys who completed a skills development programme. Number of adolescent girls and boys who completed a skills development programme.</p> <p>2.1.2. Number of adolescent girls and boys who implement youth-led solutions to address social needs</p> <p>2.1.3 Boys and men are engaged in gender-transformative</p>				

	<p>seek help with violence.</p> <p>2.3 Percentage of adolescent girls (married and unmarried) who possess social skills and the motivation to succeed at home, school and with friends. (proxy to measuring girls' self-efficacy and self-esteem).</p>		<p>Output 2.2. Greater self-efficacy among girls, boys and surrounding community for promoted behaviors</p>	<p>programmes (including CSE for boys) that promote healthy relationships and positive masculinities and gender equality</p> <p>2.2.1 Number of adolescents and young people who have received life skills training on positive masculinity, respect for girls, etc.</p> <p>2.2.2 # people sharing their concerns and asking questions/clarifications for available support services to address their needs through established feedback mechanisms</p> <p>2.2.3 Proportion of girls who express increased sense of self-efficacy; who feel confident in their ability to negotiate and delay early marriage; who feel comfortable speaking without fear</p>				
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ANNEX F: LIST OF PEOPLE INTERVIEWED (BY POSITION AND ORGANISATION)

	Role	Institution
1	Resident Representative	UNICEF ECO
2	OIC Deputy Representative - Education Section Chief	UNICEF ECO
3	UNICEF ECO	UNICEF ECO
4	Social and Behaviour Change Specialist	UNICEF ECO
5	Social and Behavioural Change Officer	UNICEF ECO
6	Adolescent Development specialist	UNICEF ECO
7	Child Protection Specialist	UNICEF ECO
8	Gender Advisor	UNICEF MENARO
9	Gender and Humanitarian Specialist	UNICEF MENARO
10	Social and Behavioural Change Specialist	UNICEF Kenya Country Office (Former UNICEF ECO)
11	Adolescent Development specialist	UNICEF MENARO
12	Child protection officer - Elimination of FGM portfolio	UNICEF ECO
13	M&E and data officer for child protection	UNICEF ECO
14	Adolescent Development Advisor	UNICEF MENARO
15	Nutrition Officer	UNICEF ECO
16	Project Management Specialist	USAID Egypt
17	Regional Social Behavioural Change Advisor	UNICEF MENARO
18	Social and Behavioral Change Communication Programme Officer	UNICEF ECO

19	Resource mobilisation specialist	UNICEF ECO
20	Senior Gender Advisor	UNICEF HQ NY
21	Chief Child Protection	UNICEF ECO
22	Advocacy and Communications Manager	UNICEF ECO
23	Education Officer	UNICEF ECO
24	Senior Gender Advisor	UNICEF MENARO
25	Youth and Adolescent Analyst	UNFPA Egypt
26	Chief and Undersecretary of Central Administration for Youth Empowerment	MoYS
27	Central Administration for Sports for Development	MoYS
28	Chief and Undersecretary of Central Administration for Sports for Development	MoYS
29	Chief and Undersecretary of Central Administration for Civic Education	MoYS
30	Community Outreach Advisor	MoSS
31	Equal Opportunity Department Manager	MoETE
32	Executive Manage	ACDA
33	Planning Manager	BLESS Egypt
34	Executive Manager	Atwany
35	Deputy President for Community Affairs/ President	Aswan University
36	International Cooperation Specialist	NCW
37	Training Department Manager	NCW
38	Project Manager	CARE

ANNEX G: LIST OF FOCUS GROUP DISCUSSIONS (FGDs)

FGDs - Adolescents				
IP who delivered Dawwie activities to this group	Governorate	FGDs	Females (numbers)	Males (numbers)
Care	Cairo	2	9	8
MOYS	Cairo	3	15	11
MOYS	Aswan	2	11	4
NCCM	Cairo	2	12	7
NCCM	Fayoum	2	6	8
NCCM	Aswan	3	31	0
NCW	Cairo	4	43	0
ACDA	Aswan	2	10	8
MOETE	Cairo	5	18	14
MOETE	Aswan	5	17	14
Total		30	172	74

FGDs - Parents				
IP who delivered Dawwie activities to this group	Governorate	FGDs	Females	Males
Care	Cairo	1	6	0
MOYS	Cairo	1	11	0
NCCM	Cairo	1	10	0
NCCM	Fayoum	1	8	0
NCCM	Aswan	1	6	3
Total		5	41	3

FGDs - Facilitators				
IP who delivered Dawwie	Governorate	FGDs	Males	Females

activities to this group				
NCCM	Cairo	1	0	6
NCW	Cairo	1	0	17
MOETE	Cairo,	1	0	8
ACDA	Aswan	1	3	6
NCCM	Aswan	1	0	10
MOETE	Aswan	1	0	8
Total		6	3	55

