

Columbia University
School of International and
Public Affairs

Caitlin Fitzpatrick
Naofumi Ikeda
Michael Lorschach
Sarah Tadlaoui
Sara Yap

Sports for Social Change


Promoting Girls' Empowerment through Sports in the Middle East



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ACKNOWLEDGEMENTS



The Columbia Team would like to thank the Economic and Political Development (EPD) concentration at Columbia's School of International and Public Affairs (SIPA) – specifically, the broad support and direct efforts of Eugenia McGill and Melissa Giblock. Additionally, the Team would like to thank Columbia's Middle East Institute for supplementary grant funding that supported the travel costs of a third researcher during the March field visit to Egypt.

This project would not have been possible had it not been for the gracious support of Ashoka's Arab World Office and its entire staff. The Office's director, Dr. Iman Bibars was an integral partner in supporting all of the Columbia Team's efforts and providing critical feedback to steer the Team's research and evaluations. Additionally, the Fellow Outreach Officer, Mohamed Kadry was an indispensable resource during the Team's time in Egypt as well as New York as a logistical coordinator, translator, and mentor. Noura Wahby provided invaluable translation and insights. The Columbia Team would also like to extend its gratitude to Ashoka's Ahmed Fouad and Emily Kaiser for their ongoing support and of course all of the Ashoka Fellows for their open cooperation.

The Team would also like to thank Maria Bobenrieth of Nike's Corporate Social Responsibility division for taking the time to discuss Nike's vision for the Ashoka sports program, Mona Fayek of Endeavor for sharing her knowledge of social entrepreneurship in Egypt, Nadia Zibani of Population Council in Egypt for taking the time to explain the complexities of the Ishraq program, and Lila Abu-Lughod of Columbia's Department of Anthropology for sharing her thoughts on empowerment of women and girls in the Middle East.

Finally, the Team would be remiss if they were not to extend a very big "thank-you" to faculty advisor, Jessica Barnes. From the very nascent stages of the project, Jessie provided her council and oversight as the Team developed its evaluation. In many ways, she was the lynchpin for the Team and her extremely detailed feedback was always essential in allowing the research to grow.



Abbreviations



| | |
|------------|--|
| AAW | Ashoka Arab World |
| Al-Tanweer | "Enlightenment" in Arabic. Name of Magdy Aziz's project devoted to increasing sports participation. |
| OECD | Organization for Economic Cooperation and Development |
| CAC | Community Advisory Committee |
| CRC | United Nations Convention on the Rights of the Child |
| ITTF | International Table Tennis Federation |
| LMIC | Low and Middle Income Countries |
| MENA | Middle East and North African |
| NCCM | National Council for Childhood and Motherhood |
| ODA | Official Development Assistance |
| SDP IWG | Sport for Development and Peace International Work Group |
| SIPA | School of International and Public Affairs |
| Tofulty | "My Childhood" in Arabic. Name of Seham Ibrahim's organization devoted to Street Children in Helwan. |
| ToT | Training of Trainers |
| TTA | Table Tennis Association |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UNICEF | United Nations Children's Fund |

FOREWORD

Iman Bibars, Ph.D

Vice President, Ashoka Global
Regional Director, Ashoka Arab World

For the past three years, Ashoka and Nike have joined forces to extend the opportunity of sports to girls and women, and thus encourage their active participation in society. The program started by providing small project grants to five Ashoka Fellows located in Egypt and Palestine.

In 2007, after successfully completing the partnership's pilot phase, we developed and extended our partnership with Nike for another three years. It has now grown to support a total of eleven projects in Egypt, Morocco, and Palestine, including the expansion of three of the original projects.

The successful implementation of these projects, and the tangible impacts they have had on the communities they serve, prove the effective, innovative nature of sports used as a tool for social change and, specifically, gender empowerment. Bringing girls together to play soccer, or enabling women to pursue physical fitness, appears recreational and fun on the surface, and this is an important benefit, but, in the Arab region, it also challenges entrenched social norms. It changes the way girls and women view themselves and their own potential, and it changes the way they see their role in society. Through sports we can help women and girls to have a space for free expression, where they can build self-esteem, develop leadership skills and strengthen social relationships. Women's involvement in sports also encourages society at large to reconsider the traditional roles and aptitudes of women, allowing classic conceptions to grow and change.

Our partnership with Nike has been successful for a number of reasons. First, it is a partnership between organizations that lead their respective fields and share in common the core values of creativity and innovation. From the onset of the Ashoka-Nike partnership, our objectives and definitions for success have been the same, which has no doubt been a key factor in the impact we have achieved.

“Women's involvement in sports encourages society at large to reconsider the traditional roles and aptitudes of women, allowing classic conceptions to grow and change.”

More importantly, however, is the fact that the partnership has capitalized on the strengths of both organizations. Nike's vision for social impact deeply rooted in its own corporate values and expertise, has, essentially, been integrated into the initiatives of select Ashoka Fellows, experts in applying innovative solutions to improve people's lives.

It is my hope that the Ashoka-Nike partnership will serve as an example for broader collaboration between the private and citizen sectors. Especially in a time when social and environmental impact is issues of increasing importance to businesses, the two sectors must focus on common goals and the areas of expertise that each can bring to the table.

Private companies interested in developing or expanding upon a corporate responsibility initiative can look to Nike's strategic, productive example. The brilliance of Nike's corporate responsibility can be attributed to two of its primary components. First, it is a comprehensive effort. Nike has worked with experts to appraise the challenges at hand and develop the most effective methods to tackle these issues at the global level. Second, the focus of the initiative is intricately related to Nike's expertise in athletics and fitness, and its corporate values. The end result is model corporate responsibility, a program that not only achieves its outward goal of effecting positive change, but one that also leverages Nike's strengths as a company -- high quality, innovation, brand recognition -- for the better.

I was very excited when, in September 2008, Scott Leo, a former intern with Ashoka Arab World and a student at Columbia's School of International and Public Affairs, informed me about the Workshop in Development Practice. It was immediately clear that the program could be of great benefit to our Fellows, and I would like to thank the program's director, Jenny McGill, for her continuous enthusiasm and support for Ashoka's participation. I would also like to thank the wonderful team of Columbia students for their committed efforts to study the Ashoka-Nike projects implemented by Fellows in Egypt, highlighting their strengths and identifying opportunities for improvement.

After meeting with the Columbia team during their visits to Egypt in January and March of this year, the potential for their findings to benefit the Fellows' projects was very apparent. It will be important, however, to consider these findings and recommendations within the local, socio-cultural context. For example, when assessing the success of the projects of Fellows Seham Ibrahim and Magdy Aziz, it is critical to take into account the disparate starting points of their beneficiaries, and the very different ways their respective initiatives are perceived by the community. The children supported by Ms. Ibrahim's organization are former street children, unacknowledged by much of society, for whom having a dream can be considered a victory. Mr. Aziz, on the other hand, works with children who regularly attend school and are supported, morally and financially, by their families.

We look forward to reviewing the team's recommendations and maximizing the ability of the Ashoka-Nike partnership to continue benefiting women and girls in the Arab region.

Best regards,
Iman Bibars, Ph.D.
Vice President, Ashoka Global
Regional Director, Ashoka Arab World

EXECUTIVE SUMMARY

Nelson Mandela once stated that, "Sport has the power to change the world. It has the power to inspire. [...] Sport can awaken hope where there was previously only despair."¹ During the course of seven months, a five-member team from Columbia University's School of International and Public Affairs (SIPA) has collaborated with Ashoka's Arab World office to study this notion by analyzing the role that sports can play in promoting female empowerment within the Arab World. The research, which is the topic of this report, focused specifically on two sports programs in Egypt.

The sports programs were born out of a formal partnership between Nike's Corporate Social Responsibility division and Ashoka's Arab World office. Nike provided Ashoka with a series of grants, and this funding was used to promote sports as a method for achieving "social change," specifically in the area of gender equality. Ashoka has accepted applications and selected Fellows in two successive phases: a pilot phase in 2006-2007, and a second phase in 2008-2009. A third round of selections will occur in 2009-2010. Selected Fellows in the pilot phase received small start-up grants. In the second phase, Fellows received grants of approximately 5,000 Euros for new projects and approximately 10,000 Euros for pilot phase projects seeking to expand and scale up.

The Columbia Team selected two out of the five Egyptian Fellows that have received Nike funding and conducted an evaluation of their sports programs. The two Fellows selected for the analysis were Seham Ibrahim and Magdy Aziz. Seham Ibrahim's organization, Tofulty ("my childhood" in Arabic), is a center for street children based in Helwan, an industrial district on the outskirts of Cairo. Ms. Ibrahim used the Nike funding to open a gym center and add fitness training, karate and hip hop to the repertoire of activities offered at Tofulty. Magdy Aziz's organization, Al-Tanweer ("Enlightenment" in Arabic), is based in the city of Al-Minya, about 225 kilometers south of Cairo. Al-Tanweer works in rural villages in Al-Minya governorate and seeks to improve these communities through investing in human resources. A key strategic goal of the organization is to promote children's rights. As an extension of the children's rights clubs Al-Tanweer established at public schools, Mr. Aziz used the Nike funding to "activate the rights of girls" by establishing formal girls' sports teams in 20 public schools in rural villages of Al-Minya. The first phase established girls' volleyball teams and organized matches between the teams. The second phase replaced the volleyball teams with girls' soccer teams at the same schools and organized another round of matches, culminating in a championship competition and awards ceremony.

The Columbia Team's evaluation sought to assess to what extent the sports programs of Tofulty and Al-Tanweer have affected social change, specifically in the area of gender equality. In order to perform this assessment, the Columbia Team created formal metrics for evaluation that explored three key areas:

¹ Blair, Tony (2008). "An Uplifting Power." *Time Magazine*.

- 1) Reach: the current and potential scale of the population directly affected by or indirectly exposed to the sports program
- 2) Effectiveness: the extent to which the sports program empowered targeted girls
- 3) Sustainability: the likelihood for benefits, impact, and change produced by the program to continue once initial external support terminates

Tofulty Sports Program: Summary of Evaluation and Recommendations

1) Reach:

- Tofulty sports program directly benefited approximately 15 street girls in Helwan ranging in age from 8 to 15 years old
- The Tofulty sports program was mixed gender and also reached approximately 5–10 street boys in Helwan
- Public performances of Karate and Hip Hop reach some members of local community
- Ms. Ibrahim's primary strategy to increase reach is to improve her mobile unit, the Caravan Center

2) Effectiveness:

Individual agency of street girls

- Karate increased street girls' self-confidence
- Hip hop and exercise provided a healthy way for street girls to vent tension and frustrations
- Sports gave street girls new visions for the future
- Some street girls were not able to benefit due to physical limitations and unmet psychological needs

Opportunity structure

- Gym and National Karate Federation registration expanded safe spaces for street girls
- Karate competition challenges negative stereotypes of street girls
- Hip hop may confirm negative stereotypes of street girls

3) Sustainability:

- Insecurity of human resources is the principle threat to program sustainability
- Quality human resources necessary for street child sports programs are limited in Egypt
- Potential exists to improve documentation and forward planning of financial strategy
- Street children support sustainability through informal open communication with Tofulty director
- Parents and community members are not currently actively invested in supporting program sustainability
- Solid partnership with National Karate Federation promotes continuation of karate component
- Potential exists to partner with other NGOs serving street children in Cairo

In order to build on the successful aspects of the program and improve in the three evaluation areas, the Columbia Team proposes the following recommendations for Tofulty:

1) Reform Sports Offerings

- Introduce lower intensity sports such as table tennis
- Incorporate team sports
- Focus on culturally appropriate sports

2) Create individual sports program for Tofulty's children

3) Create a partnership with the Faculty of Sports of Helwan University

- Create a volunteering program with the Faculty of Sports

- Create a sports scholarship
- Organize a sports workshop at the University
- 4) Increase internal training capacity
 - Create a “Training of Trainers” program to train Tofulty’s children to lead sports activities
 - Improve training for an integrated team of social workers and sports trainers
- 5) Increase Resource Specialization
- 6) Find a cooperative way of engaging with local community
 - Identify possible partners
 - Set-up regular meetings with current partners and possible collaborators
 - Establish a Community Advisory Committee in the long run
- 7) Allocate more financial to sports activities strategically
 - Allocate more annual budget to sports activities
 - Review and revise Tofulty financial strategy with Ashoka
- 8) Improve Gym Center
 - Focus on improving the gym rather than the Caravan Center for the sports program
 - Apply to Nike/Architecture for Humanity grant to fund improvements

Al-Tanweer Sports Program: Summary of Evaluation and Recommendations

1) Reach

- The soccer phase of the Al-Tanweer sports program reached 400 primary school girls in 20 villages in Al-Minya governorate
- Limited resources to expand size and number of teams according to level of interest lead to participation requirements that excluded some girls
- The program’s sequential strategy to gain support resulted in extensive outreach and contact with parents and school administrators
- The Al-Tanweer model is highly replicable and Mr. Aziz intends to expand the program by replicating it in preparatory schools and at schools in other villages and regions

2) Effectiveness

Individual agency of Al-Minya girls

- Program improved girls’ energy levels and overall health status
- Program gave girls a sense of accomplishment and a sense of equality with boys
- Program increased girls’ self-confidence
- Program taught girls interpersonal skills and facilitated bonding with female peers
- Program taught girls other marketable skills such as leadership, discipline and organization
- Program had a generally positive impact on girls’ academic performance
- Quality trainers were a cornerstone of program effectiveness

Opportunity Structure of Al-Minya girls

- Program catalyzed deconstruction of gender stereotypes in the girls’ schools and families

3) Sustainability

- Schools and parents are invested in sustainability of the Al-Tanweer sports program
- Training of school teachers as trainers generated secure human resources, but there is potential to expand this aspect of the program
- Potential exists to improve marketing strategy in order to generate necessary funds
- Potential exists to generate wider community support through increased public exposure of program

- High potential exists to forge mutually beneficial relationships with other NGOs that have a similar mission and approach

In order to build on the successful aspects of the program and improve in the three evaluation areas, the Columbia Team proposes the following recommendations for Al-Tanweer:

- 1) Expand Number of Teams
 - Establish two levels of teams
 - Establish girls' soccer teams at local preparatory schools
- 2) Increase the number of qualified trainers from community
 - Identify teachers and parents who are willing to serve as trainers
- 3) Expand Training of Trainers component
- 4) Increase Public Exposure of the Program
 - Invite parents to all the soccer games
 - Increase ownership by parents through involvement in practices and competitions
 - Organize a Sports Day for the community in the village
- 5) Expand Al-Tanweer's Marketing Strategy
 - Increase role of existing staff member(s)
 - Deepen Channels of Communication
- 6) Institutionalize the soccer program on a regular basis
 - Institutionalize soccer teams and competitions as an annual activity of Al-Tanweer
 - Strive in the long term for institutionalization through the Al-Minya Ministry of Education
- 7) Develop Village Soccer Fields
- 8) Include Nutrition Component in Sports Program

Ashoka Arab World: Summary of Recommendations

The Columbia Team's analysis exposes the successes and challenges of each program and ultimately provides recommendations for ways in which Ashoka Arab World can support the fellows in expanding the existing sports programs. The Team also proposes recommendations for Ashoka Arab World on how they can refine the selection processes, improve during-implementation review and support, and develop a broader funding base for sports for social change programs in the Middle East.

Conclusion

The Columbia Team found that sports have the profound potential to empower girls and serve as an effective catalyst to counter negative gender stereotypes. In order to realize the positive outcomes that sports can achieve, however, it is necessary for programs to maintain clear financial strategies, develop and retain qualified human resources and work with local communities to unleash the latent potential of sports to unify individuals towards a common goal.

INTRODUCTION

Within the courtyard of Kafr Al-Monsoura School in Al-Minya, the surrounding walls are decorated with colorful images of boys playing sports and Egyptian proverbs. Amidst the dusty quad, young Egyptian students are packed together. The girls are lined up for soccer drills – some in hegab and others unveiled – while the boys don soccer shirts. Students scatter along the open, dirt field to watch their fellow students participate in a soccer match together. A group of young Egyptian girls – roughly 12 years in age – dart towards the soccer ball thrown into the center of the field. Children wait along the sidelines, viewing the match as it unfolds. In another corner of the courtyard a conversation develops as a male parent from the local Al-Minya community describes the town as historically intolerant to social change. The father explains how girls’ sport was originally viewed as forbidden, or a foreign concept. In a side discussion with the father of another soccer player, he says, “When we first talked about our daughters playing soccer, it was difficult for us, as the fathers.” However, since sport has entered the landscape of this more traditional area of Egypt, parents have begun to accept the idea of their daughters playing sports and opening discussions about gender stereotypes.

For over three years, Ashoka’s Arab World office has worked with social entrepreneurs from the Arab region to develop and promote the idea of using sports for social change. The social entrepreneurs selected for these programs seek to create transformational change that will benefit disadvantaged communities and ultimately society at large. Social entrepreneurs in Egypt have begun to actively explore the specific potential that sports can have in changing the opportunity structures for women. Through these sports programs, Ashoka fellows are striving to expand and recreate similar environments across Egypt to the one found in Kafr Al-Monsoura’s courtyard.



CLIENT PROFILE

Ashoka | Ashoka Arab World

ASHOKA

Headquarters: Arlington, VA, U.S.A.

Established: 1980

Mission: Create a competitive, entrepreneurial and globally integrated citizen sector and develop the profession of social entrepreneurship.²

Ashoka is a global association of the world's leading social entrepreneurs. Since 1981, the organization has elected over 2000 prominent social entrepreneurs to serve as Ashoka Fellows in more than 62 countries around the world.³ Ashoka's mission aims to create a competitive, entrepreneurial and globally integrated citizen sector and to develop the profession of social entrepreneurship.⁴

ASHOKA ARAB WORLD

Headquarters: Cairo, Egypt

Established: 2003

Mission: Promote a social entrepreneurship effort conducted by Arabs for Arabs that bridges the gap between citizen and social sectors.

Ashoka Arab World was established in Cairo in 2003 as the Arab World Regional Office. The goal of Ashoka Arab World is to promote a social entrepreneurship effort conducted by Arabs for Arabs.⁵ Ashoka Arab World aims to bridge the gap between the citizens and social sectors. It supports its Fellows and seeks significant social change in the following major social fields: education, health, women's and youth empowerment, gender equality, human rights, peace and conflict resolution, democracy, environment, economic development, agriculture, water, disability, early children development, children's rights and poverty alleviation.⁶ It also extends the support for social entrepreneurship beyond Egypt, to places such as Lebanon, Palestine, and Saudi Arabia.

² Ashoka defines a social entrepreneur as: "An individual who implements innovative solutions to society's most pressing problems."

³ Ashoka Homepage, <http://www.ashoka.org/>

⁴ Ashoka Mission Statement, <http://www.ashoka.org/visionmission>

⁵ Ashoka Arab World, *Ashoka in the Arab World*, 1

⁶ Ibid

ASHOKA-NIKE PARTNERSHIP

Objectives

- To promote the concept of sports as a tool for social change and gender empowerment
- To create and promote a stronger business-social bridge model

NIKE CORPORATE SOCIAL RESPONSIBILITY

Headquarters: Hilversum, The Netherlands

Philanthropic Sports Initiatives: Let Me Play/Gamechangers/P.L.A.Y.

