

A photograph of the Great Pyramids of Giza in Egypt, with a caravan of camels and riders in the foreground under a blue sky with scattered clouds.

# IMPACT ASSESSMENT OF CASH FOR EDUCATION PROJECT FUNDED BY DGECHO IN EGYPT

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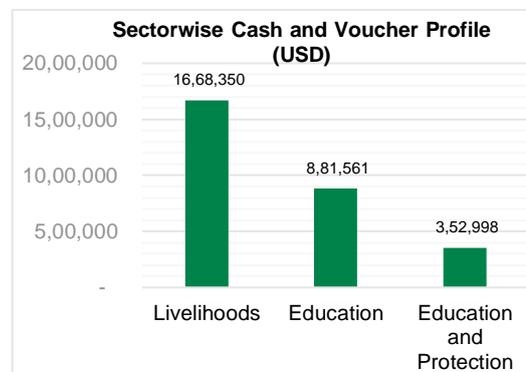
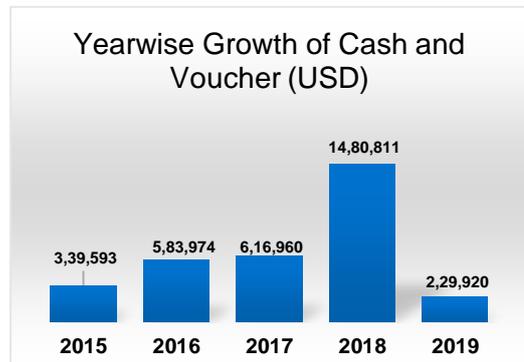
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# BACKGROUND

## Cash and Voucher Assistance journey in Plan International Egypt

- Plan International Egypt (PIE) has implemented eleven projects with cash and voucher modality funded by different donors focusing on different sectors.
- PIE adopted CVA from 2015 starting with a grant of 339,593 USD which was progressively increased to 3.24 MUSD (cumulative) until end of March 2019 (please refer to the graph alongside).
- Further PIE has innovatively used CVA modality to achieve multi sectorial outcomes. PIE successfully achieved livelihood, education and protection outcomes producing valuable evidence reinforcing that CVA modality can be flexibly used to achieve need based multi-sectoral outcomes.
- This has been possible due to the prioritisation of Cash and Voucher Assistance agenda by the PIE leadership and corresponding investment on human resource capacities on CVA.
- PIE with regular technical support on Cash Based Programming in Emergencies Specialist (CBPES) from Global Hub, Plan International made several value addition in developing scoring tool for selection of beneficiaries which was appreciated by the local implementing partners in accurate targeting of beneficiaries under the DGECHO project. Further development of customised PDM tool and manual on CVA also added to the quality implementation.
- Integration of cross cutting themes addresses a holistic approach which thereby mitigates the impact in every response. One of the best practice, PLAN International, globally has been integrating cross cutting themes as one of the key deliverables and one of the key lessons learnt from several emergencies is, PLAN International will continue implementing integration of cross cutting themes as “*non-negotiables*”.
- The current project is third in the series of multiple cycle of funding received from DGECHO using CVA modality. PIE hence planned to take stock by assessing the impact made by CVA modality on the beneficiaries including girls and boys.



# OBJECTIVES OF THE STUDY

The overall objectives of the Impact assessment were

- To measure the impact of cash on the girls and boys by DGECHO funded project.
- To measure the impact of cash on Education and protection through a gender lens to investigate considerations of power dynamics in the households
- Understand the good practices, lessons learnt for improved future programming
- Recommend way forward

# METHODOLOGY OF THE STUDY

In accordance with the Terms of Reference, the CBPES used a variety of quantitative and qualitative methodologies to gather data from across 3 Governorates for this study. These included the tools such as Household interview, Focused Group Discussion (FGD) and Key Informant Interviews (KIIs). Quantitative

data was largely accrued through review of project documents provided by PIE such as PDM Report, progress and other documents. The mixed methodology was used to triangulate and validate the responses from the diverse respondents. The PDM report provided being initial and non-validated draft, was not used for analysis.

## Desk review

A desk review was undertaken to review all relevant secondary materials including DGECHO 3 proposal, project progress reports until March 2019, post-distribution monitoring report, baseline report, beneficiary selection, and vulnerability assessment tool.