ANNEX H: LIST OF DOCUMENTS REVIEWED

Adolescent participation in Monitoring and Evaluation Toolkit
Afrad toolkit (Arabic)
Annual Workplan (MOYs 2023-2024; NCW 2023-2024; Moss 2023-2024, Al Azhar 2023-2024)
Dawayer toolkit (Arabic)
Dawwie – The National Girls Empowerment Initiative – Engagement Toolkit
Dawwie Brief 2023, 2018-2024
Dawwie Monitoring Sheet
Dawwie Unpacking the Assets and methodology
Dawwie.net
EGYPT: Unlocking the Power of Girls (brief of Dawwie and related programmes) (MENARO)
Girls Empowerment- Dawwie Specific Results Framework and TOC – working document
MENA Session on Gender Integration and Institutional Effectiveness (PowerPoint)
National Strategy for Childhood and Motherhood
National Strategy for Combatting Violence against Children
National Strategy for the Empowerment of Egyptian women 2030
Egypt Vision 2030 Strategy
UNICEF Policy for Action and Gender Planning Frameworks, National FGM Strategy
Pre/post Tests (Digital literacy package; Dawwie circles; inter-generational dialogue; Pre-test only Master Trainers)
Program Monitoring Visits Reports (ACDA, NCW, NCCM)
Programme Measurement Framework for country Offices Working with & For Adolescent Girls: Final Draft for Field Testing
Ripple the Change – Global Learning Series - Girls' empowerment 2018-2024
UNICEF Egypt, Country Office Annual Report 2019
UNICEF Egypt, With & For Adolescent Girls – Headlines Capturing Our Revised Programme Proposals
UNICEF, Dawwie Evaluation – Steering committee members (PPT)
UNICEF, Egypt Country Programme Evaluation (CPE) combined
UNICEF, End of Year Narrative 2019 RAM3
UNICEF, End of Year Narrative 2020RAM3
United Nations, United Nations Sustainable Development Cooperation Framework for Egypt (UNSDCF 2023-2027) for Egypt (Compiled 2023 JWP Governance; People; Prosperity; Women and Girls)
UNPDF, Mid Term Review (MTR) Draft Report
Voice, Choice, and Agency: Working with and for adolescent girls in the Middle East and North Africa: A Programme Strategy for UNICEF
AdolGirls Results Framework and Indicators, January 2023
MENA ADolGirlEmp TOC_21Feb
With & For Adolescent Girls - Egypt CO (PPT)
UNICEF Strategic Plan 2022-2025
UNICEF Gender Action Plan 2022-2025
Indicator matrix, UNICEF Gender Action Plan, 2022–2025
Theory of Change, UNICEF Strategic Plan, 2022–2025
2022 Annual Quality Review, UNICEF Country Programme Documents
Update of the Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025
Evaluation of Government of Egypt - UNICEF Country Programme of Cooperation, 2018 – 2022
Funds Received by ECO in 2021
United Nations Partnership Development Framework (UNPDF)2018 to 2022
Evaluation of Social Inclusion Programme UNICEF Egypt Country Programme 2018 – 2022
UNICEF Country Program of Cooperation with the Government of Egypt, Mid-Term Review Report January – March 2021
KPI detailed October 2023
KPIDash Detailed OR Funds Not Used Before Grant Expiration (3) Oct12 2023
PROSPECTS: Partnership for Improving Prospects in Egypt, 2020
Meshwary Project Phase II - Final Evaluation Report – ECO
Office Dashboard Funding Summary 2023
UNICEF Netherlands Donor report Year 2 Bilateral Report
Results and Resource Framework, EGYPT- UNICEF Country Programme Cooperation, 2018-2022

UNICEF USAID Grant document Final Donor
Country Office Annual Report 2018
Creating an Enabling Environment for Adolescent Girls in Egypt Annual Report October 2020 to September
2021
UNSDCF 2023-2027, joint work plan (year 2023)
Dawwie Evaluation – Steering Committee, members list
Data-Pop Alliance (DPA), UNFPA and UNICEF, Review of Technology-Based Interventions to Address Child
Marriage and Female Genital Mutilation, Egypt case study, 2023



Research Ethics Approval

4 February 2024

Alejandra Bernardo
Team Leader
Lattanzio KIBS
Via Cimarosa 4
Milan, Italy

RE: Ethics Review Board findings for: *Evaluation of the National Girls Empowerment Initiative - Dawwie* (HML IRB Review #838EGYP24)

Dear Alejandra Bernardo,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 22 January – 04 February 2024. This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Meral Marouf, Robert Bain, Emmanuel Saka, Tamana Zamir, Anton Tovchenko, Penelope Lantz, JD

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ANNEX J: QUALITY ASSURANCE PROCEDURES

The evaluation team followed the OECD/DAC evaluation criteria, the UNEG Norms and Standards and Ethical Guidelines, UNICEF's Evaluation Policy, the GEROS Quality Standards, the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, the UN SWAP Evaluation Performance Indicator, UNICEF Procedure for Ethical Standards in Research, Evaluation, and Data Collection and Analysis, and UNICEF's Evaluation Reporting Standards.

Quality control was an ongoing process throughout the evaluation and was run in coordination with UNICEF.

The QAS was performed at three levels: those of Team Leader, Evaluation Manager, and Advisor:

- The **Team Leader** (TL) had overall responsibility for the quality of the deliverables, as the main focal point for the team members and ensured that each team member was completely aware of the tasks to be performed, and able to provide high standard inputs on the basis of the deliverables.
- The **Evaluation Manager** (EM), supervised and certified the quality process following the pattern of an ISO system, ensuring that all agreed steps of the quality process were enforced and all building blocks were put in place. The EM carried out frequent monitoring of the team of experts, ensuring that they delivered the outputs on time and with the agreed quality.
- The **Quality Advisor** (QA), a LKIBS senior staff member (Head of the International Evaluation Unit) reviewed the quality of the final outputs and supervised the quality of the whole process.

Specifically, on the **quality of the evaluation deliverables**, the key steps of the quality assurance will include: (i) document consolidation by Team Leader; (ii) coordination by the Evaluation Manager; (iii) quality assurance control by the Quality Advisor; (iv) final proof reading and editing. At key stages, the reports will be reviewed by the evaluation team according to the quality assurance feedback. In addition to the above-described quality system, the evaluation team will be continuously supported by LKIBS staff for all administrative and organisational issues (i.e., contracts and finance, organisation of travel, security, translation of documents, and so on).