Mission: Bring innovation and inspiration to every athlete.

Nike has committed a segment of its financial resources to programs focused on sports as an empowerment tool for marginalized people. Nike will invest a minimum of \$315 million in grants, product donations, and in-kind support through 2011.⁷ In particular, Nike's "Let Me Play" program aims to grant excluded youth around the world greater access to sports.

ASHOKA ARAB WORLD and NIKE PARTNERSHIP

Ashoka Arab World and Nike agreed upon a partnership and launched a one-year pilot project in 2006, which they extended for three years in 2007. This project aims to identify and support social entrepreneurs who have the potential to promote social change and gender empowerment through sports. Nike's Corporate Social Responsibility Office funds the projects while Ashoka selects the fellows and provides them with managerial support.

This report presents the results of research by students from the School of International and Public Affairs (SIPA) at Columbia University on two Ashoka-Nike partnership Fellows implementing sports for social change programs in Egypt. There are currently five Nike-supported Ashoka Fellows in Egypt; four Fellows are in Cairo and one is in Upper Egypt. New programs are provided with a maximum of 5,000 Euro and expanding programs are provided with a maximum of 10,000 Euro.⁸ Ashoka Arab World selects the Fellows, distributes the funds from Nike, and provides ongoing support to the Fellows' programs. The Fellows' programs cover a wide range of social issues including HIV/AIDS, girls' education, street children, elderly care and autism, but all include women's and/or girls' empowerment as one of their objectives and all utilize sports as a tool for social change.

⁷ Nike Homepage, <http://www.nikebiz.com/responsibility/>

⁸ Ashoka Arab World, *Nike Project Report Year (2007)* 2,3

CONTEXT ANALYSIS

Geography and Population

The Columbia Team's research focused on programs based in the cities of Helwan and Al-Minya, Egypt. The city of Helwan is located roughly 20 miles (32 km) south of Cairo and has a population of roughly 650,000 people (2006 est.). It is a highly industrialized area with heavy iron, steel and cement manufacturing.⁹ Al-Minya is located about 140 miles (225 km) south of Cairo in the Nile River Valley of Upper Egypt. The city of Al-Minya is a market and financial center for the west bank of the Nile with manufacturing that includes cotton gins and flour mills, a sugar refinery and a carpet-and-rug weaving industry. Roughly half of the population in Al-Minya governorate is Coptic Christian.¹⁰ Al-Minya governorate faces high unemployment and illiteracy (only 45% of population is literate) and according to the Human Development Report, Al-Minya ranks the third lowest out of the 28 governorates in Egypt.

Women's Overall Status

The Ashoka-Nike initiative is based on the assumption that women suffer from gender inequalities in different spheres in life. In Egyptian society, inequalities between men and women are illustrated in legal discrimination, limited employment opportunities for women and educational enrollment discrepancies.

"Citizens are equal before the law. They have equal rights and duties regardless of sex, origin, language, religion or belief." – Article 40, Egyptian Constitution

Despite the fact that Egypt's current constitution explicitly provides for equality between men and women, several limitations to women's rights remain. Discriminatory rules are included in several provisions of the *Penal Code* (esp. in matters relating to adultery and prostitution), *Social Insurance Law*, *Tax Law*, and *Nationality Law*. Despite these inequalities, recent amendments to laws have afforded women a greater voice in the area of marriage and divorce law.¹¹

"Work is right, a duty and an honor ensured by the State." – Article 13, Egyptian Constitution

All Egyptians also have a constitutional right to work, without discrimination. Yet despite this provision, the unemployment rate is much higher for women than for men (19.4% versus 5.1%, respectively in 1999) and the

9 Central Agency for Public Mobilization and Statistics, Population and Housing Census 2006, Population distribution by sex, gov: Cairo (Retrieved on 2009-04-11).

10 "Al-Minyā." Encyclopædia Britannica. 2009. Encyclopædia Britannica Online. 11 Apr. 2009 <<http://www.britannica.com/EBchecked/topic/384682/al-Minya>>.

11 World Bank, *Gender Assessment Report: The Arab Republic of Egypt* (June 2003)

discrepancy is also higher in Egypt than other Middle East and North African (MENA) countries.¹² Most of the women who are employed find work in the public sector (up to 40% of women, as opposed to 23.5% of men), but this sector has declined at great speed in the past decade as a result of the structural adjustment program launched in 1991. Women's participation in the private sector is very low (women comprised 16% of private sector employees in 1999)¹³ and disproportionately low compared to other countries at similar levels of development.¹⁴ Subsequently, the unemployment rate for young women graduates has risen sharply in recent years leaving educated women as a greater proportion of the unemployed.¹⁵ High and disproportionate unemployment rates among educated women may be a serious policy concern as this trend creates a disincentive for girls to pursue an education.

“Education is a right guaranteed by the State.” – Article 18, Egyptian Constitution



In order to provide a greater incentive for the universal education of all children, Egypt has made substantial public investments in education over the past three decades. Public expenditure on education has increased from 4.7 billion LE¹⁶ in 1990/91 to 18.1 billion LE in 2000/2001.¹⁷ Egypt's total public spending on education is high by international standards (5.9 % of GDP and 19% of total public spending in 2002/03).¹⁸ As a result of the education policy launched by the government in the 1990s, significant progress was achieved, resulting in a reduction of the gender gap in net primary enrolment rates from 12 percentage points in 1990 to 3 percentage points by 2001/2002.¹⁹ However such national

averages mask significant regional disparities, particularly in the governorates of Upper Egypt, where overall enrolments for girls remain lower. In rural Upper Egypt, the number of girls enrolled as a percentage of boys is 51% for secondary school.²⁰

Sports and Empowerment

In order to empower girls to overcome structural challenges they face in society, some development projects have capitalized on the beneficial aspects of sport. The United Nations Convention on the Rights of the Child (CRC), Article 31, asserts the fundamental right of children to “engage in play and recreational activities.”²¹ The inclusion of this article illustrates the international recognition of the centrality of sports in child and adolescent development. Extensive research in OECD countries and some research in low- and middle- income

12 Ibid.

13 CAPMAS, Statistical Yearbook, Labor Force Sample Survey (Cairo: Central for Public Mobilization and Statistics, 2001)

14 World Bank, *Arab Republic of Egypt: Gender Assessment* (2003)

15 Ragui Assaad, “Why did economic Liberalization Lead to Feminization of the Labor Force in Morocco and De-feminization in Egypt?” (Cairo: Population Council, 2005)

16 LE = Egyptian Pounds

17 Arab Republic of Egypt, Ministry of Higher Education, *Educational statistics* (Cairo, Egypt, 2002).

18 Ibid.

19 Mona El Baradei, ‘Needs Assessment of the Education Sector in Egypt’ (December 2004)

20 World Bank, *Gender Assessment Report: The Arab Republic of Egypt* (June 2003) p. 27

21 UNICEF. *Convention on the Rights of the Child*. (New York: United Nations, 1989)

countries (LMIC's) has found that, in addition to physical health benefits, participation in sport aids children and adolescents through: facilitating inclusion and community building, minimizing delinquency and promoting community safety, and promoting educational achievement and character-building;²²

In recent years, the international development community has increasingly sought to ensure that children and youth in the LMIC's realize the benefits of participation in sport. The United Nations established an Inter-Agency Task Force on Sport for Development and Peace and declared 2005 the International Year of Sport and Physical Education. In conjunction with the Beijing 2008 Olympics, Sport for Development and Peace International Work Group's (SDP IWG) four-year policy initiative culminated in 2008 in the presentation of a comprehensive set of policy recommendations for national governments on the integration of Sport for Development and Peace into domestic and international development policies and programs.

²² Sport for Development and Peace International Working Group Secretariat. *Introduction. Literature Reviews on Sport for Development and Peace*. (Toronto: Author, 2007)

OBJECTIVES

How can sports programs in Egypt provide more than just sports for fun or sports for corporate branding, but rather, effect genuine SOCIAL CHANGE?

The objective of this report is to analyze, critique, and provide constructive recommendations on how to strengthen the use of sports as a method for achieving social change, specifically in the area of gender equality. In order to achieve this goal the Columbia Team employed a case study method. That is, in order to comprehensively analyze the idea of sports for social change, the Team conducted two in-depth evaluations of sports for social change applied in two different contexts of Egypt. By evaluating these two case studies, this report is able to look beyond stated objectives and catalogues of sports activities to assess the efficacy of the concept of sports for social change in praxis. The overarching question this report seeks to answer is: how can sports programs in Egypt provide more than just sports for fun or sports for corporate branding, but rather, effect genuine social change? Therefore, this report is not only aimed at assessing the specific programs but also the *idea* of sports for social change in the context of Egypt.



What is Social Change?

Social change is an abstract concept that can mean many things. It has been addressed in detail in the broader field of development research, but in the burgeoning field of sports in development, it remains a buzzword, appearing repeatedly in promotional materials and project proposals without a clear consensus on the precise definition. Therefore, in order to construct a precise definition of social change – specifically, as it applies to using sports as a catalyzing tool – this report draws on discussions in the field of social entrepreneurship. Broadly, social change describes lasting, transformational benefit to society. More precisely, however, social change as a *transformational* benefit refers to a process rather than a static outcome. The process of social change occurs when a social system transforms from a structure of power relations that produces and reproduces the exclusion, marginalization or suffering of a segment of the population to one that releases trapped potential or alleviates the suffering of the marginalized segment thereby producing and reproducing a more just social system.²³ Social change involves three principle components: root, catalyst, and outcome (see box 1). Social change does not include all manners of socially beneficial activities, but only those which are *transformational* – not only for the life of one person or a few people, but for the ‘life’ or existence of the social system as a whole.

Box 1. SOCIAL CHANGE: PROCESS

Root: Justice Imbalance

- ✓ Stemming from a constant, yet fundamentally unjust social state that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means, political clout or individual autonomy to achieve any transformative benefit on its own;

Catalyst: Challenging the State of Inequity

- ✓ Identifying an opportunity in this unjust social state, developing a social value proposition, and advancing creativity, inspiration, direct action, courage, and fortitude, thereby challenging the current state's hegemony;

Outcome: Enhanced State of Justice

- ✓ Forging a new, enhanced social state that releases trapped potential or alleviates the suffering of the targeted group, and ultimately ensures a better future for the targeted group and society.

Source: Definition adapted from: Martin, Roger L. and Osberg, Sally (2007). “Social Entrepreneurship: The Case for a Definition”. *Stanford Innovation Review*

²³ Definition adapted from: Martin, Roger L. and Osberg, Sally (2007). “Social Entrepreneurship: The Case for a Definition”. *Stanford Innovation Review*

What is Gender Equality?

In the specific case of the Ashoka-Nike sports programs, the targeted *group* is the female population and the targeted *social change* is increasing gender equality. Gender equality describes a social system in which men and women have equal capabilities, access to resources opportunities, and security.²⁴ Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.²⁵ The underlying assumption of the Ashoka-Nike programs is that the current social situation in the Arab world is not generally one of gender equality. The programs note that women in the Arab region have comparatively low levels of participation in sports and see this as indicative of systemic gender inequality. The authors of this report recognize that women experience gender inequality in different and more severe forms, such as sex trafficking, sweatshop exploitation, HIV/AIDS, eating disorders, substance abuse and systematic rape. However, the authors also acknowledge the many documented benefits of sports activities for both individuals and communities and see addressing exclusion of women and girls from participation in sports as a compelling strategy for improving gender equality.



24 Grown, Gupta, and Kes (2005). Taking Action: Achieving gender equality and empowering women. New York, NY: UN Millennium Project, Task Force on Education and Gender Equality.

25 International Labor Organization (2007). ABC of women workers' rights and gender equality. Geneva, Switzerland: Author.

EVALUATION FRAMEWORK

Areas of Evaluation

In order to evaluate if and how the selected Ashoka sports programs are affecting social change and promoting gender equality, the Columbia team identified three key criteria for framing this evaluation: reach, effectiveness, and sustainability.

Reach refers to the current and potential scale of the population directly affected by or indirectly exposed to the program. Important factors that determine reach can be categorized into three areas: direct reach, public exposure, and potential for expansion (see box 2).

Box 2. REACH: CONSTITUENT FACTORS

- 2) **Direct reach:** Number, demographics and geographic range of individuals affected by the program. Includes:
 - ✓ Number of participants
 - ✓ Socio-economic and ethno-religious background of participants
 - ✓ Range of regions affected by the program
- 3) **Public Exposure:** Program's degree of exposure to the community. Includes:
 - ✓ Visibility of the program to the community
 - ✓ Awareness and involvement of community members in the program
 - ✓ Number, demographics and geographic range of community members engaged in the program
- 4) **Potential for expansion** and capacity to engage a broader range of population. Includes:
 - ✓ Potential for geographic expansion; potential for replication.
 - ✓ Capacity to target and engage a population of diverse socio-economic and ethno-religious background.
 - ✓ Potential for "ripple effect": ability of participants to engage people from their networks in the program.

Source: created by the Columbia Team

In order for a sports program to effect social change, it must reach the population on a large scale. To assess reach, this report answers the following questions about each of the selected fellows' sports programs:

- ✓ Does the program directly reach a large and diverse section of the target group?
- ✓ Does the program affect a large and diverse section of the community beyond the direct target group?

- ✓ Does the program have high potential to engage a broader section of the population both directly and indirectly?

Effectiveness refers to the ability of the sports programs to empower girls. Empowerment describes a process of enhancing an individual or group's ability to freely determine and voice their needs and interests, make choices accordingly, and translating those choices into desired actions and outcomes. There are essentially two main factors that determine the degree of empowerment that an individual or group experience: agency of the individual or individuals in the group and opportunity structures in which the individuals or groups must operate (see box 3).

Box 3. EMPOWERMENT: FACTORS, DOMAINS, LEVELS

Factors

- ✓ Agency of the individual or the individuals in the group, measured by psychological, informational, organizational, material, financial, and human assets.
- ✓ Opportunity structure describes the set of formal and informal institutions and rules that determine the distribution of power between members of a society. These include formal and informal laws, policies, norms, and customs as well as patterns of meaning and identity.

Domains

Empowerment takes place in three interconnected domains in which people act:

- ✓ State domain: Justice, Politics, Service Delivery
- ✓ Market domain: Credit, Labor, Goods
- ✓ Societal domain: Community, Family

Levels

In addition, people experience these domains and sub-domains at different levels of society: local, intermediary (between local and national), and macro (national – global). The same person may experience a different degree of empowerment in different domains and at different levels.

*Source: Adapted from Aslop, Ruth and Heinsohn, Nina, *Measuring Empowerment in Practice: Structural Analysis and Framing Indicators*. World Bank Working Paper. Washington DC: World Bank, 2005.*

In order for a sports program to create social change that produces gender equality, it must have a positive impact on empowerment of women and/or girls. The two Ashoka-Nike programs focused on empowering specific groups of girls. To assess the effectiveness of the sports program's ability to empower girls this report answers the following questions:

- ✓ Does the sports program increase the girl participants' individual agency?
- ✓ Does the sports program expand the structural opportunities of the girl participants and girls in the community in general?



Sustainability refers to the likelihood for benefits, impact, and change produced by the program to continue once initial external support terminates. Sustainability depends on several factors that determine the extent and security of the programs physical, financial, human, social, and political resources (see box 4).

Box 4. SUSTAINABILITY: KEY FACTORS

The likelihood for the benefits, impact and change produced by a program to continue to flow once initial external support terminates depends on the following factors:

- ✓ Ownership by beneficiaries
- ✓ Continued policy support
- ✓ Adaptability (i.e. systems of information collection and response)
- ✓ Security of human resources
- ✓ Ownership of physical infrastructure
- ✓ Financial strategies
- ✓ Strategies for socio-cultural acceptance
- ✓ Potential and capacity for institutionalization
- ✓ Potential for building partnerships

Source: Adapted from McGill, Eugenia. Monitoring and Evaluation slides. Methods for Development Practice Class: 2008

In order for a sports program to promote social change, the strategy must be sustainable. To assess the sustainability, this report answers the following questions about each of the selected Fellows' sports programs:

- ✓ Is the program partially owned by beneficiaries (i.e. participants, former participants, families, community, etc.)?
- ✓ Does the program secure enough human resources?
- ✓ Does the program have enough financial resource and visible financial strategy?
- ✓ Is the program supported in the community?
- ✓ Does the program have a good relation with external actors, such as the government and local and international NGOs?

METHODOLOGY

Based on the research questions and corresponding indicators identified in the Evaluation Framework (see appendix A), the Columbia Team developed interview guides to gather information from key stakeholders as well as related organizations and experts (see appendix C for March itinerary). The primary method of data collection was semi-structured individual and small group interviews. The team also gathered information from site observations and informal interviews.

Tofulyt

The Columbia Team spent one afternoon at the Tofulyt gym center in January and two days at the Tofulyt Caravan in March. The Team observed the children during recreation time and conducted informal interviews with male and female participants. The Team conducted one semi-structured small group interview with four Tofulyt girls, semi-structured individual interviews with two social workers, and several interviews with the Tofulyt director, Seham Ibrahim.

Al-Tanweer

The Columbia Team visited two different schools that were part of the Al-Tanweer Program in Al-Minya governorate: Kafr Al-Mansoura Primary School and Al-Zhore Primary School. The team observed the girls practicing on the school playing field. The team conducted semi-structured interviews with several groups of participants, their male peers, and parents. The Team also conducted individual interviews with trainers and school principals and directors. In addition, the Columbia Team visited the Al-Tanweer headquarters and conducted structured interviews with the director, Magdy Aziz, and three Al-Tanweer sports program coordinators.

Government and other organizations

The Team conducted a structured interview with the technical advisor for the Population Council's Ishraq program in order to gain a sense of other organization's strategies for using sports as a tool to empower girls in the context of rural Upper Egypt. The Columbia Team conducted a structured interview with the technical assistant to the National Council on Childhood and Motherhood's street child initiative in order to gauge the extent of government support for street child initiatives and compare approaches of other street child initiatives.

Nike Corporate Social Responsibility

The Team visited the Nike European Headquarters in Amsterdam and conducted a semi-structured interview with the community investments director, Maria Bobenrieth. This interview was conducted in order to gain a comprehensive understanding of the goals and interests of Nike in the Ashoka-Nike partnership. This interview also provided the Columbia Team with a better understanding of the donor perspective in sports for social change endeavors.

Limitations of Research Methodology

Given the logistical realities of this evaluation, the Columbia Team research faced a number of limitations. First, because empowerment describes a process over time, the most accurate way to measure it is to interview the same sample of girls before the beginning of the program and after its end, and compare responses. Unfortunately, the Columbia Team was only involved once the sports programs had already been completed. Therefore the Team's evaluation could only be based on ex-post observations. Moreover, the Team could not observe the actual implementation of the program.

The Team also wants to acknowledge its reliance on the client given that all field work was conducted in the presence of Ashoka staff, who also served as translators for many of the evaluation activities. While this was in many ways beneficial for the Team to gain access to key stakeholders and better understand the program in-depth, this may have impacted interviewee responses.

Another key limitation of the Team's research was their reliance on the Fellows to gain access to program stakeholders. This reliance limited the range of stakeholders that the Team was able to interview to those selected by the Fellows. The Fellows' selection generated a non-random, non-representative sample of individuals. Also, the Team was unable to have access to community members because of the research logistical conditions. Finally, because of our reliance on non-professional translators, interviewees' answers were subject to the translators' interpretations.

Despite these limitations the Columbia Team was able to interview several key stakeholders and gather rich information from which to base detailed evaluations of the reach, effectiveness and sustainability of the selected Fellows' sports programs. The following section details the key findings of each of these evaluations.



EVALUATION

Tofuly Sports Program

Fellow Background

Seham Ibrahim was elected as an Ashoka Fellow in 2006.²⁶ Ms Ibrahim's organization, the Tofuly Foundation, which she established in 1998, provides services to street children in Cairo (see box 5 for Tofuly's definition of "street children"). Her goal is to work with their families and the surrounding community in order to tackle the root causes of the children's dependence on the street.

Box5. Tofuly's Definition of Street Children

Ms. Ibrahim uses the **United Nations'** definition of street children:

"Children who have been in the streets for **more than 24 hours**, who depend on the streets for all aspect of existence and who have no person to protect them."

Tofuly serves **three categories** of children

- 1) **The residential children:** children who live at Tofuly. Tofuly attempts to work with the children's families whenever possible. However, in cases of sexual abuse or any situation where the children cannot go back to the family, they offer the children in-house hosting until they are old enough to live independently and protect themselves. Living at Tofuly is always the children's choice.
- 2) **The children in the streets:** the children who drop in during the day for the daytime activities and food, but do not live at the Tofuly residential center. These children usually live with their families but they are dependent on the streets because of extreme poverty or driven to the streets because of domestic abuse.
- 3) **Children of street children:** Some of the girls at Tofuly have had children, but do not yet have the resources to support themselves and their children on their own. Tofuly is developing strategies to support these young mothers and their children.

Tofuly does not serve drug-addicted street children or street children who have been perpetrators of sexual abuse.

Source: Columbia Team Interview with Seham Ibrahim, Cairo: January 12 and March 16, 2009.

The Tofuly Foundation has a residential program as well as a drop-in day care program open from 11am – 6pm daily. Tofuly provides street children with basic services: food, shelter, medical care, psychiatric support (including peer-to-peer counseling), legal aid, informal education and life skills training. In addition, the

²⁶ Ashoka Arab World website

organization uses community activities, sports and the arts as tools to empower the street children and reintegrate them into society. Tofulty works to provide street children's families with credit, training and jobs in collaboration with other community service organizations. Tofulty also provides family counseling and legal advice in cases of divorce and other family problems.²⁷ On the macro-level Ms. Ibrahim works as an advocate for street children in national and municipal policy debates.

Tofulty's Nike-supported sports program has three main components: a gym center, karate, and hip hop. The gym center is a small flat located in Helwan, opened in 2006. The gym consists of basic cardio and weight machines, a set of free weights a punching bag and a small studio. The karate component involved a 6-month course in 2007 - 2008 taught by a certified sports trainer, Captain Hossam. This course began with a 3-month period of body fitness training in the gym and continued with 3-months training in basic self-defense and martial arts moves and culminated in a National Karate Federation competition. The Tofulty team achieved a fourth place overall standing, and a Tofulty child won third place in the individual tournament.²⁸ This impressive performance gained the Tofulty karate team an official registration with the Egyptian Federation for Karate. The Tofulty children continue to participate in Federation tests every three months to advance to higher belt stages and maintain this registration.²⁹ The hip hop component of the program involved a three-day hip hop workshop taught by British hip hop artist, Dr. Kimberlee Jay and her assistant in 2007. After the completion of the workshop, the Tofulty children continued to practice hip hop regularly under the direction of Captain Hossam and two Tofulty children selected as team leaders until Captain Hossam and the team leaders left Tofulty in early 2009. Ms. Ibrahim continues to have the children perform karate and hip hop at Ashoka, other NGO, and local cultural events.

Ms. Ibrahim's priority is to acquire a new facility where all activities for street children would be integrated.³⁰ The Helwan Governorate has donated a 3500sqm plot of land near the entrance to Helwan to Tofulty. Ms. Ibrahim hopes to utilize the space to scale up her operations and build a new residential center for street children. This new facility would include girls' and boys' dorms, an Internet café, a computer center, and sports facilities.

27 Ashoka Background Document. *Seham Ibrahim Model*. 7/20/2006

28 Columbia Team Interview with Seham Ibrahim, Cairo: January 14, 2009

29 Venture Fellow Program Assessment Report, Ashoka Arab World, September 2008, p. 28

30 Columbia Team Interview with Seham Ibrahim, Cairo: January 14, 2009

I. REACH

“After 11 years now, I have found that working in the street itself is a much more powerful strategy than working indoors”

- Seham Ibrahim, Tofulty Director

- Tofulty sports program directly benefited approximately 15 street girls in Helwan ranging in age from 8 to 15
- The Tofulty sports program was mixed gender and also reached approximately 5 – 10 street boys in Helwan
- Public performances of Karate and Hip Hop reached some members of local community
- Ms. Ibrahim’s primary strategy to increase reach is to improve her mobile unit, the Caravan

According to Ms. Ibrahim, the Tofulty sports program directly benefited 15 – 20 street children (approximately 15 of whom were girls) ranging in age from approximately 8 – 17 years old (the oldest girl who participated in the sports program was 15 years old). 15 – 20 street children (boys and girls) learned hip hop during the three-day hip hop workshop, and about 15 girls participated in the karate classes and competition. Additionally, about 15-20 children use the gym on a regular basis (15 of these children are girls).

Currently, the extent of the program’s reach is confined to the Helwan district of Cairo. Ms. Ibrahim explained that this focused programmatic attention is for two principle reasons: (1) the high and complex needs of each street child makes it difficult to serve street children on a large scale without extensive financial and human resources. Thus, a trade-off exists between quantity of children served and quality of service. (2) Other NGOs provide services to street children in other areas of Cairo. Therefore, Tofulty is focusing all of its resources on the street children of Helwan in order to provide services to these children where no other support exists. Ms. Ibrahim believes that focused attention is preferred to spreading resources thinly or overlapping with the services of other NGOs.

In terms of attracting new children to the program, Ms. Ibrahim finds that working *in* the streets is the most effective and powerful way to reach children in the community because this allows her to take her services to where the children are located rather than making them come to her. She also believes that this strategy supports reintegration of the street children by facilitating greater local visibility of Tofulty activities, which present the children not as beggars or thieves, but artists, athletes and students. Currently, through the use of the Tofulty Caravan Center – which is located in a commercial area of Helwan – local street children can easily access the Caravan at their convenience. Through this initiative, the children have had an opportunity to get off the streets and enter the Caravan Center for art and recreational activities as well as informal education. Ms. Ibrahim hopes to expand the Caravan to make it a mobile gym and youth center and envisions this Center as a key pillar in her strategy for engaging the local community in her effort to rehabilitate and reintegrate street children.

The Caravan is a truly innovative strategy to approaching street children on their terms and has the potential to expand the reach of Tofuly in general and the sports program specifically in terms of number of street children served. However, creating a sustainable strategy to reach the community remains a challenge confronting the Tofuly sports program. Ms. Ibrahim has encountered obstacles as local citizens have voiced their reluctance to accept aspects of the program such as hip hop and girls learning self-defense. Ms. Ibrahim's primary strategy to enhance local understanding of Tofuly's vision and methodology is through public display of Tofuly's services at the Caravan and performances of hip hop and karate. While Ms. Ibrahim continues to work tirelessly to present her vision to the community, it will also be important for her to seek to understand the perspectives of local community members and seek ways to involve them in the design and implementation of Tofuly initiatives.



II. EFFECTIVENESS

“I like hip hop dance because through dance I can get out all of my anger and all of my pain.”

- Reem, age 12

Individual agency of street girls

- Karate increased self-confidence
- Hip hop and exercise provided a healthy way to vent tension and frustrations
- Sports gave new visions for the future
- Some girls were not able to benefit due to physical limitations and unmet psychological needs

Opportunity structure

- Gym and National Karate Federation registration expanded safe spaces for street girls
- Karate competition challenges negative stereotypes of street girls
- Hip hop may confirm negative stereotypes of street girls

Karate increased self-confidence of street girls

Street children face extraordinary threats in their daily lives. Girls specifically face the constant risk of sexual abuse by men and as a result, many experience feelings of vulnerability in the street. To counteract this threat, Tofuly's karate program was instituted to help teach street children – especially girls – ways to physically defend themselves from the violence they face in the streets.

Having learned karate, the Tofuly girls expressed feelings of increased confidence in their ability to defend themselves from the various physical threats they encounter. Fatima³¹ (age 13) said, “We all like karate because it teaches us to defend ourselves.”³² Maryam³³ (age 15) said, “Now the boys can't harass me because they know I have a lot of moves and I can defend myself.”³⁴ A social worker also recognized the benefits of karate to support the children's confidence and physical capacity to defend themselves. Whether or not Maryam and others can actually use karate to defend themselves in the streets, this increased sense of security will help the girls carry themselves with more confidence, thereby making them less vulnerable to potential assailants.

“Now, the boys can't harass me because they know I have a lot of moves and I can defend myself”

- Maryam, age 15

31 The names of all participants (Tofuly children) have been changed to pseudonyms.

32 Interview with four Tofuly girls. Tofuly Caravan, Cairo, Egypt. 25 March, 2009

33 The names of all participants (Tofuly children) have been changed to pseudonyms.

34 Interview with four Tofuly girls. Tofuly Caravan, Cairo, Egypt. 25 March, 2009

Hip hop and exercise provided a channel for tension and frustration

“I like hip hop dance because through dance I can get out all of my anger and all of my pain”

- Reem, age 12

The girls and social workers also described how dance and physical activity provided channel for releasing tension and frustration. As a result of this outlet, the girls claim to be calmer and less aggressive which has ultimately led to an effective improvement in their ability to cope with stressful situations. One participant, Reem³⁵ (age 12) said, “I like hip hop dance because I can get out all of my anger and all of my pain.”³⁶ Two other girls, Maryam (age 15) and Fatima (age 13) also stated to the Columbia Team that hip hop dancing and physical activity has made them less aggressive and improved their ability to manage their tempers during frustrating circumstances. Maryam explained, “We were all very aggressive and used to make a lot of problems. Hip hop made us calmer and able to think more. Now, if something happens that upsets us we don’t make problems, we are able to calm down and sit by ourselves.”³⁷

Furthermore, Ms. Ibrahim noticed that girls opened-up about their personal problems more easily after playing sports – specifically by sharing more intimate details about their personal lives with the social workers. Considering that there appeared to be a trend in the level of participants’ open communication after the sports program was implemented, it could prove to be an effective method for fostering even greater communication between the girls and the social workers.

Sports program creates new visions for the future

In some cases, the Columbia Team could see that participation in sports was effective in contributing to the future opportunities that the Tofulty girls envisioned for themselves. Reem said, “I now want to be a hip hop trainer,”³⁸ and many children expressed in an informal discussion with the Columbia Team that they wanted to be trainers like Captain Hossam or Dr. Kimberlee. Some of the girls and boys explained that their favorite part of the competitions and performances is watching others perform because they get to learn new moves this way. With negative stereotypes telling them they are worthless and few adults in their lives encouraging them to dream big, it is important for street girls to be exposed to adult role models and have someone push them to envision greater possibilities for themselves. Whether or not Reem is able to become a hip hop trainer, it is meaningful that sports will encourage her to strive towards a better future. Regardless of how idealistic the vision might be, the critical piece is that these children learn the value of putting forth the effort to achieve a goal and are exposed to new possibilities to which they can aspire. In this regard, sports can provide a worthwhile format for helping street girls to set goals for themselves and encourage them to invest the time and energy necessary to achieve these goals.



35 The names of all participants (Tofulty children) have been changed to pseudonyms.

36 Informal Interview with Tofulty Street Children. Tofulty Caravan, Cairo, Egypt

37 Interview with four Tofulty girls. Tofulty Caravan, Cairo, Egypt. 25 March, 2009

38 Informal Interviews with Tofulty children. Tofulty Caravan, Cairo, Egypt. 17 March, 2009

Challenge: Sports offerings did not accommodate the special needs of some street children

Notably, however, one aspect that needs to be considered in Tofulty's sports program is the fact that some girls do not like playing sports or cannot participate in sports due to limitations imposed by physical and mental health status. In fact, one girl said she much prefers drawing over karate and hip hop. In this instance, the ability of sports to affect girls' well-being depends on how much they like playing sports. Another girl who the team interviewed was unable to play sports due to serious medical problems. Ms. Ibrahim explained that some of the girls have untreated psychological disorders or trauma (often related to sexual abuse, an issue few psychologists or social workers in Egypt have been trained in how to treat) that hinder the degree of their participation in sports. It is important that sports for social change programs address special physical and psychological needs in order to ensure that high-needs groups are not excluded. Such accommodations are particularly crucial for a sports program, such as Tofulty's, that works with at-risk children and youth. The vulnerable living conditions of street children expose them to daily assaults on their physical and psychological well-beings. Therefore, the Tofulty sports program has potential to increase impact by reforming sports offerings to address a greater range of physical and psychological needs. However, such accommodations require significant financial and human resources, the security and quality of which remains limited for NGOs in Egypt, but financial and human resources limitation is particularly acute for organizations serving street children, a section of society whose status in Egypt is akin to that of the "untouchables" in India (this challenge will be discussed in greater detail in the sustainability section).

Sports program expanded safe spaces for street children

One of the most impressive successes of the Tofulty sports program was that it expanded the safe and nurturing spaces available to street girls. As aforementioned, Ms. Ibrahim opened a gym center for the children, the standards of which were high enough to register the center as an official sports club. In Egypt, sports clubs are facilities for the elite, and street children would not be able to afford the high membership fees or pass the membership requirements in order to gain access to such clubs. By creating a space in this network of sports clubs, Tofulty expanded the structural opportunities for street girls to derive benefits from physical fitness training and equipment – activities which were previously only available to Cairo's elite.

Additionally, the sports program succeeded in registering the Tofulty karate team with the National Karate Federation, thereby giving the street children space at official Egyptian National Karate Federation competitions and tests. Currently, the children have had around four tests from the Federation, and the team participated in one competition. Through their participation in the competition, the street girls (and boys) gained access to one of the premiere sports clubs in Cairo and competed against upper class children from private clubs. Not only did the children have the opportunity to compete, but the quality training at Tofulty equipped them with the skills to win third place over several private club teams.

The girls expressed that the opportunities to train and compete in sports were privileges that were not available to them prior to joining Tofulty. In a discussion with a group of four girls at the Caravan Center, the girls said, "We did not play sports or do a lot of the fun things that we do... before we came to Tofulty."³⁹ Even those street girls who attended primary school explained that there are no spaces for them to play sports because such spaces are dominated by the boys. Fatima and Rana⁴⁰ lamented, "There is no space at the school for girls to play during break. Only the boys play football and we have nothing to do."⁴¹ Thus, the Tofulty

39 Interview with four Tofulty girls. Tofulty Caravan, Cairo, Egypt. 25 March, 2009.

40 The names of all participants (Tofulty children) have been changed to pseudonyms.

41 Ibid.

sports program provided previously inaccessible space for street girls to learn sports and dance and engage in structured exercise.

On the other hand, the space for *any* sort of sports activity is limited – regardless of gender. The gym center was supposed to be open from 9AM until 5PM with a professional trainer on staff, but Ms. Ibrahim was unable to secure a person to run it, primarily for lack of enough funding to pay a sports trainer a competitive salary. As a result, each category of children gets two time slots per week to go to the gym under the supervision of the social workers. If the girls cannot make these time slots they will not have access to the gym. It is especially difficult for Ms. Ibrahim to find the funds to rent the space for the karate and hip hop classes. They were using space at a military sports club to practice karate and hip hop, but former Tofulty sports trainer, Captain Hossam explained that they were only given access to the roof. Captain Hossam also explained that the gym lacks appropriate equipment for some age levels. Thus, there is potential for Tofulty to create even greater opportunities for street children in sports by improving the gym center in terms of time offerings, physical size, and quality and variety of equipment.

Karate competition challenged negative stereotype of street girls



The Tofulty Foundation has a campaign to improve the image of street boys by having them participate in projects to improve public spaces in their communities, but she does not have a similar campaign for street girls. One of the critical aims of the sports program is to improve the image of street girls in society, but Ms. Ibrahim explained in detail that street girls' structural opportunities are severely constricted by the negative image of street girls in society. According to Ms. Ibrahim, most people in the Helwan community in general consider street children as "young criminals".⁴² Street *girls* in particular, "are considered prostitutes until proven otherwise."⁴³ This makes it very hard for street girls to move out of their

life on the streets and reintegrate into society even if they have developed the individual agency to do so. Ms. Ibrahim explained, "The image of street children is very negative, so we need to shock the society with a good image to change them."⁴⁴

The third place win at the National Karate Federation competition was a significant step in achieving this goal. As aforementioned, even gaining access to such a competition was an unprecedented opportunity for street children in Egypt. Not only did the children compete, however, they also competed *well*. Although the Columbia Team did not speak with any of the spectators who witnessed the competition, this public presentation of street children as skilled, disciplined karate champions undoubtedly challenged any stereotype of street children as beggars, criminals or prostitutes that may have been held by some of the judges, trainers, children, and others who saw the Tofulty children compete and hold their own against children from private clubs.

42 Interview with Seham Ibrahim. Cairo, Egypt. 16 March, 2009

43 Interview with Seham Ibrahim. Cairo, Egypt. 12 January, 2009

44 Interview with Seham Ibrahim. Cairo, Egypt. 16 March, 2009

Hip hop may confirm negative stereotypes of street girls

While building on the success of the karate program has the potential to make greater progress in improving the image of street girls, the potential for hip hop to have a positive impact on the image of street girls in Egypt appears is not promising. Ms. Ibrahim explained that dancing can actually give girls a bad reputation. "In Egyptian culture, 'dancer' means 'belly dancer'... hip hop is a dance and on the one hand, for celebrations it is common to have dance, but on the other hand there is a bad reputation for girls."⁴⁵ The parents of one girl, based on religious grounds, were so opposed to their daughter dancing that they withdrew her from Tofulty. The socio-cultural context in which dance is considered a somewhat scandalous activity, which is compounded by the foreign movements and foreign music, makes presenting the girls in hip hop performances a difficult way to improve the image of street girls in society. Additionally, having the street girls perform hip hop runs the risk of confirming the image of these girls as sexually promiscuous, abnormal, and threatening to traditional culture. The benefits of hip hop to the girls on an individual level in terms of providing a creative physical outlet for frustration cannot be overlooked, but on the structural level, hip hop performances may not be an effective strategy to improve the image of street girls in this particular context.