Quality assurance of evaluation outputs



The specific control measures used to assure quality in the delivery of the evaluation services are described in detail, by phase, in the following table.

Table 9. Quality control measures

Phase	Quality Control Measures
Inception Phase	<ul style="list-style-type: none"> • All team members worked in accordance with the agreed methodology and data collection approaches and tools • The TL coordinated the steps of the inception phase and was responsible for its methodological soundness • The EM dialogued with the TL and provided inputs to ensure the definition of the soundest evaluation framework and methodology, and the best use of evaluation approaches and tools and respect of the ethical principles • The QA oversaw the quality of the evaluation process and intervened in case of any specific issue, aiming to strengthen the rigour of the evaluative work and facilitate the smooth implementation of the evaluation.
Data collection Phase	<ul style="list-style-type: none"> • Team members collected data in adherence with the agreed work-plan and standards • The team leader coordinated the work of each individual team member, in the respect of the defined responsibilities and reporting lines

Phase	Quality Control Measures
	<ul style="list-style-type: none"> • Data collection methods were discussed and adapted in a cost effective way and in accordance with UNICEF’s standards • Collected data was cleaned and checked by the local partners and then by the TL who sent comments and feedback when relevant • The EM oversaw the field visits activities and provided support in due time with feedback and comments ensuring the compliance with UNICEF guidelines and ethical principles • The EM supported the field visits activities in terms of practical and logistical issues ensuring the smooth implementation of the field mission • The QA oversaw the quality and smooth implementation of the whole process and provided correcting measures when needed.
Final Phase	<ul style="list-style-type: none"> • Data analysis adhered to the initial conceptual framework • Triangulation ensured validity of data • Regular team online meetings ensured continuous review of the progress of the evaluation, sharing comments and suggestions on draft and products to ensure that all deliverables met the agreed standards • The EM provided feedback and comments on preliminary findings, presentations, draft and final reports, and any other deliverables ensuring the compliance with UNICEF guidelines • The QA oversaw the quality and smooth implementation of the whole process and provided correcting measures when needed.
Overall	<ul style="list-style-type: none"> • Regular contacts with the UNICEF to promptly communicate progress of the evaluation and issues raised, proactive attitude in obtaining feedback from UNICEF of their satisfaction with the evaluation process and deliverables • The TL, with the support from the EM was responsible for liaising with the client on any technical issues • The TL, considering the inputs of the QA, was responsible for the quality of all deliverables.

ANNEX K: DATA COLLECTION TOOLS (KII AND FGD GUIDES)

The tools are designed to guide interviewees and elicit responses without leading those responses. All interviewees can elaborate on their responses as they wish.

While the guiding questions are listed under respective OECD/DAC criteria; they may not necessarily be asked in the same order in the discussions. Questions will be guided by the flow of the discussion.

Questions are gender-neutral in as much as possible. Given that this is an evaluation of a girls' empowerment initiative, and focused on gender-transformative results, there are direct questions on changes in that regard, however participants can answer in any way they wish, and they are prompted to include their points of view, positive and negative changes. While questions are asked about other supportive services, participants are never asked to disclose if they use these services or pathways. They are only asked about their awareness of their existence, as it relates to information provided during Dawwie activities and discussions.

In order to collect information in as objective a manner possible, and to support triangulation, the evaluators do not mention the names of other programmes being conducted in collaboration with Dawwie which they have been previously informed of.

KII GUIDE: UNICEF ECO Staff (Other than SBC)

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent operating unit within UNICEF ECO	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled-up or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Prior to getting started: Confirm which UNICEF operating unit the interviewee is in (Education, Adolescent and Youth, Education)

Relevance/Coherence

1. Can you describe your role at UNICEF Egypt CO. Can you describe your understanding of the Dawie Initiative's main objectives? How do you think this relates to UNICEF country strategy, and gender strategy overall/ and how does it relate to GOE women's empowerment strategy?
2. Broadly speaking, how is this program different to other UNICEF, UN or national initiatives that empower women and girls, and target the reduction of harmful practices? How does it complement other gender empowerment programming?
3. With regards to your specific unit, how, if at all, do you see Dawwie interventions intersecting to with your programming objectives or priorities? (Probe; are there suggestions that could improve how Dawwie can better address these objectives/priorities?).
4. Is your unit involved in any way with the implementation of, or support of Dawwie activities?

Efficiency

5. Can you explain how the overall management of Dawwie is managed with your unit internally, how information is shared, how you are able to provide input on the development of Dawwie activities? How can this be strengthened to better support your unit, or add value?
6. To what extent were coordination mechanisms between sections effective in reducing gaps and duplication, enhancing quality and accountability, and maximizing outcomes? (Probe: specific instances of successful collaboration or synergies between sections that significantly affected programme outcomes?)
7. What challenges if any, were encountered in the collaboration between sections, and what strategies were used to address them?
8. Is any of your unit's budget allocated to Dawwie Activities?
9. In terms of M&E, does your reporting intersect with Dawwie's? O do you have access to understand the measures and progress of Dawwie indicators?

Effectiveness

10. Can you describe your perspective of the strengths and limitations of Dawwie and its activities design to address policy priorities, specifically as they relate to your unit? For example, what are gaps, if any, in this design and implementation? What are key lessons learned? Please describe.

Sustainability/scale-up

11. Do you think Dawwie can be sustainable in the long run, to achieve the type of transformative results it is aiming for?
12. Do you think it should be scaled-up? Why/why not? And if yes, what do you think it needs in terms of resources and actions to do so?

Before ending the interview make sure to note any supporting activity documentation/messaging in other programs that can be compared with Dawwie content for alignment of messages and targeting of cohorts. Ensure documents can be provided to ET.

Thank you so much for your time and participation! Is there anything we did not cover that you would like to add?

KII GUIDE: UNICEF ECO SBC Staff

RESPONDENT INFORMATION	
Interviewer Name	

Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent position and operating unit within UNICEF ECO	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled up or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/Coherence

1. We previously discussed during inception what the inspiration for Dawwie was. Can we just briefly go over that again focusing on how Dawwie goals and messaging align with UNICEF's policy objectives and goals, And with GOE women and girls' priorities and existing frameworks for 2022-2030?
 2. What are the key gender challenges that Dawwie is addressing?
 3. How does Dawwie complement or differ from other programs that aim to empower adolescent girls and boys in Egypt? (Probe: please elaborate on any existing synergies in coordination, whether internal or external. Are they working well? Is there anything that can be done differently or improved upon?)
1. How does the Dawwie Initiative use theory and evidence to inform its design and implementation? Particularly in light of the gender-transformative strategy outlined by MENARO and the UNICEF Gender Action Plan 2022-2025. In the absence of a solid TOC, what is driving the knowledge and change pathways of the expected social and behavioural changes associated with Dawwie?

Efficiency

2. What is the budget of Dawwie and how is it allocated and managed?? (*Prompt*; key donors, in-kind, management of budget amongst activities/stakeholders, can this be improved?).
3. How does Dawwie ensure that its resources are used effectively and efficiently?

4. How can you monitor the messaging that is delivered throughout the activities, with the various implementing partners?
5. What are some of the key challenges that Dawwie faces in terms of resources mobilization? Please elaborate, as much as you can on funding distribution and/or maximizing use of funds.
6. Within ECO, please explain the input of the various units to the implementation of Dawwie. How is Dawwie managed in relation to other units? (Prompt; how is this management led, how can it be improved or strengthened?)
 4. Please explain the M&E framework in place for Dawwie (collect any pertinent documentation). Expand on challenges in collecting data, types of data collected.

Effectiveness

7. Who is the target audience for the Dawwie Initiative? Particularly for adolescents, how is Dawwie ensuring that it is inclusive and accessible and that marginalized girls and boys are being reached?
8. To what extent were affected populations engaged in the programme planning? And were planned interventions shared and validated with affected populations before implementation?
9. Are there any formal or informal channels for affected populations to provide feedback to UNICEF and IPs? If so, what are these channels.
10. Who are the key implementing partners? And what are their roles? How does the Dawwie Initiative work with partners to implement the program?
11. What measures are in place to ensure that the quality of implementation remains the same in terms of consistency in approach, messaging, etc?
12. What are some preliminary findings/emerging results from Dawwie?
 5. What are the lessons learned from the implementation of the Dawwie Initiative in Egypt regarding facilitating factors, as well as challenges? And how have these been adapted?

Sustainability/Scale-up

13. How is the Dawwie Initiative working to transition the program to the government or other local partners, to build consistency and ownership? Was a sustainability plan initially integrated into Dawwie workplans with partners?
14. When considering scaling up, what would you say are the main issues? What would you say are the key challenges to ensuring the sustainability of the Dawwie Initiative?

Thank you so much for your time. Is there anything we have not discussed that you would like to comment on?

KII GUIDE: UN Agencies/Donor Agencies

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent agency, position, unit	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is

progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled-up, or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/coherence

1. Can you please explain your overall understanding of the Dawwie Initiative?
2. How do you see the initiatives objectives aligning with overall development framework and GOE objectives?
3. How do you see the Dawwie Initiative aligning with your agency's broader goals and objectives in Egypt?
4. What are your agency's specific contributions to Dawwie? And how do these differ from similar women and girls' empowerment programs and reduction of harmful practice programs you already have or contribute to?

Efficiency

5. Do you have a specific budget allocation, and/or other resources for DAWWIE?
6. How do you monitor Dawwie related activities in your programming? What are the some of the Key performance indicators used by your organization for Dawwie?

Effectiveness

7. Can you please explain how, if relevant, you are coordinating with other agencies on the implementation of Dawwie? How are you ensuring that efforts are complementary, or capitalizing on cohorts enrolled in your other programs?
8. How are best practices and information being shared?
9. What are some of the key challenges and opportunities that you see for the Dawwie Initiative in Egypt?
10. Do you think there have been any emerging results from Dawwie? If so, what are they? And do you think there are any lessons learned from Dawwie so far that can be applied to other girls' empowerment programs?

Sustainability/Scale-up

11. Do you think Dawwie can be sustainable? What would ensure its sustainability?
12. Can it be scaled up? Please explain

Thank you so much for your time and participation in this evaluation. Is there anything that we did not address that you would like to add?

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent Organization and Unit within	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled-up, or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/Coherence

1. Can you please explain your understanding of the Dawwie Initiative, and what its main goals are?
2. How do you view this as aligning with the GOE plans or priorities of women and girls' empowerment? How, if at all, does Dawwie complement other initiatives in your ministry/organisation? (*Prompt*; to what extent does interviewee feel that this is effective in reaching priorities)
3. Can you explain your ministry's/organisation's role in the design of Dawwie?
4. What are the key components/activities of Dawwie that you implement? And who are your target beneficiaries?
5. Can you please explain how Dawwie activities are mainstreamed within your overall activities to beneficiaries? (*prompt*: was there an official agreement, AWP, action plan?)
6. Are there any internal policies or directives that guide this mainstreaming or any mainstreaming of girl empowerment activities or programs?
7. Do you have any partners that support your implementation, other than UNICEF?