Ms. Ibrahim acknowledged that the process of improving the image of street girls in Egypt is a challenging, long, and unpredictable endeavor.

*"On the society level, you have to work on different image [for street girls] which is not coming over night, you have to have maybe a year of speak outs, being integrated in many occasions, and this is not something easy. I am expecting more difficulties and I am not sure what it is now."*⁴⁶

45 Ibid.

46 Ibid.

III. SUSTAINABILITY

"If you want to create solutions, you have to work within the community to create the solutions."

- Seham Ibrahim, Tofulty Director

- Insecurity of human resources is the principle threat to program sustainability
- Quality human resources necessary for street child sports programs are limited in Egypt
- Potential exists to improve documentation and forward planning of financial strategy
- Street children support sustainability through informal open communication with Tofulty director
- Parents and community members are not currently actively invested in supporting program sustainability
- Solid partnership with National Karate Federation promotes continuation of karate component
- Potential exists to partner with other NGOs serving street children in Cairo

Insecurity of human resources is the principle threat to program sustainability

One of the most immediate threats to the sustainability of Tofulty's sports program is finding a way to secure an adequate number of trained staff with the limited financial resources it commands. Tofulty initially hired three trainers, but all of them have left over the course of the program. Two of these trainers left after only a few months. The only trainer who remained for an extended period of time was Captain Hossam, after having worked without a salary for several months. Captain Hossam was the only sports trainer at Tofulty. His departure means that training in fitness, karate and hip hop from a professional sports trainer is no longer available at Tofulty, though the children may be able to continue training themselves under the supervision of the social workers.

"Human resources are a big, big problem in this part of the world."

- Dr. Iman Bibars

Captain Hossam's departure is illustrative of a larger trend in the Tofulty sports program's human resource security woes. For most staff, the causes of departure are twofold. The most important cause is the lack of attractive salaries for faculties of sports graduates. The comparatively high pay of trainers in regular sports clubs works to the disadvantage of Tofulty. While regular sports clubs pay their sports trainers around 1000 LE⁴⁷ per month, Ms. Ibrahim can only offer them 400 LE per month. Ms. Ibrahim considers this financial disincentive to be the main reason behinds trainers' decisions to leave Tofulty. She said, "We hired two or three graduates from the Faculty of Sports and it didn't work, mainly for money, not because they didn't like it."⁴⁸ Ms. Ibrahim says she strongly desires a method to increase her financial capacity to pay trainers.

The second most important cause for trainers' departures lies in the difficult nature of working with street children compounded by the lack of training faculty of sports graduates have in working with street children. Before his departure, Captain Hossam admitted that training street children requires significantly more effort than training non-street children because they involve a greater time commitment, which is the essence of

⁴⁷ LE = Egyptian Pound

⁴⁸ Columbia Team Interview with Seham Ibrahim, March 25, 2009

building a trusting relationship. He said, “I also have commitments to my own family, but the street children need me for longer periods of time.”⁴⁹ Ms. Ibrahim declared that “dealing with the street children really requires someone who is very patient and has a kind heart. It is not easy to find such qualifications.”⁵⁰ Therefore, the combination of comparatively lower pay and more demanding work creates a strong disincentive for trainers to stay at Tofuly.

An additional difficulty in finding adequate sports trainers lies in the fact that there are no training programs in Egypt that focus on sports for disadvantaged populations. Therefore, the only possibility for Tofuly is to hire traditional sports staff and train him/her internally to work with street children. This creates significant costs and ultimately leads to highly unsustainable strategies for growth.

The other key members of Tofuly’s staff are the social workers who supervise, monitor, and counsel the children and support Ms. Ibrahim with logistical tasks. There are currently 23 permanent social workers and 20 volunteers working at Tofuly. Ms. Ibrahim reported that she has lost a significant number of social workers over the course of her work with Tofuly. One social worker who has been with Tofuly for four and a half years explained why she stayed, and why she believes others have left:

“The reason I stayed is that I am passionate about this field and I want to make a difference. A lot of people do leave. I think it is for different reasons: some get married; others can’t handle the children because they might not be adept at dealing with children that change a lot, or dealing with the many dynamics of the problems the children face. Doing this job requires us to change mindsets and that is not easy. It requires a lot of skills and competencies.”⁵¹

In order to provide social workers with the necessary skills and competencies to work successfully with street children, Tofuly has a comprehensive training strategy for social workers. According to one social worker, Tofuly offers specialized trainings by doctors and professionals and staff-wide workshops where veteran social workers present case-study examples on relevant topics.



There are currently 20 volunteers working at Tofuly, as part of the partnership program with the Faculty of Social Services and Faculty of Literature at Helwan University, and with the High Academy for Social Services. Through this partnership, undergraduate students intern at Tofuly during the fourth year of their studies and participate in a Training of Trainers program with full-time social workers. This partnership has good potential since as many as 35 to 50 students have interned at Tofuly since the beginning of the sports program in 2008. However, the main issue is the high drop out rate of interns after a year of training at Tofuly. Ms. Ibrahim explained that she had 40 students per year but only one of them continued with the program. According to Ms. Ibrahim, in most cases, volunteers either get married (and leave Tofuly to take care of their own families) or their families do not approve because they do not want their child/sibling/spouse associating with street children.

49 Columbia Team Interview with Seham Ibrahim, January 14, 2009

50 Columbia Team Interview with Seham Ibrahim, March 16, 2009

51 Columbia Team Interview with social worker Amany Said, March 25, 2009

Quality human resources necessary for street child sports programs are limited in Egypt

In addition to the fundamental concerns of retaining an adequate *quantity* of human resources for the Tofulty sports program, securing *quality* human resources is a concern because there is a lack of integration between sports trainers and social workers. Social workers are not trained in working with sports, and, according to Ms. Ibrahim, many of the social workers at Tofulty do not understand the benefits of the Tofulty sports program. “Sometimes I have problems with the social workers, because for them sports is nothing,” she said.⁵² Similarly, sports trainers are not trained in social work and therefore lack a comprehensive understanding of how to handle at-risk children and youth. Discussions with social workers, Captain Hossam and Ms. Ibrahim revealed that building cooperation between social workers and trainers is a long and difficult process on both sides but Tofulty successfully spring-boarded a process of integrating the two skill-sets. Ms. Ibrahim explained “When Captain Hossam first came, he started as specialist in sports: he wanted to do a lot of activities and have a lot of competitions. I told him ‘no, you have to take it step by step’ and then he started to understand. It took us about two or three months before he was prepared to work on the social side.”⁵³ Ms. Ibrahim explained that while Captain Hossam learned about the specific complexities of street children from her, she learned about how to challenge children and encourage them to be sports “champions” from Captain Hossam. Ms. Ibrahim stated that her goal is to create a Training of Trainers program for both sports trainers and social workers to integrate their respective skill-sets, as she believes that the success and continuation of the sports program depends on them.⁵⁴ Unfortunately, because no such social work/sports integrated training exists in Egypt, the financial costs of such training will have to be borne by Tofulty.

Potential exists to improve documentation and forward planning of financial strategy

Upon observation of Ms. Ibrahim’s program some concern was raised in regards to financial sustainability. Regrettably, despite the concern, the Team was unable to collect substantial information on the financial situation of Tofulty’s sports program. Part of the reason for this was due to the apparent lack of attention that Tofulty places on documenting its financial resources and maintaining a consistent financial strategy. Both aspects jeopardize the continuity and sustainability of the program.

Ashoka-Nike funding for Tofulty started in 2006 and ended in 2008. Ms. Ibrahim was a recipient of her first Nike grant in 2006 and of the second in 2008. The fund was used as follows: Phase I provided girls at Tofulty with access to a sports center so they could exercise and learn about proper nutrition. Phase II extended access to a gym facility for long-term use and Ashoka provided funds for opening two more centers. The remaining funds were used to pay trainers’ salaries, rent space and purchase uniforms and other equipment for classes in hip hop and karate.

Currently Ms. Ibrahim is “depending on individual donors” for the continuation of the Tofulty sports program, as the maintenance costs and running costs cannot be covered by the original funds that she received. Raising funds for the sports program is difficult because donors are mainly interested in funding medical costs or nutrition for street children, not sports programs. According to Ms. Ibrahim, few donors are willing to fund running costs of the sports program, such as maintenance of the gym, rent and trainers’ salaries, which actually represent the most expensive parts of the sports program.

52 Columbia Team Interview with Seham Ibrahim, March 16, 2009

53 Columbia Team Interview with Seham Ibrahim, March 25, 2009

54 Columbia Team Interview with Seham Ibrahim, January 14, 2009

Over the course of the program, there have been shifts in Ms. Ibrahim's financial strategy. There is conflicting information on how funds have been spent which could be problematic on her part, since she is the only financial administrator. One illustration of her shifting financial strategy is evident in the following statement that she made during one of the Team's interviews: "The second fund [I received from Ashoka] was supposed to be for opening two more centers; when I learned about the hip hop I took part of the fund for hip hop and the rest was to open a new center. My proposal now for Ashoka is not to open a new center, but to empower the current center."⁵⁵

One benefit of this fluid financial strategy is that it allows Ms. Ibrahim to be highly flexible. After Captain Hossam's departure, Ms. Ibrahim changed her plans and thought about allocating the next Ashoka fund to his salary. It seems that Ms. Ibrahim's frequent changes of plans are made in response to the continually changing circumstances. However, this denotes a *reactive* rather than a *proactive* strategy, which may be harmful for the future of the organization in the long-term. Part of Tofulty's financial difficulties lie in the very nature of NGOs' non-resource generating work. However, the lack of concrete annual budget and corresponding grant seeking strategy both pose additional difficulties to the continuation of Tofulty's sports program.

Program beneficiaries⁵⁶ support sustainability through informal open communication with Tofulty director

Similar to Ms. Ibrahim's financial management of the program, currently, the operational and creative ownership of Tofulty's programs are also highly centralized. The sports and activities programs were managed by one trainer and tangentially supported through additional Tofulty social workers who attend to the emotional and psychological needs of the children. Ms. Ibrahim directs all facets of Tofulty's operations and sets the formal course for all of the program's maintenance and expansion. The future and trajectory of the Tofulty sports program is based in large part on the will and curiosity of Ms. Ibrahim herself. She decides which grants to apply for, the types of organizations to partner with and the manner in which Tofulty's budget will be spent.



However, Ms. Ibrahim is receptive to the feedback and voiced concerns of the street children. Ms. Ibrahim started the karate program in response to the request of one of Tofulty's girls, Azhar, who said she wanted to learn karate in order to defend herself against men who tried to rape her. Despite this instance, there do not appear to be *formal* systems through which the street children influence the design and decision-making of the Tofulty sports program or Tofulty at large. It is important to consider, however, that working with children – especially street children – has its inherent challenges when it comes to direct ownership. Based on the fundamentally limited capacity for critical

decision-making children exhibit (based on age, level of education, and psychological health status) and the high mobility of the street children, it is unrealistic to think that they could have a substantial management

⁵⁵ Columbia Team Interview with Seham Ibrahim, March 16, 2009

⁵⁶ i.e. the children enrolled in the program, families of the children, former participants and external community members

role. Allowing them to voice their opinions and take an active role in discussing expansion schemes is arguably the best way that Ms. Ibrahim can afford them a meaningful role in the program's continuation.

Ms. Ibrahim faces a significant challenge in integrating the participants' families as partial owners of Tofulty's programs. Participants with high potential for growth have been restricted from engaging in certain activities or have been withdrawn from the program altogether. Tofulty currently lacks a strategy to engage parents in the sports program. As lack of cooperation from parents has threatened the ability of some children to participate, finding ways to engage parents and explain to them the benefits of the sports program could improve the sustainability of the Tofulty sports program.

Local community is not invested in supporting the sustainability of the program

Ms. Ibrahim continues to express her interest in collaborating with members of Helwan to effectively and holistically serve the street children. In one interview, she stated plainly, "If you want to work successfully with street children, you have to work with the parents, the way the family lives, the way community constructs them, the relationships around them, their problems, social and economic problems, and speak about the politics. If you want to create solutions, you have to work within the community to create the solutions."⁵⁷ It was evident during interviews with the participants that either their parents were supportive of their involvement in the program, or the children were not in touch with their families which made it impossible to gauge their level of acceptance. There have been some successes with individual families, but most interactions with the local community Ms. Ibrahim described to the Columbia Team illustrate ongoing tensions caused by the challenges of working with a highly marginalized and outcast section of society. For example, Ms. Ibrahim explained the negative reaction to the karate program as it related to the low status of street girls in the local community:

*"When I had the first karate show in Helwan, people said, 'Seham, you are going to threaten the men in Helwan because if girls start to beat men in the streets then you will have fights in the street!' They told me [they were threatened], they said, 'What are you doing!?' because for them... these girls are not even human beings, if you give empowerment to this creature then they start to fight back."*⁵⁸

Solid partnership with National Karate Federation supports sustainability of karate component

Ms. Ibrahim has built a strong relationship with the National Karate Federation which has promoted sustainability of the karate program through regular Karate Federation tests and access to competitions. However, Tofulty does not appear to have a sustained working relationship with any other sports organizations at present.

Potential exists to establish partnerships with local NGOs that serve street children

Ashoka's role in facilitating communication between Tofulty and other NGOs is critical as this is the only continuous strategy Tofulty has for communicating with other NGOs. Through her fellowship with Ashoka, Ms. Ibrahim has had regular communication with other NGOs in Egypt as well as the opportunity to travel and participate in international trainings. She says that she has traveled with Ashoka three times and has received four or five trainings or workshops from Ashoka either within Egypt or abroad. Ms. Ibrahim explained that the publicity that she receives through Ashoka is very positive for her program and the ability to learn about

57 Ibid

58 Interview with Seham Ibrahim. Cairo, Egypt. 16 March, 2009.

different experiences from different fields through the periodic meeting (every 3 months) of all Ashoka Arab World Fellows is highly valuable.

Aside from the meetings arranged by Ashoka, however, Tofuly has limited communication with other national or international NGOs working with street children, and lacks a sustained strategy for reaching out to and building partnerships with other NGOs. Tofuly has worked with the United Nations to open venues for the street children to perform hip hop dance, and the children have performed at three United Nations events. Tofuly has also worked in partnership with a Swiss organization and an Italian organization to fund a few programs. Ms. Ibrahim has also attended UNICEF trainings on street child issues, but feels that they are more theoretical than practical.

The Tofuly Foundation does not work in partnership with any *local* NGOs that serve street children. Ms. Ibrahim explained to the Columbia Team that she only meets with these NGOs when there are events for street children or research on street children. Building a network of local partners could be a positive opportunity for Tofuly to improve sustainability through information and resource sharing with organizations that have a similar vision. Demonstrating the benefits of sports to other local NGOs working with street children could also develop the empirical evidence and NGO advocacy encouraging for donors to fund sports programs for street children.

EVALUATION

Al-Tanweer Sports Program

Fellow Background

Magdy Aziz, founder and director of the Al-Tanweer⁵⁹ Foundation, was elected as an Ashoka Fellow in 2005 for his innovative idea to develop a series of programs in rural public schools to teach children about human rights. Mr. Aziz has worked with 20 local, primary schools in Al-Minya Governorate in Upper Egypt to implement children's rights clubs as additions to the existing educational curriculum. The programs are focused on the broad rights of children, but place a special emphasis on gender equality.

After being elected to receive Nike funding, Mr. Aziz expanded his cooperation with the same 20 schools to incorporate programs that challenged the conventional resistance to female participation in sports. His strategy for the program has been to continue working closely with the education system to establish sports teams for girls in all 20 schools. The program has promoted the slogan: "Your right: Play. Compete." During the first phase of funding, Mr. Aziz created volleyball teams that received coaching for five months by volunteers from the Egyptian Volleyball Association. During the second phase of funding, Mr. Aziz expanded the program to establish girls' soccer teams and coordinate a series of matches between all 20 teams ending with a championship competition and a final awards ceremony. The Columbia Team evaluation focuses on the results of the soccer phase.

Mr. Aziz chose to target his children's rights programs at 20 schools located in rural villages in the administrative region of Al-Minya Governorate in which no other NGOs were working. Mr. Aziz describes Al-Minya as "a rural community, in which the culture is not very tolerant with regards to gender equality. The community places an enormous emphasis on religion, and all decisions are likely to be based on the standpoint of religious ethics."⁶⁰ Participation in sports was not a widespread practice for girls in Al-Minya. According to a survey conducted by Al-Tanweer, less than 20% of girls played sports before the beginning of the sports program.

59 "Enlightenment" in Arabic

60 Columbia Team interview with Magdy Aziz, Cairo, Egypt, January 16

I. REACH

- The soccer phase of the Al-Tanweer sports program reached 400 primary school girls in 20 villages in Al-Minya governorate
- Limited resources to expand size and number of teams according to level of interest lead to participation requirements that excluded some girls
- The program's sequential strategy to gain support resulted in extensive outreach and contact with parents and school administrators
- The Al-Tanweer model is highly replicable and Mr. Aziz intends to expand the program by replicating it in preparatory schools and at schools in other villages and regions

Participation in the program reached 200 girls during the first phase (volleyball) and 400 girls during the second phase (soccer). The program targeted young girls from elementary schools of age range 9 to 12 years old. The program established soccer teams of 20 girls at 20 schools. Due to the high level of interest among the girls and limited resources to expand the size or number of teams, the program had to hold try-outs to select participants. The selection was based on three criteria: "their level of physical fitness, how much they wanted to join, and their level of soccer skills."⁶¹ The application process also required proof of a physician check as well as a written approval from the girls' parents. As a result, girls who did not already have basic soccer skills, good fitness conditions or parents' approval were excluded.



However, considering the limited financial and logistical resources available, as well as the pilot and short-term nature of the program, selecting girls based on their existing sports skills might have had the strategic advantage of showing the benefits of the program more effectively, thereby establishing a strong base of support from which to pursue further expansion. On the other hand, further questions arise if the same criteria are repeatedly set up in the next phases of the program. If the process of empowering girls and women is understood as addressing an exclusion, leaving out girls with least opportunities, both in terms of individual skills and familial setting, is a structural issue for the realization of the program's ultimate goal to empower girls and breakdown barriers to gender equality.

⁶¹ Columbia Team interview with trainer Al-Zhore, Al-Minya, March 18

The Al-Tanweer sports program targeted only girls in the upper levels of primary school. Once girls reach the level of preparatory school, participation in sports becomes more problematic. Girls explained to the Columbia Team that their parents and the administration told them that their bodies are changing, and that they therefore cannot continue to play sports in preparatory school. According to one trainer, in upper levels of education, participation in sports would be a problem primarily “because the girls themselves would not want to play.”⁶² However, four of the parents interviewed who worked at Al-Zhore school expressed their wish to expand the sports program to the preparatory level and beyond. As these parents pointed out, confining the sports program to elementary school is a limitation to empowering girls in the long term.

The extensive outreach and contact with parents generated overall acceptance and awareness of the program. Mr. Aziz explained that he created committees in which teachers and trainers worked together with parents in order to inform them of all the details of the program and to involve them in the decision-making process. All of the girls interviewed by the Columbia Team said that their parents were aware of the program; some mentioned that their parents had watched the DVD about the teams made by Mr. Aziz.

Mr. Aziz’s future strategy for reach follows two main lines of expansion. First, Mr. Aziz seeks to target a higher number of girls within the schools by creating additional teams in different kinds of sports such as running, handball, and basketball. Second, he aims at expanding regionally by targeting a higher number of schools in different governorates of Upper Egypt. He said he could then have the girls compete on the level of Lower Egypt and eventually at the national level.⁶³ The main challenges for the expansion of the program’s reach lie in cultural opposition to girls’ playing sports in the region of Upper Egypt. “There are challenges from being in Upper Egypt, which is a more traditional area where there is a cultural obstacle,” said the principal of Al-Zhore school.⁶⁴ However, the sequential strategy Mr. Aziz utilized to gain support for girls’ sports in the current 20 schools could easily be replicated. Identifying the right stakeholders within each school and using the trainers and teachers as bridges to the parents is likely to function in other schools. Moreover, because Mr. Aziz’s sports program uses human resources already available within the schools, replication of this program is low cost.

62 Columbia Team interview with trainer, March, 18

63 The team will compete at the level of the region for the first year, at the level of the governorate for the second year and at the national level for the third year.

64 Columbia Team Interview with Magdy, January 16, 2009

II. EFFECTIVENESS

“Soccer brings us girls together!”

- Al-Tanweer Soccer Participants

Individual agency of Al-Minya girls

- Improved girls’ energy levels and overall health
- Gave girls a sense of accomplishment and a sense of equality with boys
- Improved girls’ self-confidence
- Taught girls interpersonal skills and facilitated bonding with female peers
- Taught girls marketable skills such as leadership, discipline and organization
- Had generally positive impact on girls’ academic performance

Opportunity Structures of Al-Minya girls

- Catalyzed deconstruction of gender stereotypes in the girls’ schools and families

The Al-Tanweer soccer program engaged girls in regular exercise and altered playground dynamics to create space for girls to be physically active. Whereas before the program, the girls explained that they mostly just studied in their spare time and did not play sports, during the program, the girls practiced three times a week for two hours each practice. The trainers and girls also described to the Columbia Team that the girls began playing soccer at recess, teaching other girls to play and sometimes even playing with the boys.

Although the Team was not able to obtain scientific health data, several girls and parents mentioned that one of the benefits of playing soccer was that it made the girls healthier; in particular it gave them more energy. Parents at both Al-Zhore and Kafr Al-Mansoura said that playing soccer made their girls healthier. “[Soccer] makes [my daughter] healthy and helps her control her weight and is good for her overall health,” said one mother at Kafr Al-Mansoura.⁶⁵ “My daughter likes to play soccer very much and she is now healthier,” said a father at Al-Zhore.⁶⁶ In interviews with the girls at both Kafr Al-Mansoura and Al-Zhore the girls mentioned a number of health benefits from soccer including increased energy, controlled weight, and improved physical performance.

Soccer program gave girls a strong sense of accomplishment

Playing soccer gave the girls a sense of accomplishment by recognizing and rewarding them through try-outs and competitions. One group of girls proudly explained how they joined the soccer team through successfully completing difficult try-out tests. The girls at the Kafr Al-Mansoura, who took first prize out of all of the schools in the Al Tanweer program, said that what they like most about soccer is competing. They expressed

65 Interview with mother of participant, Kafr Al-Mansoura, Al-Minya Governorate, Egypt. 19 March, 2009

66 Interview with father of participant, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

more than once in the interview that they want to be able to play more matches.⁶⁷ The girls in Al-Zhore village also had stories of competing and winning to share:

“There was another village with two schools that had soccer teams. The two schools in Al-Zhore village played the two schools from the other village, and we won, so we were very happy! Before the Al-Tanweer program there were not any such matches for girls, only for boys.”⁶⁸

However, when there are winners there are also losers. The quote from the girls above was from a conversation the Columbia Team had with four participants: two from one school and two from another. Two



of the girls in the group were on a team in the tournament described above that did not win, and they did not express the same enthusiasm about the match as the girls who had won. Competition, while it gives girls a strong sense of accomplishment when they win and get prizes, can also give girls a sense of failure if they lose. The try-out and competition aspect of the soccer team is a double-edged sword. On the one hand, competing motivates the girls, gives them a sense of accomplishment and makes these accomplishments visible, but on the other hand, too much focus on winning prizes could have been demoralizing for the girls whose teams did not do well in the competitions.

Winning, however, is not the only way girls gained a sense of accomplishment through the soccer program. “Scoring lots of goals” was something the girls at Al-Zhore school described as their favorite thing about soccer, and all of the girls had the opportunity to score goals during practice regardless of how well their teams did in the competitions. The soccer program also gave girls a sense of accomplishment by challenging them to overcome their fears and participate in an activity others, and even they themselves, had previously thought only boys could do. Sara⁶⁹ (age 12), a participant on the Kafr Al-Mansoura team stated, “We like challenging ourselves to play [soccer] because it is a difficult game for girls.”⁷⁰ Raja⁷¹ (age 12) explained that they were scared and kind of shy to compete at first, but, “We overcame the fear by concentrating on the game itself and our next tournament.”⁷²

Soccer program gave girls a sense of equality with boys

Gaining soccer skills and playing formal competitions has allowed girls to hold their own on the soccer field during recess and represent their schools in sporting events, territory once reserved only to boys. This experience has given the girls a greater sense of equality with boys. They can now relate to and compete with boys, literally and figuratively, on the same playing field. Akilah⁷³ (age 11), a participant on the Al-Zhore team

67 Interview with ten participants, group 1, Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 19 March, 2009.

68 Interview with four participants, group 2, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

69 The names of all participants have been changed to pseudonyms.

70 Interview with ten participants, group 1, Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 19 March, 2009

71 The names of all participants have been changed to pseudonyms.

72 Ibid

73 The names of all participants have been changed to pseudonyms.

said, “The boys only play soccer, they are obsessed with soccer, but now we all play it.”⁷⁴ The coach at Al-Zhore explained to the Columbia Team that as the girls improved their soccer skills they became more comfortable with the boys seeing them in active roles:

“In the beginning I held the practices outside the school day because the girls themselves did not want the boys to watch them (because they were wearing t-shirts and doing certain movements like kicking); after a while they let some boys watch and then more and it became normal”⁷⁵

The girls at Kafr Al-Mansoura now play soccer with the boys during recess. They described how before the soccer program, the boys ignored them, but after they won the competition the boys started to play with them and they learned soccer skills from each other. Hibah⁷⁶ (age 12), a participant on the Kafr Al-Mansoura team explained that after she started playing soccer, her father began encouraging her to play soccer with her brothers, and she now has a closer relationship with her brothers.

Soccer program improved girls’ self-confidence

The girls’ parents, teachers and male peers all noted that a key difference they have seen in the girls since they started to play soccer is that they are now more confident and decisive. The boys at Kafr Al-Mansoura explained that soccer has changed the girls by making them “more self confident” and “more open to deal with boys.”⁷⁷ Two fathers at Al-Zhore described how in the beginning, their girls were worried about the tournaments, but they got used to it, and after winning they became more confident and now they always want to take part in competitions. Three other parents at Al-Zhore said that after participating in soccer their daughters have become more decisive and independent. They added that because of decisiveness their daughters gained from playing soccer, they no longer worry about their daughters as much because they know they can take care of themselves. The principal of Kafr Al-Mansoura described a similar change in the girls who had played soccer there, “The girls gained courage, they are able to talk to everyone; they now take initiative. They are more self-confident.”⁷⁸



Soccer program taught girls interpersonal skills and facilitated bonding with female peers

Participating on the soccer teams taught the girls interpersonal skills. They have learned how to work together to reach a common goal. All of the girls the Columbia Team interviewed mentioned several times throughout the interviews that soccer taught them to cooperate and support each other. The team leaders at Al-Zhore school described the process of learning good sportsmanship:

“There was a problem that people were very selfish during the soccer games and they hogged the football. There was no spirit of sports; for example, if a team won, then the opposing team would say that this was because the coach helped the team win. This mentality has changed since and now the

74 Interview with four participants, group 2, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

75 Interview with Coach Fouzi, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

76 The names of all participants have been changed to pseudonyms.

77 Interview with boy students, Kafr Al-Mansoura, Al-Minya Governorate, Egypt. 19 March 2009

78 Interview with Principal of Kafr Al-Mansoura Primary School, Al-Minya Governorate, Egypt. 19 March, 2009

*students are better about the competitiveness. Coach Ashraf also tells us not to be mean. He says, 'kiss your friend and forgive her.' We have learned to work better with people... soccer helps us figure each other out"*⁷⁹

Another group of girls at Al-Zhore said they learned to cooperate with each other and respect each other and work with each other. Zahara⁸⁰ (age 11), explained, "Even when we lost games we were able to come together to work through it."⁸¹ Both groups of girls the Columbia Team spoke with at Kafr Al-Mansoura School explained that they learned to cooperate with each other and love each other through playing soccer together. Most of the girls expressed that their favorite aspect of the soccer program was bonding with their female peers. "Soccer brings us girls together!" was a phrase expressed multiple times by all of the girls interviewed at both schools.⁸²

Soccer program taught girls marketable skills such as leadership, organization, and discipline

Participating on the soccer teams also taught the girls leadership skills. In Al-Zhore, some girls were appointed leaders of their teams and given team management tasks: "We are the leaders of the teams. Our role as leaders are: We organize, see if something is wrong between the members of the teams, we create systems and make sure that there are no quarrels. We also teach how to cooperate with each other," explained one of the team leaders at Al-Zhore.⁸³



Even those girls who were not formally selected as leaders were able to translate their soccer skills into leadership roles on the playground and outside school. The girls at Al-Zhore explained that they encourage their friends to take part in the soccer program and teach other girls in their village in the streets. The trainers and school administrators explained that now, the girls on the team teach other girls how to play during recess.

The girls also learned organization and became more disciplined through playing soccer. Coach Fouzi described how the girls learned to take turns, manage their time and follow directions through training:

*"At the beginning, I struggled with managing the girls. For example, at the beginning I would pick four (or just small group of girls) and have the others watch them, but they would not want to just sit and watch, they wanted to all go at once. They were difficult to organize in the beginning... At the beginning they were not punctual everything was chaos, but over the course of the training they became more disciplined, very organized and more patient"*⁸⁴

79 Interview with four participants, group 1, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

80 The names of all participants have been changed to pseudonyms.

81 Interview with four participants, group 2, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

82 Interviews with groups of participants, Al-Zhore Village and Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 18 and 19 March, 2009

83 Interview with four participants, group 1, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

84 Interview with Coach Fouzi, Al-Zhore Village, AL-Minya Governorate, Egypt. 18 March, 2009

The girls and their parents and teachers explained to the Columbia Team that they learned how to manage their time between schoolwork and sports. When asked what they learned, the girls at Al-Zhore said they “learned to divide their time between playing soccer and academics.” Noor⁸⁵ (age 11) said, “I was able to go into playing and forget about school and go to school and forget about soccer.”⁸⁶ The girls at Kafr Al-Mansoura also told the Columbia Team that they “arranged their time between playing soccer and studying”⁸⁷ and learned to be “punctual.”⁸⁸ One father at Al-Zhore said that his daughter became “more responsible” through playing soccer. Three other fathers at Al-Zhore said their daughters learned “organization”.

Soccer program had a generally positive impact on girls’ academic performance

Not only did playing soccer encourage girls able to be more organized and disciplined about their time, but soccer also made them happier and more energetic, which translated into more motivation to study and improved academic performance. According to the Al-Tanweer staff and the trainer at Al-Zhore, the girls who played on the soccer teams improved their grades and had better grades on average than the girls who did not play soccer. Although we were not able to see the documentation indicating this, some of the girls and parents confirmed that this was true. Some of the girls said that they were lazy before but now they are more energy⁸⁹ and some said that soccer improved their academic performance.⁹⁰ The parents at Al-Zhore said they were worried that soccer would affect their girls’ academics so they made them promise not to let their grades slip. “Actually, they became so much more motivated to do schoolwork” in order to prove that it was not affecting their grades because they wanted to keep playing. Even the mother the Columbia Team spoke with at Kafr Al-Mansoura who did not see any change in confidence in her daughter and seemed slightly apathetic toward the program said that soccer helped her daughter in school because it “made her mind more active.”⁹¹

Some girls did not see a relationship between academics and their participation on the soccer program however. In other interviews the girls responded to the question of how soccer affected their academics by simply saying they have high marks. Because the girls had to try out to be on the soccer teams, it may have been that the most motivated and energetic girls, probably already at the top of their class, were the ones who were successful in the try outs. Girls at Al-Zhore said they in the beginning of the program, they missed school to play soccer, which would not be beneficial for their academics. However, the girls explained that this only happened a few times and did not continue once the program established a concrete schedule.

Quality trainers were a cornerstone of program effectiveness

In general, the program was highly effective at improving individual agency of girls who participated. Trainers were a highly significant

“Girls at this age especially love friendships more than anything. So if one girl is selected and another girl isn't, then the selected girl might not want to join. The trainers learn about the selection criteria for selecting the girls to join. I help the trainers get an overview of the technical and psychological parts of the practice.”

- Dr. Ramadan, Al-Minya
Psychologist

85 The names of all participants have been changed to pseudonyms.

86 Interview with four participants, group 2, Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

87 Interview with ten participants, group 1, Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 19 March, 2009

88 Interview with ten participants, group 2, Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 19 March 2009

89 Interviews with groups of participants, Al-Zhore Village and Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 18 and 19 March, 2009

90 Interviews with groups of participants, Al-Zhore Village and Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 18 and 19 March, 2009

91 Interview with mother of participant, Kafr Al-Mansoura Village, Al-Minya Governorate, Egypt. 19 March 2009

component to the effectiveness of the program at achieving its goal of empowering girls. As the primary implementers of the program on the ground, they were the people who put the idea of sports to empower girls into practice (see box.6). Al-Tanweer ensured that trainers were adequately equipped to take on this responsibility by providing a three-day training of trainers session. In addition to sports training skills, the training session also included training on child psychology, specifically regarding girls of primary school age, provided by a professional psychologist, Dr. Ramadan. This attention to the psychological aspect of training is a strong point of Al-Tanweer's Training of Trainers system, as it equips the trainers not only to teach girls soccer skills, but also to instill confidence, encourage teamwork, and teach discipline through soccer.

Box 6. Trainer Profile: Mr. Mohamed, Kafr Al-Mansoura Primary School

"Mr. Mohamed is like a father or a big brother to us"

- Aiya, age 12, Kafr Al-Mansoura Soccer Team Participant

"We love the trainer Mr. Mohamed and he loves all of us."

- Fara, age 12, Kafr Al-Mansoura Soccer Team Participant.

Mr. Mohammad is the Math teacher at Kafr Al-Mansoura, but he has also taken on the roles of IT teacher and Physical Education teacher because the school is suffering from teacher shortages. In addition to these three roles he agreed to take on the responsibility to coach the girls soccer team and has enthusiastically coached the girls since 2008. He continues to hold practices and encourage scrimmages between the girls and between the boys and the girls even though formal coordination from Al-Tanweer has ended. The principal of Kafr Al-Mansoura School said she asked Mr. Mohammed to be the trainer because, "whenever I give him a task, he always fulfills it perfectly. He always works from his heart. He promised me the team would get us first place and they did!"

Soccer program catalyzed deconstruction of gender stereotypes

On the structural level, the Al-Tanweer sports program served as a catalyst to encourage the girls' parents, teachers and male peers to reconsider and deconstruct gender stereotypes about girls' rights and abilities. One father remarked, "When they (the girls) first talked about playing soccer, it was difficult for us (as the fathers); but as we began to understand the program more we accepted the idea more. We also discussed this with our wives; we both accepted this and we were fine with the idea of our daughters playing soccer. It also helped that we had examples from TV such as seeing the Women's World Cup."⁹² The principal at Al-Zhore Primary School described how parents initially refused because "there is a cultural obstacle and people tend to believe sports hurts girls and that they have weak bodies."⁹³ Both the trainer and the principal at Al-Zhore school described how parents reconsidered this belief after the school administrators and the trainer explained that girls have the right to play sports. They also explained that sports would not be damaging to their daughters but rather, beneficial for their daughters' health and energy. In an interview with Mr. Mohammed, the trainer from Kafr Al-Mansoura school, he shared that, "In the beginning the parents refused because they felt that hard play like soccer was for boys and not for girls"⁹⁴ Other parents and coaches expressed that they had initial concerns about the girls' physical and emotional capacity to play a rough, competitive sport, but the girls' demonstration of their abilities through practice and competition showed them the girls were stronger and more assertive on the playing field than they had previously assumed.

92 Interview with two fathers of participants. Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

93 Interview with Mr. Jad, Principal, Al-Zhore Primary School, Al-Minya Governorate, Egypt, 18 March 2009

94 Interview with Mohamed Mahmood Ismail (Coach). Kafr Al-Mansoura, Al-Minya, Egypt. 19 March, 2009

In order to transcend the negative opinions towards the program, Al-Tanweer approached all stakeholders by engaging in dialogue. At the level of the ministry and the school administration, Mr. Aziz would pose questions to the community, such as, “Is there something in religion that prevents girls from participating?” and provide Egyptian documentation that upheld the right for girls to participate in physical and social activities.⁹⁵ The schools and trainers then approached parents by holding meetings at the schools to explain the benefits of sports. All of these actions were an attempt to encourage the parents to think through their positions and challenge their beliefs. Rather than struggling or fighting with parents, Mr. Aziz chose to openly discuss the program with them and allow them to better understand the goals of the program by using the “moderating power” of a trusted local institution - the school.

The Al Tanweer soccer program also indirectly challenged the girls’ male peers to reconsider their assumptions and beliefs about girls. The boys at both schools expressed very conflicting feelings about the girls playing soccer. At Kafr Al-Mansoura the boys explained they understood that the girls’ sports teams were started because girls did not have the opportunity to play sports before, but they do not understand why girls now have more competitions than boys. The boys at Al-Zhore stated that they wanted to support the girls to play sports and they saw positive changes in the girls as a result of playing sports, such as improved confidence and assertiveness. However, they also explained that girls playing soccer is against their culture and they feel uncomfortable about girls taking over the playing field (a space which they used to dominate) or learning how to do sports that involve fighting because then they would be able to “deal with” the boys (see box.7).

Box 7. BOYS IN AL-MINYA: INNER-CONFLICT ABOUT GENDER STEREOTYPES

“I am happy for girls to play sports... but boys used to dominate the playing-field and we still want space to play, so the girls in the program should play in a smaller space.”