Effectiveness

8. Is there training provided for any staff involved in Dawwie, at the central, directorate or activity level? (*Prompt*; what kind of training, is it just once, is there need for further training?)
9. What are some factors that facilitate the implementation of Dawwie activities?
10. What are some challenges that you face in implementation, and how do you deal with those?

11. In your opinion, what are the most effective activities and why? How do you perceive community acceptance of these activities?
12. To your knowledge, to what extent are activities meeting their targets/results? Are you seeing any emerging results from Dawwie? Please explain
13. Have you seen the Dawwie institutional guide tool? Were you able to use it? How useful was it to your organisation?

Efficiency

14. Does your organisation conduct any monitoring and evaluation for Dawwie? Could you please explain how this is done? (*Prompt: to what extent is the data reported from the activity useful in decision-making and ability to adaptively manage the activity, how complementary is it to existing M&E tools/frameworks in the Ministry, qualitative/quantitative?*)
15. How do you view the support you receive from UNICEF on Dawwie (technical guidance/support, is it timely, informative, monitoring and evaluation, training, expand on any/all)?

Sustainability/Scale-up

16. Is there a sustainability plan for Dawwie? Is your institution working to mainstream/institutionalise Dawwie in any way? If so, please elaborate?
17. In your opinion, if Dawwie were to be scaled-up, how could this be done? (*Prompt: are some activities worth scaling up more than others, was sustainability incorporated in design/implementation, challenges; staffing, training, budget; are there any programs that have been scaled up, with useful lessons learned?*)
18. In particular, are there any resources that would be necessary that are not in place right now?

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

KII GUIDE: Key Stakeholder NCW - NCCM

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent Organization and Unit within	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled-up or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the

evaluation team will have access to the audio-recordings, and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/Coherence

1. Can you please explain the Dawwie Initiative, and what its main goals are? What prompted the decision for NCW/NCCM to become involved?
2. How do you view this as aligning with the GOE plans or priorities of women and girls' empowerment? How do you see Dawwie complementing the National Strategy for the Empowerment of Egyptian Women (2017-2030), the National Child Protection Strategy (*Prompt*; to what extent does interviewee feel that this is effective in reaching priorities)
3. How do you see Dawwie meeting the needs of women and girls in the long-term?
4. Can you explain your organisation's role in the design of Dawwie?
5. How does Dawwie differ from other women and girls' empowerment programs/projects implemented by NCW/NCCM? How do you see Dawwie addressing challenges for women and girls in Egypt including violence against women and children, FGM, early marriage? Does it complement other programs that have? If so, how? How does coordination, if any, within your organisation unfold between Dawwie's interventions and other protection programmes?

Efficiency

6. Can you please explain how the management of Dawwie works within NCW/NCCM?
7. Is there training provided for those involved in Dawwie (*Prompt*; what kind of training, is it just once, is there need for further training, how useful have Dawwie toolkits been in implementation?)
8. How does NCW/NCCM monitor and evaluate the effectiveness of Dawwie? And how is this M&E being used to improve Dawwie (*Prompt*: what M&E framework is being used, is it qualitative, quantitative? How periodic, how are results shared with other stakeholders, etc.)
9. To your knowledge, to what extent are activities meeting their targets/results?
10. Can you please explain the type of support you receive from UNICEF in the implementation of Dawwie, technical support, financial support, is it timely and responsive to your needs?

Effectiveness

11. Do you have any partners that support your implementation, other than UNICEF? If so, how is NCW/NCCM engaging with other stakeholders, such as government ministries, civil society organizations, and the private sector, to support the implementation of Dawwie?
12. Does NCW/NCCM directly conduct activities? If so, what are the key components/activities of Dawwie that you implement? How do you develop these activities, or adapt them?
13. Who are your target beneficiaries, and how do you ensure that there is equitable access and inclusiveness to all adolescent boys and girls in the communities where you work?
14. Did Dawwie activities provide support to vulnerable groups? If so, how did you address vulnerability among different groups, such as economically disadvantaged people, migrant populations, and people with disabilities?
15. What are some of the facilitating factors and challenges that you face in implementation?
16. In your opinion, what are the most effective activities and why? How do you perceive community acceptance of these activities?
17. Are you seeing any emerging results from Dawwie? Please explain
18. Have there been any policy recommendations or dialogue resulting from Dawwie to date?

Sustainability/Scale-up

15. Does Dawwie have a sustainability plan? (*Prompt*; was sustainability considered in design/implementation?)

19. Are there any ways that your organisation is working on institutionalising Dawwie? If so, please elaborate.
20. In your opinion, do you think Dawwie is sustainable as an initiative? And in terms of any outcomes or results reached so far? What further resources, capacities or support would it need? (Prompt: how can Dawwie be integrated further in existing government programs? What might be some strategies to build further community ownership of Dawwie? Who might be key stakeholders in this process?)
21. In your opinion, if Dawwie were to be scaled-up, how could this be done? (Prompt: are some activities worth scaling up more than others, was sustainability incorporated in design/implementation, challenges; staffing, training, budget; are there any programs that have been scaled up, with useful lessons learned?)

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

KII GUIDE: Implementing partner staff (NGOs)

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent Organization and Unit within	

SCRIPT FOR START OF THE INTERVIEW

Hello, I am _____. As you may have been informed, I am working with Lattanzio KIBS to conduct an evaluation of the Dawwie Initiative. The main purpose of this evaluation is to inform UNICEF management on how the initiative is progressing so far, what works, what is challenging; and how it might be improved going forward. It is also to provide valuable information on how the Initiative can be scaled-up, or replicated.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/Coherence

1. What inspired your organisation to get involved with Dawwie, and how long have you been working on this initiative? (Prompt: how does Dawwie align with the GOE priorities for the empowerment of women and girls; how does it align with your organisation's work in that area? How involved was your organisation in the development of Dawwie, if at all?)