- Mohammed, age 11

“I support girls’ sports but... girls playing soccer is against culture. I grew up in such a culture. Now, we are going to support them but my culture is against girls playing soccer.”

- Ahmed, age 12

Note: All names are pseudonyms

Source: Interview with 4 boy students, Al-Zhore elementary school, Al-Minya Governorate, 18 March 2009

The boys show both support and reservations about girls being equal to them in the area of sports. The boys’ conflicting answers reflect an ongoing process of deconstructing gender stereotypes that was ignited by the girls’ sports programs. However, although the sports program involved meetings and dialogue with parents and school administrators, it did not appear that the boys had had the same opportunity to discuss girls’ rights to play sports. Although, the Al-Tanweer program started with children’s rights clubs, these did not continue throughout the sports phases. The boys’ confusion demonstrates an opportunity to re-engage the boys in dialogue about human rights, in particular about the rights of women and girls and the concept of gender equality as it applies to sports.

95 Ibid

III. SUSTAINABILITY

“Schools have competing priorities for limited funds and sports is not a high priority. If an organization isn’t behind the girls’ sports program, pushing it, the schools will not take the extra initiative to continue it, even if they support the cause.”

- Al-Tanweer Coordinator

- Schools and parents are invested in sustainability of the Al-Tanweer sports program
- Training of school teachers as trainers generated secure human resources, but there is potential to expand this aspect of the program
- Potential exists to improve marketing strategy in order to generate necessary funds
- Potential exists to generate wider community support through increased public exposure of program
- High potential exists to forge mutually beneficial relationships with other NGOs that have a similar mission and approach

Schools and parents are invested in sustainability of program

Al-Tanweer delegated the primary implementation of the program to the schools, while Al-Tanweer supported the schools with over-arching coordination. Coach Fouzi, of Al-Zhore Primary School, explained Al-Tanweer’s sequential strategy for implementing the girls’ sports program in the schools (see Box.8).

Box 8. AL-TANWEER STRATEGY: SCHOOL OWNERSHIP

“First the program gains the support of the principals. Because of the vast differences between the principals’ views and the [people in the] villages, they can’t understand the idea of girls playing sports so we start with the argument that girls need to have physical fitness alongside academic performance and this will help them academically so they need to play sports on a continual basis.

Then the physical education teacher and the school administration take the steps to gather as many parents as possible and have a meeting at the school to explain that girls have a right to play sports, and we’re not doing anything that will make them lose their dignity or something that would not be acceptable to them and we will be holding the practices with a person from the school administration on call...This is very important to them and makes them feel safe.

Additionally, the program’s trainers are all from the villages, and this is important to gain the trust of parents. The other members of the board of directors of the schools and I all joined together to promote the girls’ soccer teams.”

--Coach Fouzi, Al-Zhore Primary School

Source: Interview with Coach Fouzi Al-Zhore Village, Al-Minya Governorate, Egypt. 18 March, 2009

Al Tanweer worked first to gain the support of the principals of the schools. After having gained their support, Al-Tanweer requested that the school administrators at each of the schools select a teacher to be a trainer. In most cases, this person was the physical education teacher. The school administrator and the trainer were then responsible for holding meetings with parents to introduce the purpose and value of girls' soccer teams. After gaining acceptance from parents, the school administration and trainers were responsible for recruiting girls and holding try-outs. The schools were also in charge of selecting the time, frequency, location, supervision, and visibility of the practices. This allowed the schools to adapt the specific operational design of the program according to the needs and concerns of the specific parents and girls in their villages. A sense of ownership on the part of the school was further enhanced by the fact that the girls represented their schools at the matches, and trophies were given to the winning schools. The principals at both of the schools the Columbia Team visited proudly presented their trophies and described *their* teams' victories.

One area for potential improvement, however, concerns parent involvement in program activities. Although Al-Tanweer had an explicit strategy to involve parents in the initial design of the program at each school, there was not a strategic method to involve parents in soccer practices and matches. None of the eight parents the Team interviewed were able to attend the matches and only one of them played an active role in implementation. However, most of the parents expressed an interest in becoming more involved in program activities. A key concern as the program moves forward will be to find innovative ways for mothers, in particular, to be involved. Interviews with parents, participants and trainers revealed that, although some fathers were able to attend matches, none of the mothers were able to attend matches or practices.

Training of school teachers as trainers generated secure human resources, but potential exists to build on the success of this system

As aforementioned, all of the trainers were local teachers in the schools. This was made possible through the Al-Tanweer training of trainers system. The trainers were given three-day training session to prepare them to coach the girls. The training included instruction both theory and practice of training soccer, and the teachers were given manuals to keep. Even if teachers did not have prior experience in soccer or training, the program could offer the training and information necessary to be an effective soccer trainer for the girls' teams. The program coordinators also visited practices to verify that the trainers were applying the training of trainers curriculum effectively and offered ongoing support to the trainers.



The trainers were compensated with only a small stipend and essentially worked as trainers on a voluntary basis. The trainers received 30 LE per month, about \$6, for three trainings per week. The Al-Tanweer coordinators asserted that this amount was not enough, but neither the trainers nor the school administrators mentioned inadequate compensation for trainers as a problem. Furthermore, Al-Tanweer was able to secure trainers at every school with the offer of this stipend, and none of the trainers left the program prematurely for lack of a competitive salary. As Christina, a program coordinator at Al-Tanweer explained, "The trainers believed in the cause that the girls

should have the chance to play sports and they weren't looking at the financial side"⁹⁶ Appointing teachers as trainers is an effective method for securing human resources at low cost. The trainers are already supported by their teaching salaries and do not have to travel or make significant accommodations to become a part of the program. Therefore, a high salary for the position is unnecessary. However, the stipend is a good method to acknowledge their efforts, and provide an incentive to take on the extra responsibility. As standing employees in the school, there is low probability that the trainers will leave. Thus, the security of trainers to support the sustainability of the Al-Tanweer girls' sports program is relatively high.

However, appointing and training only one teacher to be a trainer in each school meant that the success or failure as well as continuation of the program was totally dependent on this one key person in each school. Although other teachers are supportive on the program and are willing to contribute it, their role is still limited to occasional assistance. A teacher in Al-Zhore school said that he sometimes help to organize soccer match. The principal in Kafr Al-Mansoura school also mentioned that other teachers sometimes come to help but they are not 'trainers' who can coach girls' soccer well but just assistants and during the holidays it is only Mr. Mohamed.⁹⁷ If a trainer leaves the program for some reason, it is very hard to continue to have training for girls. This could a potential threat to sustainability of the program.

Potential exists to improve marketing strategy in order to raise necessary funds

The Al-Tanweer sports program was solely dependent on the Nike grants to cover expenses, although Mr. Aziz sought additional funding and required some buy-in from the schools and parents. (For example, the parents explained that the schools paid for half of the travel costs to the competitions and the parents paid the other half.). Mr. Aziz expressed that Egyptian funding sources are limited because few Egyptian donors in general do not yet see sports activities has having significant social benefit. In order for Mr. Aziz to find the sources that are willing to donate, it will be necessary for him to actively market the program to potential donors in the local community and society at large. The publicity for the final event of the girls' soccer tournament was fairly limited and could have had the potential to make the program more visible to the public. Regrettably, Mr. Aziz cannot afford to hire any additional staff members for marketing and fundraising purposes due to the aforementioned budget constraints. This limitation is a significant challenge for both human resource and financial sustainability and will need to be directly addressed before a new program is adopted.

Although financial sustainability might be achieved by requiring parents to pay fees for their daughters to participate, Mr. Aziz conducted a quick survey of parents and found that most would not be able to afford any additional fees. As far as the capacity of schools and parents to support financial sustainability of the program is concerned, Dr. Iman explained to the Columbia Team that about 60% of school fees go to the ministry and the schools can only use about 10% for extracurricular activities, including sports. The Al-Tanweer coordinators expressed apprehension about the schools' ability to take financial responsibility for the program when they must balance a number of competing priorities



⁹⁶ Interview with Diaan (Al-Minya Project Coordinator). Al-Minya, Egypt. 19 March 2009

⁹⁷ Interview with Principal of Kafr Al-Mansoura Primary School, Al-Minya Governorate, Egypt: March, 2009

within these tight margins.

Mr. Aziz has considered creating a savings account between Al-Tanweer, the schools and the bank. His concept is to only use the earned interest on the account to pay for necessary equipment and salaries for the trainers. Although the available interest would depend on the size of the fund, he said that the interest rate could vary between 10% and 12%. Mr. Aziz feels that this might not generate enough money to cover all the necessary costs in every school, but through additional funding to cover the gaps, it might be able to provide a more sustainable strategy for funding.

Potential exists to gain wider community support through increased public exposure of program

There is significant potential to expand public exposure of the girls' sports events to the wider community. Although the program had a comprehensive and effective strategy to reach out to schools administrators and parents, the sports program lacked adequate exposure to the community beyond the school walls. Mr. Aziz did not publicize the program to the community, and local people were not invited to go to regular games. This final match and ceremony was the main event that gave visibility to the program, but the strategy to encourage attendance was unsuccessful. "Many of the people that we invited didn't come," said Mr. Aziz. In order to support both sustainability and continued expansion of the catalytic effects of the program to deconstruct gender stereotypes, the program will need to achieve broader reach and support in the village beyond those affiliated with the primary schools.

High potential exists to forge mutually beneficial relationships with other NGOs

Mr. Aziz reached out to the leader of the Egyptian Federation for Soccer, Sahar Harwawi in order to develop a strategy to increase visibility of the Al-Tanweer soccer program. Mr. Aziz has also met with several potential donors to share with them about Al-Tanweer initiatives to promote the rights of children in Egypt. Mr. Aziz aims to reach out to the growing international business sector and also NGO donor base desiring to invest in sports for social change initiatives. However, sustained working relationships with external actors beyond the ministry of education and the schools remains limited. There is potential for Al-Tanweer to partner with other organizations with a similar mission and approach in order to coordinate resources (see box.9).

Box 9. Building Dialogue in Sports for Social Change: Al-Tanweer and Ishraq (Population Council)

During the March research trip the Columbia Team arranged a meeting between Magdy Aziz and Nadia Zibani, Technical Advisor for the Ishraq program. Ishraq is a joint initiative of the Population Council, Save the Children, UNICEF, and CARITAS to provide informal education as well as sports opportunities to out of school girls in Upper Egypt. Ms. Zibani said, "Before our program, which seems similar to Mr. Aziz's initiative, no girls could enter youth centers even though these were public spaces that should be used by the girls, and there were no programs for them. Many don't see the need for these facilities. Girls are overlooked because they are busy working in the field for additional income for the family." Mr. Aziz and Ms. Zibani's conversation brought the opportunity to share strategies and coordinate for future growth of sports initiative to empower girls in rural Upper Egypt.

RECOMMENDATIONS:

Tofuly Sports Program

1) Reform Sports Offerings

Diversify sports program by focusing on different levels of intensity for each participant, include team-based sports and maintain an acute sense of cultural sensitivity when selecting *all* activities.

1.1 Introduce lower intensity sports such as table tennis:

- In order to include girls who are not able to play sports because of limited physical abilities, Tofuly could offer activities of lower intensity than karate and hip hop.
- In particular, Tofuly could incorporate table tennis as part of its weekly sports activities. This would be beneficial because it:
 - Can be played at a recreational level of intensity
 - Is low cost and does not require a lot of space, equipment or training expertise
 - Is a popular sport in Egypt
 - Has been implemented successfully as a strategy by the Population Council to involve Egyptian girls in sports
- In order to ensure that table tennis goes beyond sports for ‘fun’ to sports for ‘social change,’ Tofuly could seek a partnership with the *International Table Tennis Federation (ITTF)* and the *Egypt Table Tennis Association (TTA)*.
 - The ITTF and Egypt TTA provide training – including the ITTF’s “*Breaking Down Barriers with Table Tennis Balls*” course, which is being translated into Arabic – as well as table tennis tables and equipment to development projects. Existing beneficiaries include the Population Council’s Ishraq program and a table tennis parlor for street children in Al Basateen.
 - Tofuly could work in collaboration with the ITTF, the Egypt TTA and the Population Council and learn from their strategies in order to include table tennis not only as a recreational activity, but a sports activity that will have positive impacts on the Tofuly girls’ individual agency and structural opportunities.
- *By following this recommendation, the program will offer more opportunities to an increased number of girls, at a relatively low cost.*

1.2 Incorporate team sports:

- In order to achieve the possible benefits that sports can offer in the area of enhancing interpersonal skills, Tofuly could include a team sport. Although the children perform karate and hip hop as a team, these sports involve somewhat limited direct interactions with other team members and some of the children expressed boredom with karate.
- Tofuly could explore the possibility of building formalized soccer teams.

- Soccer is a popular sport in Egypt and globally, and thus, would have high potential to facilitate integration of the street children into mainstream Egyptian society and entice additional donors.
- It is recommended that these teams be separated according to gender as some of the girls mentioned that they prefer to play sports with only girls.
 - *This incorporation will enhance girls' relationships with each other and with other children.*

1.3 Focus on culturally appropriate sports:

- Tofuly could focus on sports that are culturally appropriate and perceived by the community as enhancing the street children's skills. Considering that hip hop was received with very mixed reactions by the community, Tofuly could scale back its hip hop program or perhaps discontinue it altogether and replace it with more culturally acceptable forms of artistic expression. Because of the negative image of dance in Egyptian society – and the potentially negative reputation this could promote for the girls – Tofuly should continue hip hop only as an internal activity and not as a public performance.
 - *This will increase the likelihood of sports activities to continue in the future and will facilitate integration into the community.*
 - *Reforming sports offerings will: better address the needs of all Tofuly girls, better leverage the strengths of the current offerings, and promote a more harmonious relationship with local community members.*

2) Create individual sports program for Tofuly's children

Construct individual plans for each participant that will enforce goal-setting and customize an approach for achieving the greatest benefits.

- Tofuly could customize sports activities designed to match the needs of each street child and create an individual schedule and timeline of activities. Social workers could consider aspects of the child's health history to ensure a better fit. They could work in cooperation with trainers to create individual timelines for sports activities.
- Social workers could develop a questionnaire that will determine the interests of the child to avoid a decline in participation rates for specific activities. It could include:
 - Activities of interest at Tofuly
 - Health history and/or limitations
 - Goals for the following year
- Each child's individual schedule could be displayed in a common area. Children could be responsible for filling out their weekly schedule and crossing-out activities that they have achieved; they could also add personal comments or drawing.
 - *This program will improve children's participation and well-being by matching individual needs; it will also increase children's ownership of the sports program and create a sense of responsibility, commitment and regularity.*

3) Create a partnership with the Faculty of Sports of Helwan University⁹⁸

Build upon an existing relationship with Helwan University to increase the sustainability of human resources.

⁹⁸ This partnership could be based on the same model as the one created by Tofuly with the faculty of Social Work at Helwan University.

3.1 Create a volunteering program with the Faculty of Sports:

- This program could encourage future trainers to do their required internship at Tofulty.
- Tofulty could advertise the benefits of working with street children to students at the Faculty of Sports. By showing that the skills and experience gained by the volunteers are valuable and marketable, this would increase the incentive for students to work with Tofulty.
- Tofulty could ask Captain Hossam (or primary trainer) to supervise volunteers from the faculty of sports, especially during the first months
 - *This will increase the number of temporary workers in a non-costly way, which is crucial for the continuation of Tofulty's sports program.*

3.2 Create a sports scholarship:

- Through this partnership, Tofulty could also work in conjunction with the Faculty of Sports to create a yearly scholarship for one street child. This child's sports skills and dedication will have proven to be remarkable and this scholarship would ultimately help to allow the student to attend the university as a full time student.
 - *This will help to improve the structural opportunities for some of the participants and also aid in some of Tofulty's financial struggles.*

3.3 Organize a sports workshop at the University:

- Tofulty could also ask Helwan University to host a short training/workshop for Tofulty's social workers. This would increase social workers' understanding of Tofulty's sport program, enhance the cooperation between social workers and trainers, and support Tofulty's sports at no cost.
 - *This would be a boost to the support of the sports program and also aid in closing the human resource gap at Tofulty.*

4) Increase internal training capacity

Improve the quality and sustainability of sports training offered by Tofulty through common learning and apprenticeship programs.

4.1 Create a "Training of Trainers" program to train Tofulty children to lead sports activities:

- In order to internalize the trainer work force, the lead trainer could select "natural leaders" among Tofulty's children. After this selection, the trainer could train them in teaching certain sports and they could then become "trainers' assistants." This system would allow the children be able to run practices in the event of the trainer's absence and ensure a minimum of continuity by focusing on human resources already present in the program.
 - *This would help to mitigate the impact of trainers resigning from the program and also offer an opportunity for street children to gain a greater sense of psychological well-being.*

4.2 Improve training for an integrated team of social workers and trainers:

- Tofulty should increase the level of mutual understanding between social workers and trainers and enhance their cooperation. In order to do this, they could create "Training of Trainers" workshops among social workers and trainers (volunteers from the Faculty of Sports) so that they could both learn about the other's role and gain common skills to work better with street children.
 - *By offering these mini-courses all resources would have a greater understanding of the sports program and see how all human resources are working to support it. Additionally, this would allow individuals to fill certain gaps as they arise.*

5) Increase Resource Specialization

Create an organizational structure that reinforces the interactions between trainers and social workers by assigning specific social workers to be a liaison between the sports program and other social workers.

- Currently, there are 24 social workers and only one trainer devoted to the sports program. When this trainer leaves the program – as occurred during the Team’s evaluation – this seriously jeopardizes the continuity of the sports initiative.
- Therefore, rather than having an organizational strategy that is generally horizontal in nature, in which all workers have similar functions and responsibilities, there could be at least one or two social workers that divide part of their work load with the sports program. These trainers would be obligated to attend the children’s training sessions and work closely with the head trainer to better learn the details of the programs that are being offered.
- The social worker(s) designated to this role would foster increased communications between the trainer and the other social workers as well as help to lead training sessions when the trainer is not there.
- (Note: This would also be an opportunity for greater synergy if the Helwan training partnership is pursued. The student trainer could help to educate the social workers and perhaps provide them with the same empowerment opportunities as the children. Additionally, this hierarchical structure could be applied in other areas of nutrition, sexual health, etc.)
 - *This will increase the attention on the sports aspect of Tofulty’s operations and also create a loose contingency provision in the event that the formal trainer resigns. This new “sports liaison” position would foster an enhanced “team” aspect amongst Tofulty staff and provide a stop-gap for transitions between trainers.*

6) Find a cooperative way of engaging with community

Build stronger relationships with the community and establish more formalized methods of outreach.

6.1 Identify possible partners:

- In cooperation with Tofulty staff members, Ms. Ibrahim could try to analyze the major stakeholders in the community. She could categorize community members in three ways: challenge groups, possible cooperators and current partners. This would be beneficial because seeking cooperation with current partners and possible cooperators has proven a more successful strategy than battling with challenging groups.

6.2 Set-up regular meetings with current partners and possible collaborators:

- In these meetings, Ms. Ibrahim could discuss issues of street children at Tofulty and possible activities with them. Tofulty could thereby maintain and develop its relationship with current partners and possible collaborators.

6.3 Establish a Community Advisory Committee in the long run:

- Establishing a Community Advisory Committee (CAC) – which would consist of a core group of community representatives – could be useful for sharing knowledge, responsibilities and resources, and linking street children with the community.⁹⁹ Once relationships with some key community

⁹⁹ Suggested by the World Health Organization’s (WHO) toolkit, “Working with Street Children, Module 9 Involving the Community”

members are established through the regular meeting, Tofulty will reach a sufficient level of cooperation to establish the CAC.

- *This system will foster integration of the sports program with the community and make it possible to create competitions/events including children from Tofulty and from the community. It will eventually enhance integration and acceptance of street children within the community.*

7) Allocate more financial resources to sports activities strategically

The many turns and shifts in Tofulty's financial strategy could be harmful for the sustainability of the sports program. It is important not only to allocate more budgets to sports activities but also to design a long-term financial strategy. This could also be done in collaboration with Ashoka.

7.1 Allocate more annual budget to sports activities:

- Ms. Ibrahim could review the annual program budget and allocate a more consistent portion of it to sports activities. Considering the difficulty to expand the sports budget in general, it is necessary to use the budget more strategically and consider longer-term perspectives. For instance, allocating a significant part of the budget to invite trainers from abroad might be too detrimental to Tofulty's limited budget. Instead, the annual budget should be allocated to pay Captain Hossam or at least one regular trainer on a weekly basis.

7.2 Review and revise Tofulty financial strategy with Ashoka:

- Ms. Ibrahim could hold a yearly conference at Ashoka, presenting the program she hopes to achieve and how she intends to allocate her yearly budget. She would then receive feedback from Ashoka on how the budget could be allocated strategically and what programs the Ashoka staff consider more realistic and should become the focus of Tofulty's work.
 - *Through strategic consideration of funds allocation and greater external scrutiny, Ms. Ibrahim might be able to find a more sustainable method for utilizing the funds that are at her disposal.*

8) Improve Gym Center

Improve and expand upon the existing gym equipment at Tofulty's disposal and apply for new equipment.

8.1 Focus on improving the gym center rather than the Caravan Center: for the sports program

- Tofulty could improve its current gym center rather than moving the gym center to the Caravan as suggested by Ms. Ibrahim. Tofulty could leverage existing resources optimally and enhance safe spaces for children.
- Tofulty could use an improved gym center as a way to integrate street children with the community by inviting the community members to use the gym center and allow children from the community to join the karate classes and other sports activities. An important addition that must be added to the gym center is a large studio in which to hold karate classes and table tennis.

8.2 Apply to special Nike/Architecture for Humanity grant to fund improvements:

- Tofulty could enter the *Nike/Architecture for Humanity Gamechanger* competition to support improvements to the athletic center. Through this initiative, Nike and Architecture for Humanity provide the funding to design and build innovative facilities that change lives that cover up to 75% of the building costs. The second round of the competition will begin in May and end July 15th,

2009. There will be a third round starting in August and ending October 15th, 2009. The process is outlined below:

- Register with:
http://inside.nike.com/blogs/gamechangers-en_US/2009/03/27/need-a-home-court-for-your-sport-project
- Submit proposal by providing Nike/AfH with an image of the Tofuly children in the gym/practicing and some basic information about Tofuly, the Tofuly gym center program and goals. The questions are:
 - i. Project mission, rationale, principles, and objectives?
 - ii. Who is sponsoring the project (Ashoka and Tofuly)?
 - iii. Where will the project be located?
 - iv. Do facilities at the location need to be constructed or upgraded?
 - v. Are there any architectural or design services required?
 - vi. Would this project benefit from the assistance of construction professionals?
- *This will improve the existing gym center at limited costs and expand spaces that promote girls' development into healthy adults.*



RECOMMENDATIONS: Al-Tanweer Sports Program

1) Expand Number of Teams

Expand the reach of the sports programs and offer new opportunities to existing participants.

1.1 Establish two levels of teams:

- The original selection process excluded girls who were the least physically fit and thus, the most in need of an opportunity to be physically active. In order to make the try-out process less intimidating and facilitate greater inclusion, Al-Tanweer could have two levels of teams in the next phase of the program: novice teams and senior teams.
- The only criteria for the novice teams would be the motivation to play soccer and a commitment to practices and parent permission; while the senior teams would maintain the original try-out criteria.
- This would involve having two parallel competitions: one between the novice teams and one between the senior teams.
- In order to avoid promoting one team as more skilled than the other, the Columbia Team recommends that these teams wear uniforms with different colors and encourage the girls to develop team names.

1.2 Establish girls' soccer teams at local preparatory schools:

- Al-Tanweer could establish girls' soccer teams in preparatory schools in Al-Minya. Although involving girls in physical activity during and after puberty may be more difficult, Al-Tanweer could follow the current participants into preparatory school as a strategy for introducing soccer teams to the preparatory level. Once the current participants enter the first grade of preparatory school, Al-Tanweer could establish soccer teams for these girls at their preparatory schools. This way, Al-Tanweer will benefit from the necessary support of parents and the skills of the girls. After this pilot phase, Al-Tanweer could establish more teams at different grade levels.
 - *This strategy will aid in reaching more girls and also offering an ever-expanding system of institutionalizing the program.*

2) Increase the number of qualified trainers from community

Considering that most sports teachers are overloaded as they teach several disciplines at once, it is important that Al-Tanweer increase the number of qualified trainers to make practice more sustainable.

2.1 Identify teachers and parents who are willing to be a trainer:

- It is beneficial to find potential trainers from the community because the success of the program partly depends on participants and parents trusting highly in the trainers. Al-Tanweer could identify

teachers and parents who show motivation to contribute to the program and select them as potential trainer's assistants.

2.2 Expand Training of Trainers program:

- Al-Tanweer could expand and strengthen the Training of Trainers programs to train parents and teachers. Al-Tanweer's three-day training session, which takes place at the beginning of the sports program, could be repeated more regularly throughout the program.
- Al-Tanweer could seek partnerships with other organizations that have a similar training program, in order to maintain low running costs. For example, Al-Tanweer could reach out to the Ishraq program, which has a similar training session, in order to open each other's training sessions to potential trainers.
 - *This will secure human resources, improve community support and make practices more sustainable for the girls.*

3) Increase Public Exposure of the Program

It is important that Al-Tanweer increase public exposure of its sports programs in order to achieve the ultimate goal of changing mentalities. Since the program is generally well accepted among the community, increasing exposure should be relatively easy.

3.1 Invite parents to all the soccer games:

- Create a social gathering at the end of each game to encourage parents to come watch the game and to talk to each other about it.
- Increase the accessibility of the games by thinking carefully about the best time and place to suit parent's needs.
- Organize a "Mother's Soccer Day," which would gather only women and provide more access to certain women who would not have previously attended the matches. (Note: This day should be scheduled at a time that is convenient for the women.)

3.2 Increase ownership by parents through involvement in practices and competitions:

- Parents could be recruited as assistant trainers, based on their observed skills and motivation. The trainers could reach out to the most motivated parents and teach them the most basic skills to run a soccer practice.
- Parents could also be asked to provide logistical help for the organization of the games and tournaments, as well as for the subsequent social gatherings.
- A few parents in particular could be responsible for supervising the social event after the game.

3.3 Organize a Sports Day for the community in the village:

- In addition to inviting parents, it is also important to target "non-converted" members of the community, or members who do not have a direct connection to the sports program.
- Al-Tanweer could organize a yearly sports and social event that focuses on creating incentives for 'non-converted' community members to join the event – such as offering food and drinks.
- Parents and teachers contact people from their networks living in other villages, to join the event.
 - *This will help increase the visibility of the program in other villages and potentially prepare the ground for the creating of a sports program in these villages.*

4) Expand Al-Tanweer's Marketing Strategy

Al-Tanweer could develop a methodology to research both the public and private organizations involved in the area of sports for social change.

4.1 Increase role of existing staff member(s):

- Two volunteers/staff members could be responsible for outreach. They could report their key findings once a month and then discuss them with other staff members.
- The outreach staff could research organizations that may overlap with Al-Tanweer's program – such as Population Council – and contact them for potential partnership.
- Al-Tanweer could research potential donors, focusing on multinational sports corporations or national mobile corporations.
- They could reach out to potential national mobile companies that would be interested in sponsoring soccer uniforms for the girls.

4.2 Deepen Channels of Communication:

- In order to end the shortage of direct communication with the teachers (other than those selected as trainers) in the schools, Al-Tanweer could continue the successful discussions that Mr. Aziz conducted with the school and local community concerning the rights of the girls. These discussions could be institutionalized in a formal monthly format called “*Discuss. Debate. Develop.*”
- The goal of this monthly session will be to raise new and lingering issues about the sports programs and allow both the parents and educators to discuss their concerns, debate the different topics and work towards developing new schemes of growth. Mr. Aziz could be the moderator for the discussions and present new ideas for funding, solicit new ideas for growth and work towards expanding the formal network of community investment.
 - *This will increase institutionalization of the sports program through increasing the dimensions of community ownership.*

5) Institutionalize the girls' soccer programs in Al-Minya public schools

Since participation in competitions has proven to be a driving force for the girls, Al-Tanweer could organize competitions and tournaments on a biannual or triannual basis, in order to maintain the momentum of the soccer competition.

5.1 Institutionalize soccer competitions:

- In the short-term, institutionalizing the soccer competitions could be done by Al-Tanweer. The organization should design a yearly schedule and organize inter-villages competitions during each school semester. The organizational costs (transportation to competition, stadium's use) could be minimized by increasing cooperation with local actors (e.g., bus companies, stadium's owners, etc.) and involving parents in the logistical support.
- In the long term, Al-Tanweer should keep reaching out to the Ministry of Education in order to eventually establish a government-run national soccer competition.
 - *By taking a more long-term approach, this will allow for the program to find greater traction over time and deepen its integration within the community.*

6) Develop Village Soccer Fields

Through coordination with donor groups and individual action, Al-Tanweer could increase the number of fields that are available and identify existing fields for possible use.

- Al-Tanweer could work in collaboration with *love.fútbol* to develop quality village soccer teams in the ten villages in which Al-Tanweer currently operates. Love.fútbol (www.lovefutbol.org) utilizes a community-based methodology with the organization by holding meetings in the community – facilitated by a local partner – to determine the need and demand for a soccer field. They combine this methodology with an asset-based community development model, by seeking to leverage the community’s resources.
- Al-Tanweer could identify existing playfields in the villages. In cooperation with love.fútbol, the community would buy-in to the improvement of the field through contributing volunteers, tools and other resources. (Note: The local community should be encouraged to allow girls to utilize the fields and address ways to avoid domination of the fields by local boys.)
- Al-Tanweer could create a partnership with lovefutbol.org; Al-Tanweer would act as the local partner and love.fútbol would provide resources to develop village soccer teams in Al-Minya.
 - *This will reach more members of the community and promote the integration of the Al-Tanweer girls’ soccer teams into community life in Al-Minya.*

7) Include Nutrition Component in sports program

Lack of adequate nutrition was cited by Mr. Aziz, parents, teachers, and trainers as a continuing problem for girls in Al-Minya. In particular, it was mentioned that anemia is prevalent among girls in rural Egypt, which reduces their energy, concentration, and overall performance. Al-Tanweer could incorporate a nutrition component in the sports program in order to have a more significant and lasting positive impact on the girls’ health.

- Al-Tanweer could start by conducting a survey and meeting with parents and trainers to assess the girls’ health needs. Using this information, Al-Tanweer could add the following four components to its sports program:
 - Include information on basic nutrition for active girls in the curriculum for the training of trainers three-day training and manual
 - Require the trainers to incorporate teaching the girls about nutrition as part of the training
 - Provide a healthy snack and fluids at every practice and competition
- *By instituting a nutrition program into the system it would foster healthy minds and bodies for all the participants and tackle one of the most persistent challenges to empowerment facing girls in rural Egypt.*



RECOMMENDATIONS: Ashoka Arab World

Through the evaluation of Tofulyt and Al-Tanweer sports programs, the Columbia Team has examined the role that Ashoka Arab World can play in managing the sports Fellows. The following recommendations are designed for Ashoka and outline some ways in which they can support the Fellows to implement the proposed recommendations and expand future efforts:

1) Refine the selection process of sports programs

- Ashoka could organize interviews with possible sports Fellow candidates to select the most feasible sports programs. During the selection interviews, the Ashoka staff could push the Fellows to analyze their proposals based on the framework outlined in the Columbia Team's research,¹⁰⁰ focusing on the areas of: Reach, Effectiveness and Sustainability.
- This framework can be used for the new stage of Nike funding to try to institutionalize the Fellows' programs. Some of the main questions that could be asked to existing sports fellows would be:
 - How do you plan to secure enough human resources?
 - What is your strategy to increase involvement of parents and community members?
 - How do you plan to foster cooperation with organizations working on related issues?
- *This will challenge the Fellows to consider specific elements of their programs before they commence and will support them in finding innovative solutions to adjust and improve their original proposal, through close cooperation with Ashoka staff.*

2) Organize advisory meetings

- When the Fellows intend to make *significant* changes to their original sports programs, the Team would suggest that advisory meetings are set-up to evaluate the strategic goals. The evaluation framework proposed by the Columbia Team – Reach, Effectiveness, Sustainability – could help review and improve existing programs.
 - *This will provide them with feedback and advice and will help them anticipate potential issues.*

3) Hold biannual meeting of Ashoka sports Fellows

- These meetings would focus on Fellows who are engaged specifically on sports
- A recommended structure for these meetings would be:
 - Each Fellow presents their strengths and the challenges they face, and they answer questions from the Ashoka staff.
 - The proceedings from the meeting could then be summarized in a report and shared with the Fellows

¹⁰⁰ See appendix A for complete framework

- *This will allow to hold the Fellows more accountable and would give the President of Ashoka Arab World the opportunity to organize her criticisms and recommendations*

4) **Increase information sharing on best practices**

- Ashoka could keep a database of some common “best practices” exhibited by certain sports programs and to share it with the Fellows in a bi-annual newsletter. Some examples of good practices could be:
 - Mr. Aziz’s use of local trainers to convince parents to let their daughters participate
 - Mr. Aziz’s sequencing strategy in addressing various stockholders
 - Ms. Ibrahim’s partnership with the local Faculty of social work
 - Ms. Ibrahim’s practice of surveying volunteers for feedback
- Additionally, Ashoka could utilize blogging to actively share information. While Ashoka Arab Region Blog already introduces the organization and Egypt office, it could be further developed to present success stories, profiles of the Fellows, non-confidential monthly reports, important notices, etc. On a quarterly basis, an Ashoka intern/staff member, paired with two or more Fellows could be in charge of updating the Fellows activities.
 - *This will increase the visibility of sports programs to attract potential donors; provide information on practices that work and develop feedback among sports Fellows; involve Ashoka staff in the Fellow’s work and take advantage of their knowledge; give Fellows an opportunity to voice their opinion.*

5) **Develop Ashoka's information system on fellows**

- Ashoka could standardize internal documentation of Fellows’ programs for the recording and analysis of the programs. This will help familiarize staff and stakeholders of the programs. All documents could follow a format that includes more detailed information.
 - *This will help evaluate in more detailed the evolution of the Fellows*

6) **Leverage successes of Nike partnership to shift funding view of domestic donors**

- The donor environment is not currently favorable to sports; Ashoka could promote funding for sports by:
 - Inviting more potential domestic donors to girls’ sports event
 - Setting up a regular meeting with domestic donors
- *This will increase domestic funding opportunities, reduce potential tensions arising from international donors’ involvement in local communities and lay the ground for increased sustainability of sports for social change in the Egyptian development field.*



CONCLUDING REMARKS

The growing field of “sports for social change” is still at an experimental stage of development. Very limited academic research has been conducted on the subject, and most sports programs have not been in place for a significant period of time; this makes it difficult to draw substantial conclusions about their efficacy. However, this analysis of sports for social change in praxis through the programs of Ms. Ibrahim and Mr. Aziz yields the critical insights on the opportunities and challenges presented by this discipline.

The experiences of Seham Ibrahim’s and Magdy Aziz’s sports programs illustrate that sports for social change is a field with significant growth potential, especially in regards to funding opportunities resulting from cooperation with multinational sports corporations. The real challenge lies in taking this potential and turning it into successful programs that result not just in sports for “fun” or sports for “corporate branding”, but sports that truly cultivate empowerment and fundamentally alter society in positive ways. In order to achieve this goal, certain conditions need to be met. Below is a non-comprehensive list of some of the conditions that the Columbia Team believes are crucial to the success of sports for social change programs, particularly those seeking to address gender inequality:

- **Full integration of the sports component across all aspects of existing program’s framework:** It is important that the sports program be fully integrated with other areas of the existing organization because social change can only emerge out of the connection between sports and other development initiatives.
- **Combination of sports and rights education programs:** Sports programs prove most successful when combined with previous education efforts, which can lay the groundwork for the idea of equal rights to develop in among in the targeted community. Sports programs then prove to be successful at “activating” rights and illustrating equality in action on the playing field.
- **Securing Human Resources:** Sport trainers play a critical role in motivating girls to play sports and in gaining trust and support from their parents. A comprehensive training of trainers system allows the program to secure develop adequately trained staff among the local population, which promote trust and acceptance of the program and enhance security of human resources.
- **Implementation of sports programs for a significant period of time:** Sport can lead to individual improvements and to collective changes only if implemented for a significant period of time. A serious level of training and commitment is required to realize the full potential of sports to catalyze social change.
- **Thoughtful cooperation of girls and boys in sports activities:** Although most girls’ sports programs focus on girl participants, it is important to take the role of boys in the program into serious consideration. By monitoring and responding to the impact of girls’ sports programs on boys, the programs can better avoid feelings of jealousy, frustration and discrimination between genders. While the modalities of inclusion of boys are diverse, it is advised to consider their role in cooperation with

girls, as boys' views on girls' rights to play sports is half of the equation for gender equality in sports among the targeted generation.

- **Strategy to involve parents and community members:** Sports programs should seek incremental exposure to and acceptance by the community. This is most often achieved through direct participation of parents and community members in the program, from its very early stages.
- **Choice of culturally acceptable sports:** Sports programs are more likely to be successful if they utilize sports considered culturally acceptable in the targeted community. While breaking taboos can be the goal of sports programs, they should start with relatively accepted types of sports. Once the program is established and accepted by the community, more innovative sports can be proposed.