2. Can you please explain how the management of Dawwie works within your organization? (*Prompt*; is there a dedicated team? is it merged within sectors/programs already being implemented? How are funds managed?)
3. How have you engaged with local stakeholders, including girls and young women, to ensure that Dawwie is meeting their needs and addressing their concerns? (*Prompt*; what are the main challenges that Dawwie beneficiaries face, and how do you help them address these challenges?)

Effectiveness

1. How do you identify and select beneficiaries for the Dawwie program?
2. What specific activities or programs has your organization implemented as part of Dawwie? (*Prompt*: What kind of training and support do you provide to Dawwie beneficiaries? *Prompt*: training provided to volunteers, mentors, trainers, etc.).
3. How are these similar/different from other women and girls' empowerment programs and/or activities you have worked on/currently working on? (*Prompt*; what is the added value of Dawwie)
4. Were you able to use any of the Dawwie toolkits to guide your activities? (*Prompt*; how useful were the guides, what gaps are there that may be needed to further support implementation?)
5. How in your opinion, do Dawwie activities address girls' social inclusion and cohesion? How do they address empowerment issues, and perhaps contribute to issues such as FGM, early marriage?
6. What are the main benefits that Dawwie beneficiaries have experienced as a result of the program, in your opinion?
7. Have you seen any emerging results in the communities you work in? Please elaborate.
8. What challenges has your organization faced in implementing Dawwie, and how have you addressed them? And what in your opinion are some of the facilitating factors in implementation?

Efficiency

9. Thinking of technical support and logistics overall, do you receive direct support from UNICEF? If so, what kind of support has UNICEF provided in terms of resources, timeliness of financial resources, feedback, budgeting, etc?
10. What were the communication channels and protocols established between you and UNICEF to ensure timely and effective coordination? To what extent were those channels clear and effective? Please expand on what these communication channels were (*Probe*; did you find them the most effective for your needs, for timeliness, etc.?)
11. And in terms of monitoring and evaluation, how do you measure the success of Dawwie, and what metrics do you use to track participants? Measure results? What reporting process is there in place? (try to look at templates and get as much information on the process)? What is your perspective on how the overall M&E of Dawwie as an initiative work?
12. Do you know of other organizations, government or non-governmental, CBOs that work on Dawwie? Do you collaborate with them in any way? If so, were there any instances of redundancy or duplication, and how were they mitigated?

Sustainability/Scale-up

16. What are your plans for the future of Dawwie, and how do you see this initiative evolving over time? What types of support are needed to ensure its continued success? (*Prompt*; was sustainability considered in design/implementation?)
17. What are the lessons you have learned from implementing Dawwie in Egypt, and how can these lessons be applied to various contexts across the country? (*Prompt*; are some areas easier/more difficult to work in? what adaptive management has come into play in the various contexts?)
18. How could these assist in the scaling up of Dawwie? What other factors are important in consideration and scale up?

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name (s)	[Included only for Internal Team purposes]
Respondent Sex	
Respondent location (community)	

SCRIPT FOR START OF THE INTERVIEW

Hello, my name is _____ and, I am working with a consulting company (Lattanzio KIBS) to conduct an evaluation of Dawwie. Dawwie is supported by UNICEF and (state as relevant in the community: NCW, NCCM, CARE, ACDA, MoETE, MoYS, MOSS. The purpose of the research we are doing on Dawwie is to help UNICEF understand what is working for you with regards to Dawwie activities, what is not working, and how it can be improved to better support women and girls. Please understand that I cannot make any guarantees for any requests you will make, nor am I responsible for any changes or influences over Dawwie. I can only convey your voices and opinions with regards to the questions I am asking. Since this is a space where we can all share our opinions, I would like you to speak freely, and please not talk about any of the things discussed or attribute any comments outside this circle.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

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Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/coherence

1. Can you tell me about yourself? (prompt; education level, degree, hobbies, family),
2. How did you hear about Dawwie and what interested you in the initiative? What do you think its main goals are?
3. What interested you in the training to become a master trainer? Had you done any type of training in the past? If so, what and with whom?
4. Is Dawwie similar to any programs that you may have heard of before?
5. Was there a selection process to become a trainer, or did everyone who want to do it receive the training?

Efficiency

6. What do you think the main aim of the training was? What were the main messages and approaches?
7. How relevant was the material to your needs to train others? Do you think it provided enough knowledge and skills to support you in training others?

8. How was the training implemented? How well did the trainer deliver the material, and do you feel you had enough space and time to ask questions?
9. Thinking about the training, what did you like the most, what worked well, what didn't, and what was missing?
10. How long was your training, and where was it conducted? Where the dates, times, location for training convenient? (Prompt: were there options to choose from, did you have to reschedule other work, learning, household activities?)
11. Once you completed the training, was there an assessment or further support to your skills to train others? Please elaborate.

Effectiveness

12. Have you had a chance to train others? Can you please tell me about that (Prompt; did you use the UNICEF toolkit, what activities in particular, how many others or how many times, gender of those trained)
13. What would you like to see happening as a result of your training?
14. What do you think are the main challenges to you training others? Or to implementing Dawwie in general?
15. What has motivated you to continue working with Dawwie?
16. Would you say you have changed any of your perceptions, ideas habits or inter-personal skills as a result of this training? Please elaborate.
17. What changes, if any, have you noticed in the community as a result of Dawwie activities, and/or your training? Who do you think these changes benefit?

Sustainability/Scale-up

18. Do you think Dawwie can be continued? Which parts do you think are most likely to continue or not? And how so?
19. Do you think Dawwie can be brought to other communities in Egypt? What do you think would be the best way to do that?