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APPENDICES

APPENDIX A:

Evaluation Framework:¹⁰¹

| <i>Research Question</i> | <i>Indicators</i> | <i>Sub-indicators (Data and Evidence)</i> | <i>Source</i> | <i>Method of Collection</i> |
|---|---|--|--|-----------------------------|
| Reach | | | | |
| Who does this program reach? | Scale of program | Number of participants | Fellow, Program Records | Structured int. |
| | | Frequency of participation in the program | Participants | Structured int. |
| | | Age of the participants | Participants | Structured int. |
| | Socio-economic background of the participants | Income level of the families (*) | Participants' families | Structured int. |
| | | Education level of the parents (*) | Parents of participants | Structured int. |
| | | Education level of the participants' siblings (*) | Parents or Participants ¹⁰² | Structured int. |
| | | Educational level and profession of parents (*) | Parents | Structured int. |
| Does the program reach members of the community outside the direct target group? | Degree of CM involvement in the program | Number/Percentage of the sampled CM aware of the existence of the program (*) | CM | Structured int. |
| | | Number/Percentage of the sample of parents aware of the existence of the program | Parents | Structured int. |

101 Key:

Int. = Interview

SW = Social worker

CM = Community Member

Gov = Government

(*) = The Columbia team was not able to gather the indicators marked with this sign due to time constraints posed by field visits. However, these indicators can be useful resources for future research.

Number/Percentage = While obtaining an indicator in terms of percentage of the sampled group is ideal, research's limitation often oblige to work with simple numbers.

102 This was in lieu of direct feedback from the siblings themselves

| | | | | |
|--|---------------------------------|---|----------------------------|-------------------------------|
| | | Number/Percentage of sampled CM who attend street children's shows (*) | CM, Parents | Structured int. |
| | | Number of small business owners' who work in cooperation with Tofuly, have a Tofuly apprentice or have hired a Tofuly alumni ¹⁰³ (*) | CM, Parents | Structured int. |
| | | Quotes from Fellow on obstacles overcome to establish the program in other regions | Fellow | Structured int. |
| | | Quotes from Fellow and/or documentation on a strategy to target a more diverse population | Fellow | Structured int. |
| Empowerment | | | | |
| Do the programs increase girls' psychological well-being? | Level of girls' self confidence | Number of participants who felt accomplishment after the program | Participants | Structured int., Focus groups |
| | | Number of participants with improved body image | Participants | Structured int., Focus groups |
| | | Number of participants who perceive themselves to have equal value and abilities to boys | Participants | Structured int., Focus groups |
| | | Number of participants who perceive themselves to have equal potential and rights of non-street children ¹⁰⁴ | Participants | Structured int., Focus groups |
| | | Quotes from participants explaining their perception of their own rights after completion of the program (*) | Participants | Structured int., Focus groups |
| Does the program enhance girls' goal-setting and performance? | Level of girls' ambitions | Quotes from girls describing their aspirations/goals before and after the sports program | Participants | Structured int., Focus groups |
| | | Number of girls who believe that school is a stepping stone to something greater (*) | Participants | Structured int., Focus groups |
| | | Quotes from girls explaining how they gained self-discipline and/or motivation from participation the sports program | Participants, Teachers, SW | Structured int., Focus groups |
| | Level of girls' performance | Drop-out rates of participants from program or school (*) | Participants, Teachers, SW | Structured int., Focus groups |
| | | Evolution of test scores after completion of the program (*) | Teachers, SW | Structured int., Focus groups |
| | | Quotes indicating increased levels of participation of girls in class discussions (*) | Teachers, SW | Structured int. |
| | | | | |

103 This data was applicable solely in the case of Ms. Ibrahim's project

104 This data was applicable solely to Ms. Ibrahim's project

| | | | | |
|--|--|---|---|-------------------------------|
| | | Numbers of girls who express an intrinsic press for achievement (*) | Teachers, SW | Structured int. |
| | | Number of girls who have taken on leadership position within their group or co-management of groups (*) | Teachers, SW | Structured int. |
| | | Number of participants who feel they participate or contribute to the program | Teachers, SW | Structured int. |
| | | Quotes indicating that sports has helped participants to channel and process their frustrations | Participants, Teachers, SW | Structured int. |
| Do the programs enhance girls' structural opportunities? | Degree of involvement in post-graduate activities/jobs | Types of jobs that girls typically attain when they have finished school/Tofulty (*) | Former Participants, Teachers, SW | Structured int. |
| | | Types of jobs available to girls/women in the region | Fellow, Teachers, SW | Structured int. |
| | | Number of participants who have access to learning opportunities with small businesses in the community (*) | Participants, Small Business Owners | Structured int. |
| | | Types of marketable skills that the participants have gained through the program | Participants, Small Business Owners | Structured int. |
| | Boys' perceptions of female peers | Number of boy classmates who consider their female peers as equal | Male participants | Structured int. |
| | | Number of boy classmates who believe that their female peers can/should do sports | Male participants | Structured int. |
| | Community's perceptions of the program | Parents' reactions to their daughter's participation in the program | Parents | Structured int. |
| | | Quotes from CM on perception of the sports component of the program (*) | CM | Structured int. |
| | | Quotes from CM on perception of street girls and of the opportunities they can/should have (*) | CM | Structured int., Focus groups |
| | Do the programs increase girls' security? | Possession of skills and strategies for self-defense | Number of girls who are confident in their ability to defend themselves if accosted (*) | Participants, SW |
| Quote on how girls feel confidence in terms of self-defense after participating in the program | | | Participants | Structured int., Focus groups |
| Number of girls who would attempt to defend themselves if accosted (*) | | | Participants, SW | Structured int., Focus groups |

| | Incidence of violence or abuse on street girls | Incidence of abuse (*) | SW | Structured int., Focus groups |
|---|--|---|--|-------------------------------|
| Sustainability | | | | |
| Is the program partially owned by beneficiaries (i.e. participants, former participants, and families, community)? | Sense and Degree of ownership by beneficiaries | Number and proportion of children, ¹⁰⁵ families and CM who are involved in the program design and decision making | Fellow | Structured int. |
| | | Quotes on how they engage in decision making and program design | Participants, Participants' families, CM, School employees | Open-ended int. |
| | | Number and proportion of children who feel satisfied with her/his involvement in the program design and decision making (*) | Participants | Focus Group |
| | | Quotes on how children feel about their involvement in the program design and decision making | Participants | Focus Group |
| | | Number and proportion of the former beneficiaries who are still involved in the program (*) | Fellow | Structured int. |
| | | Quotes on how the former beneficiaries are involved in the program ¹⁰⁶ (*) | Former participants | Open-ended int. |
| | | Number and proportion of schools ¹⁰⁷ and communities which already included sport activities for girls after the program | Fellow | Structured int. |
| | | Quotes on how the schools and communities include sport activities for girls | Teachers, CM | Open-ended int. |
| Does the program secure enough human resources? | Security of human resources | Number of trainers, coaches, social workers and/or teachers who are hired or involved in the program | Fellow | Structured int. |
| | | Number and proportion of trainers, coaches and social workers whose position is a voluntary basis and paid position | Fellow | Structured int. |
| | | Number of trainers, coaches, social workers and/or teachers that are trained in the program | Fellow and Captain Hossam | Structured int. |

¹⁰⁵ In Magdy's program this would only be girls

¹⁰⁶ This data was especially pertinent in Ms. Ibrahim's project

¹⁰⁷ The question of schools was primarily applicable to Magdy's project

| | | | | |
|--|--|--|---------------------------------------|----------------------------------|
| | | Number and proportion of trainers, coaches, social workers and/or teachers who left the program within three months and six months | Fellow and Captain Hossam | Structured int. |
| | | Quotes on why there is a high turn-over rate ¹⁰⁸ | Fellow and Captain Hossam | Open-ended int. |
| | | Quotes on how trainers, coaches and social workers see the opportunity to work in the program | Trainers, Coaches and Social Workers | Open-ended int. |
| | | Quotes on why trainers, coaches and social workers leave the program in a short term or stay in the program in a long term | Trainers, Coaches and Social Workers | Open-ended int. |
| Does the program have enough financial resource and visible financial strategy? | Degree of financial resources and the visibility of financial strategies | Amount of the program budget each year (*) | Fellow | Structured int. Financial Report |
| | | Amount of debt and bank loan and the repayment years (*) | Fellow | Structured int. Financial Report |
| | | Number of financial sources and the amount and proportion of the Nike grant in the total budget | Fellow | Structured int. |
| | | Quote and explanation on a financial strategy and continuity | Fellow | Open-ended int. |
| | | Quote and explanation on fund-raising effort | Fellow | Open-ended int. |
| | | Proportion of physical assets, such as sports facilities, which are possessed by the program and community or borrowed (*) | Fellow | Open-ended int. |
| Is the program supported in the community? | Degree of families, schools, and community reactions toward the program and child rights | Number and proportion of families and CM who were invited to watch the activities | Fellow | Structured int. |
| | | Quotes on how they responded to the program | Fellow, Participants' families and CM | Open-ended int., Focus group |
| | | Number/proportion of families and CM who know about the activities | Participants' families and CM | Focus Group |
| | | Number/proportion of families and CM who show acceptance to the program when and after they knew the program | Participants' families and CM | Focus Group |
| | | Quotes on how attitudes of families and CM changed when they knew the program well | Participants' families and CM | Focus Group |
| | | Number/proportion of families and CM who think sport activities positively affect children's well-being | Participants' families and CM | Focus Group |

108 This data was especially pertinent for Ms. Ibrahim's project

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|---|--|---|---|-------------------------------|-----------------|
| | | Number/proportion of families and CM who are in favor of child right to play sports before and after they know the program | Participants' families and CM | Focus Group | |
| | | Quotes on how families and CM perceive the role of sports in children's well being and the child right to play sports | Participants' families and CM | Focus Group | |
| | | Number and proportion of families and CM whose image toward street children has improved ¹⁰⁹ (*) | Participants' families and CM | Focus Group | |
| | | Quotes on how families and CM changed their perception to street children ¹¹⁰ (*) | Participants' families and CM | Focus Group | |
| | Impact of the program on community's perception of gender roles | Quotes from CM on extent to which people in the community accept that sports is not just for boys but that girls can and should have an opportunity (*) | CM | Structured int., Focus groups | |
| | | Number/proportion of men and boys who agree that women should have the same rights as men (*) | CM | Structured int. | |
| | | Number/proportion of CM who believe that street children should have the same opportunities as non-street children ¹¹¹ (*) | CM | Structured int. | |
| | Does the program have a good relation with external actors, such as government and NGO? | Relationship and partnership with external actors | Number of meetings with the counterpart gov officials per year(*) | Fellow | Structured int. |
| | | | Quotes and description on whether the counterpart gov continuously supports the program (*) | Fellow and gov officials | Open-ended int. |
| | | | Quotes and description on how the gov takes the program into account as a part of its public policies (*) | Fellow and gov officials | Open-ended int. |
| Quotes on what kind of strategies the Fellow has to foster a good relation with the gov | | | Fellow | Open-ended int. | |
| Number of meetings with other NGOs and International Organizations per year (*) | | | Fellow | Structured int. | |
| Quotes on whether or not the program builds good partnership and common strategy for the children with other NGOs and | | | Fellow and other NGOs/International Organizations | Open-ended int. | |

109 This data was especially pertinent for Ms. Ibrahim's project

110 This data was especially pertinent for Ms. Ibrahim's project

111 This data was especially pertinent for Ms. Ibrahim's project

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|--|--|---|---|-----------------|
| | | International Organizations | | |
| | | Quotes on how the program is strategically located in the entire development process for the children | Fellow and other NGOs/International Organizations | Open-ended int. |

APPENDIX B:**COLUMBIA-ASHOKA WORKSHOP JANUARY FIELD RESEARCH ITINERARY****Day 1: January 6th and 7th, 2009 (Tuesday and Wednesday)**

- Arrival in Egypt (1/7/09): Obtain Tourist Visas at Cairo airport
- Team #1 emails Jessie, Nao and Caitlin regarding arrival and travel updates (this is a part of the daily correspondence that will take place throughout the trip)
- Team #1 contacts Ashoka office to confirm meeting and travel updates (via phone)

Day 2: January 8th, 2009 (Thursday)*(Morning)*

- Take Taxi to Ashoka Office:
 - 87 A, Abdel Aziz Al Saud, Manial. (Third floor, Apt# 12). *Cairo, Egypt*. Postal code: 11451
- Introductions and Interview Ashoka Arab World staff
 - *(Scheduled by Team and Ashoka Office Prior to Arrival)*
- Orientation to the Ashoka Arab Region by Emily Kaiser *(to be confirmed by 1/5/08)*
 - Request documentation: annual reports to Nike, Ashoka Arab World Newsletters, annual Nike-supported Fellows' program reports

(Afternoon/Evening)

- Meeting at 12PM Noon with Dr. Bibars to discuss questions
 - refer to 12/28 email sent by Mike
- Meet with Mohamed Kadry and Ahmed Fouad to review trip itinerary for Cairo
 - *Time will be scheduled and confirmed with Mohamed and Ahmed before 1/3/08.*
- Email Team 2 and faculty advisor Jessie Barnes with update
- Assess if team has any questions for Jenny McGill

Day 3: January 9th, 2009 (Friday - *This is a weekend)*(Morning)*

- REVIEW- Practice interview questions and conduct a literature review

(Afternoon/Evening)

- Revise methodology if necessary
- List and discuss potential areas of analysis
- Revise or adjust research questions
- Team conference call via Skype
- Condense notes from the previous day

Day 4: January 10th, 2009 (Saturday - *This is a weekend)*(Morning)*

- Visit Fellow #1 (Maha Helali):
 - Observe program
 - Interview fellow

- Informal interviews with participants
- See Addendum 3 for Fellow Visit questions
- Revise or adjust research questions and methodology
- Team #1 discusses findings from the interview and writes analysis

(Afternoon/Evening)

- Condense notes from the day and send daily e-mail to Team 2
- Contact Columbia ADEW team to arrange a meeting

Day 5: January 11th, 2009 (Sunday)

(Morning)

- Travel to Minya via Train? Car?
- Visit Fellow #2 (Magdy Aziz)
 - Observe program
 - Interview fellow
 - Informal interviews with participants
 - Informal interviews with parents

(Afternoon/Evening)

- Revise or adjust research questions
- Revise methodology
- Condense notes from the day and send daily e-mail to Team 2

Day 6: January 12th, 2009 (Monday)

(Morning)

- Visit Schools at which Magdy Aziz carries out his program
 - Observe school and classes
 - Semi-structured interviews with teachers
 - Semi-structured interviews with parents
 - Meet with Magdy Aziz again and address any outstanding questions

(Afternoon/Evening)

- Return to Cairo
- Condense notes from the day and send daily e-mail to Team 2

Day 7: January 13th, 2009 (Tuesday)

(Morning)

- Interview Fellow #3 (Seham Ibrahim)
 - Observe program
 - Interview fellow
 - Informal interviews with participants

(Afternoon/Evening)

- Revise or adjust research questions

- Revise methodology
- Condense notes from the day and send daily e-mail to Team 2
- Team conference call via Skype

Day 8: January 14th, 2009 (Wednesday)

(Morning)

- Interview Fellow #4 (Magda Iskander)
 - Observe program
 - Interview fellow
 - Informal interviews with participants

(Afternoon/Evening)

- Revise or adjust research questions
- Revise methodology
- Condense notes from the day and send daily e-mail to Team 2
- Prepare questions to discuss with Ashoka staff on Day 9

Day 9: January 15th, 2009 (Thursday)

(Morning)

- Last meeting in the office with Mohamed Kadry, Ahmed Fouad, Emily Kaiser, and Rachel Weis
 - Objectives
 - Review Methodology in light of field research findings
 - Address if Research questions have been answered and fill in gaps
 - Discuss key themes discovered during field research
 - Determine next steps and research questions for SIPA team
 - Specific questions TBD over course of trip and confirmed with Team by the evening of January 14th

(Afternoon/Evening)

- Condense notes from the day and send daily e-mail to Team 2
- Arrange other interviews or visits to primary sources for the last 2 days of the trip

Day 10: January 16th, 2009 (Friday - *This is a weekend)

(Morning)

- Other interviews – Possibilities: USAID, Endeavor, WHO, or Population Council

(Afternoon/Evening)

- Revise or adjust research questions
- Revise methodology
- Condense notes from the day and send daily e-mail to Team 2

Day 11: January 17th, 2009 (Saturday - *This is a weekend)

(Morning)

- Other interviews or observations – Possibilities: Interview with Danielle Van de Kemenade, Ashoka intern researching women in the Middle East; meet with ADEW team

(Afternoon/Evening)

- Develop recommendations and hypothesis
- Condense notes from the day and send daily e-mail to Team 2

Day 12: January 18th, 2009 (Sunday)

(Morning)

- Return: Cairo Airport, Egypt, Egypt Air # 985, 1/18/09 @ 10:10am-3:15pm (Arrival 1/18/09)

APPENDIX C:**COLUMBIA-ASHOKA WORKSHOP March Field Research Itinerary**

March 13 – March 14 [Travel]

7:30PM March Travelers Meet at CU Gates (116 & B'way) and taxi to JFK
 11:10PM Depart from JFK **[Flight Number: KLM 644]**
 [Sara Departs 11:55PM Delta Airlines Flight 8603]
 March 14 11:20AM Arrive in Amsterdam
 9:00PM Depart from Amsterdam **[Flight Number: KLM 553]**
 [Sara arrives in Cairo 10:00PM Delta Airlines Flight 8304]

March 15 [Arrival and Ashoka Briefing]

2:15AM Arrive at Cairo airport, pick-up to
 Horus House Hotel 21 Ismail Mohamed St., Zamalek tel: + 202 2735 36 34

Afternoon meetings at Ashoka office with Kadry, Ahmed, and Emily to discuss our trip itinerary and plans
 87 A, Abdel Aziz Al Saud, Manial,. (Third floor, Apt# 12). Postal code: 11451

Evening Send e-mail to Team and Jessie to confirm arrival and share notes from briefing at Ashoka;
 Prepare for Tofulty interviews

March 16 [PopCouncil and Seham Ibrahim Evaluation]

1:30PM Interview with Nadia Zibani at Population Council
 59 Misr-Helwan Agricultural Road, Maadi, Cairo
 Telephone: +20 2 2525 5965/7/8

Afternoon Interviews at Tofulty

Evening Debrief; Write daily brief for Team and Jessie; Edit interview questions

March 17 and March 25 [Seham Ibrahim Evaluation]

- Observe children at Tofulty
 - Semi-structured interviews with Tofulty girls
 - Semi-structured interviews with Tofulty boys
 - Semi-structured interview with Ms. Ibrahim
 - Semi-structured interviews with Tofulty social workers
-

March 18 – March 19 [Magdy Aziz Evaluation]

- visits to schools and observations of children
- semi-structured interviews with soccer team participants
- semi-structured interview with Mr. Aziz

- semi-structured interviews or focus group with boys at the schools in Al-Minya
- focus group of parents whose girls participated on the soccer team
- semi-structured interviews with trainers
- semi-structured interviews with school administrators

March 26 [Ashoka Presentation]

Afternoon Meeting with Dr. Iman at Ashoka office to present initial findings

March 27 [Travel and Nike Meeting]

10:00AM Meeting at Nike Office with Maria Bobenrieth