Thank you for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

FGD GUIDE: Adolescent Beneficiaries

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Age Group	
Respondent Sex	
Respondent location (community)	

SCRIPT FOR START OF THE INTERVIEW

Hello, my name is _____ and, I am working with a consulting company (Lattanzio KIBS) to conduct an evaluation of Dawwie. Dawwie is supported by UNICEF and (state as relevant in the community: NCW, NCCM, CARE, ACDA, MoETE, MoYS, MOSS). The purpose of the research we are doing on Dawwie is to help UNICEF understand what is working for you with regards to Dawwie activities, what is not working, and how it can be improved to better support women and girls. Please understand that I cannot make any guarantees for any requests you will make, nor am I responsible for any changes or influences over Dawwie. I can only convey your voices and opinions with regards to the questions I am asking. Since this is a space where we can all share our opinions, I would like you to speak freely, and please not talk about any of the things discussed or attribute any comments outside this circle.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

1. Relevance

1. How did you first hear about Dawwie? Were any of you involved in the design of Dawwie?
2. What are your overall impressions of Dawwie? What do think it aims to do for girls, boys, and the community? What do you want it to do for you?

Coherence

3. Have you heard of any similar programs that support girls or help to support girls in particular? Can you please tell me about these, and what they do?

Effectiveness

3. Which Dawwie activities have you participated in, and why/how did you join these? (Dawwie viewing club, Dawwie circles, Dawwie camps, inter-generational dialogue, Meshwary, sports Camps). Which topics were discussed and how were they discussed with you? Were you comfortable discussing these topics? and what do you think the results of these activities were?

4. Have you been involved in any activities where you met policy makers? Do you know who they were? What topics did you discuss and how did you feel sharing your ideas? Do you think these meetings were valuable for, and if so in what way?
5. Do you use the Dawwie Facebook page, or the Dawwie page on the internet? Do any of you have the Dawwie application? How do you use it (prompt what kind of posts they share, or if they just browse, etc.)
6. Did you hear about services in the community that are available to you? (such as youth friendly clinics, child helpline, addiction helpline)? Have you ever used these services? *(if yes, only note the use of service, not which service or the reason for it)*
7. Has Dawwie helped you connect more with others in your community? (Prompt: who in the community, and how?)
8. What are the most important benefits you have gained from participating in Dawwie? *(Prompt; what skills have been improved?)*
9. What are the main challenges you have faced in participating in Dawwie? What could be done to improve these challenges?
10. In your opinion, what could be done to enhance the effectiveness of Dawwie interventions?

Efficiency

11. Were you able to attend all the sessions for the activities you joined? Were there any barriers to your participation?
12. Have you ever had any feedback or opinions on changes or additions to activities? How did you communicate those? (forms, discussions, etc?). Please explain if you volunteered this feedback or if it was asked of you, and what the process was. Who did you discuss them with, and what happened afterwards? (probe; were you informed of any corrective actions based on your feedback? Was it that you had expected or not? Did it resolve the issue?)
13. What do you think is the best way to let people in the community know about Dawwie interventions and activities?

Emerging Results/Sustainability/Scale-up

14. What are the most important things that Dawwie has achieved in your community? Are there any changes you are feeling or seeing in the community as a result of Dawwie activities? *(Prompt; changes in interactions, changes in gender roles in the home, being more confident/vocal in making choices, what kind of choices?)* And do you think these will continue if Dawwie activities aren't around anymore?
15. What more could Dawwie do to help your community? What role do you see Dawwie playing in your community in the future? *(Prompt; what activities can be added, dialogues or discussions?)*
16. What advice would you give to others who are thinking about participating in Dawwie?

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

FGD GUIDE: Dawwie Ambassadors

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Age Group	
Respondent Sex	

Respondent location (community)	
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SCRIPT FOR START OF THE INTERVIEW

Hello, my name is _____ and, I am working with a consulting company (Lattanzio KIBS) to conduct an evaluation of Dawwie. Dawwie is supported by UNICEF and (state as relevant in the community: NCW, NCCM, CARE, ACDA, MoETE, MoYS, MOSS). The purpose of the research we are doing on Dawwie is to help UNICEF understand what is working for you with regards to Dawwie activities, what is not working, and how it can be improved to better support women and girls. Please understand that I cannot make any guarantees for any requests you will make, nor am I responsible for any changes or influences over Dawwie. I can only convey your voices and opinions with regards to the questions I am asking. Since this is a space where we can all share our opinions, I would like you to speak freely, and please not talk about any of the things discussed or attribute any comments outside this circle.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance/Coherence

1. Can you tell me about yourself? (prompt; education level, degree, hobbies, family),
2. How did you hear about Dawwie and what interested you in the initiative?
3. What do you think its main goals are? What do think it aims to do for girls, boys, and the community? (Prompt: how do the storytelling circles, digital learning and inter-generational dialogue help empower girls, change stereotypes, support girls to know and protect their rights?)
4. Is Dawwie similar to any other programs that you know of?

Effectiveness

5. Before becoming an ambassador, did you participate in any Dawwie activities? Why/how did you join these? (Dawwie viewing club, Dawwie circles, inter-generational dialogue, Meshwary, sports Camps)
6. Why did you choose to become a Dawwie Ambassador? How did you reach out to become an Ambassador (Facebook, Dawwie platform?) what is the process?
7. And how did you start? (Prompt; any training received, technical support).
8. Which Dawwie activities have you conducted as an Ambassador (circles, inter-generational dialogues) what topics did you discuss the most and how did it go? Did you read or use the toolkit at all? Was it useful, easy to follow? Are the stories appropriate for most of the topics and the participants you have had? (Prompt; which topics/stories are being used the most)
9. Do you think it is easy to be consistent in providing the same information/messages to participants every time you hold the circles or activities?
10. Were participants consistent in attending? Did they complete the cycle of 3-5 sessions depending on the activity? (prompt; what was attrition rate, reasons why?)
11. Do you think these activities are effective in empowering girls in your community and bringing about real change? Why/why not?
12. Has Dawwie helped you connect more with others in your community? (Prompt; who in the community, and how?)
13. What are the most important benefits you have gained from participating in Dawwie? (Prompt; what skills have been improved?)

14. What are the main challenges you have faced in as a Dawwie Ambassador? What could be done to improve these challenges?
15. What has motivated you to continue being a Dawwie Ambassador?
16. What are the most important things that Dawwie has achieved in your community? Are there any changes you are feeling or seeing in the community as a result of Dawwie activities? (Prompt; is the community receptive, changes in interactions, changes in gender roles in the home, being more confident/vocal in making choices, what kind of choices? What are the most significant changes in your view, and why?)
17. What advice would you give to others who are thinking about participating in Dawwie? What message would you like to share with other girls and young women about Dawwie?

Efficiency

18. How do you document your work (for example, which activities you conduct, the number of participants, the messages, the tools you use)?
19. Do you think you have the support you need to conduct your activities as an ambassador (technical support, financial support, etc)? Is there any support you think you need that isn't provided?

Sustainability/Scale-up

20. What more could Dawwie do to help your community? What role do you see Dawwie playing in your community in the future? (Prompt; what activities can be added, dialogues or discussions?)
21. What role can community members play in sustaining Dawwie's activities?

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?

FGD GUIDE: Community members/Parents

RESPONDENT INFORMATION	
Interviewer Name	
Note taker Name (if present)	
Interview #	
Date of Interview	
Interview audio recorded	Y / N
Respondent Name	[Included only for Internal Team purposes]
Respondent Sex	
Respondent location (community)	
Respondent Group Parents (mothers/fathers) Community at large	

SCRIPT FOR START OF THE INTERVIEW

Hello, my name is _____ and, I am working with a consulting company (Lattanzio KIBS) to conduct an evaluation of Dawwie. Dawwie is supported by UNICEF and (state as relevant in the community: NCW, NCCM, CARE, ACDA, MoETE, MoYS, MOSS). The purpose of the research we are doing on Dawwie is to help UNICEF understand what is working for you with regards to Dawwie activities, what is not working, and how it can be improved to better support women and girls. Please understand that I cannot make any guarantees for any requests you will make, nor am I responsible for any changes or influences over Dawwie. I can only convey your voices and opinions with regards to the questions I am asking. Since

this is a space where we can all share our opinions, I would like you to speak freely, and please not talk about any of the things discussed or attribute any comments outside this circle.

Consent to the Interview and Recording the Interview

Before starting our interview, I want to state that your participation is voluntary. If there are any questions that you prefer not to answer or would like clarification on any aspect of the interview, let me know and we can pause or stop the interview. Regarding your responses, only the evaluation team will have access to your answers. We will report responses in the aggregate and anything you say will be kept confidential.

I will be taking notes of our conversation to capture what you say. I would like to obtain your consent to audio record the interview so that we can refer to it during analysis to ensure we've captured what you've said accurately. Only the evaluation team will have access to the audio-recordings and these will not be shared beyond the evaluation team. These materials will be stored securely at the Lattanzio KIBS office, and will be destroyed once the evaluation report is approved by UNICEF. You have the right to participate in the interview without being recorded.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

Do you have any questions for me before we begin?

Relevance /Coherence

1. What is your understanding of Dawwie?
2. Was the community involved in designing these interventions? or asking for specific interventions? (Probe: community involvement in the design of interventions, Dawwie response to any amendments of interventions)
3. And what do you think its goals are for the community? Is this something the community needs?
4. Are there other services or activities that support girls/women in the community that you know of?

Efficiency

5. Have you had any feedback on Dawwie activities? To whom did you give this feedback and what was the response?
- 6.
7. How did you hear about the Dawwie activities? Was this the best way to let the community know about interventions? What in your opinion is the best way to let community members know about Dawwie interventions and services?
8. What do you think about where the activities are held, can you and your children reach these places easily? Do lots of community members attend?

Effectiveness

9. Have you participated in any of the Dawwie activities? (inter-generational dialogue, viewing clubs, etc?) What did you think the purpose of these were, and what did you think of them? (Prompt: changes in lives of women and girls, allowing women and girls more choices, etc).
10. Are there specific aspects of the interventions that you found particularly helpful or, conversely, less effective? Please explain.
11. Which Dawwie activities have your children participated in? And what differences do you think these have made in their lives, and yours? What changes have you seen in them? (Get specific examples)
12. Thinking of the community at large, do you think there have been any changes a result of Dawwie, good or bad? And, what do you think of these changes? (Probe; positive and negative changes)
13. Do you think there have been changes for women and girls specifically in the community? In what ways? (Probe; positive and negative, and try to get specific examples)

Sustainability/Scale-up

14. Do you think the community as a whole will continue to support some of these activities and what they encompass if Dawwie ends? changes that are occurring for women? Why/Why not? How do you think this can be done? (Probe; support for sustainability of results, which changes are likely to be supported)

15. Do you think other activities can be added to Dawwie, if so which activities and why?
16. Do you think Dawwie would work in other communities? Why/Why not? (probe aspects that would/wouldn't work, what support would be needed)

Thank you so much for your time and participation in this evaluation. Do you have anything additional you would like to add that we did not cover?