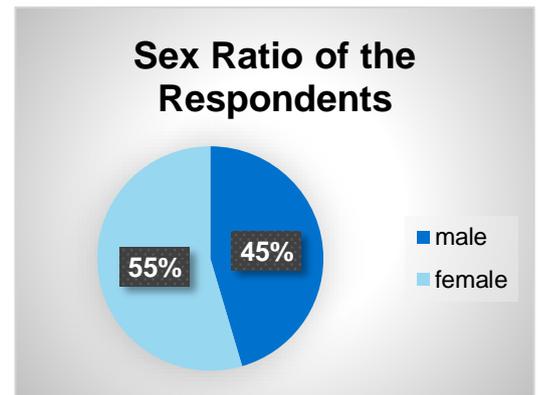
## Household interview

A total of 22 selected heads (against 24 planned) of project recipient households (including women and men; persons with disabilities; the elderly, female household heads) were interviewed. Two households didn't turn up due to some priorities at home.

Following was the plan for interviews:

- 1 Girl's mother (6 in total across locations)
- 1 Boy's mother (6 in total across locations)
- 1 Girl's father (6 in total across locations)
- 1 Boy's father (6 in total across locations)

Ratio of female to male respondents were 55:45.

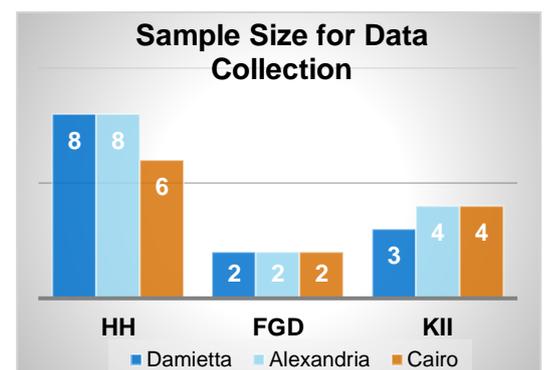


## Key Informant Interviews

Interviews were undertaken with a total of 12 Key informants focusing on pertinent perspectives and insights on the Cash for education project funded by DGECHO. These included project team members, Syrian learning centres and Community Development Association from 3 governorates Damietta, Alexandria and Cairo.

## Focus Group Discussion

A total of 6 FGDs were undertaken with adult women and men who benefitted from the Cash for education projects under DGECHO 3 "Tawasol"; DGECHO 2 "Nama" and DGECHO 1 "Zamala" with an objective of observing their level of participation in the whole project and if indeed the project was responsive to their needs among other purposes. Special attention was given to women headed households, persons with disability and the elderly headed householders. The FGDs were also used to validate information received from other data collection methods including Household and KIIs. The groups responded to a number of issues, focusing on the relevance of support, effectiveness, efficiency, impact, sustainability and lessons learnt with recommendations for future. The FGDs were held with each group consisting of between 8-12 people.



# LIMITATIONS OF THE STUDY

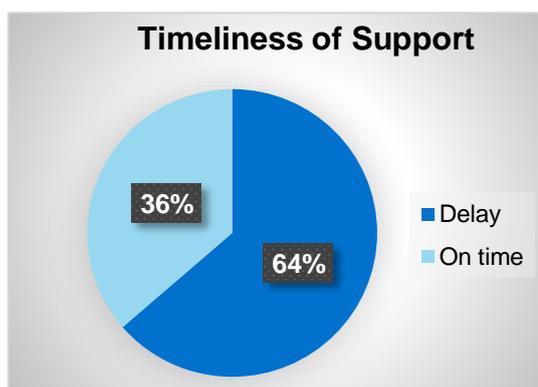
- The schedule of the visit was interfered with the potential referendum of Egypt which called for limited mobility in the country and thus the duration of field visit was reduced by 50%.
- Due to unavailability of key staff and potential foreseen unstable political situation, it was a challenge for the PIE team and CBPES to finalise the tools and TOR on time.

## KEY FINDINGS

### Relevance

The cash for education grant was highly relevant and this was evident by the 100% of the interviewed households. Cash grant was well suited to the context and met the education needs of their children including both girls and boys. The support enabled them to send their children to public schools, learning centers or private tutorial sessions. No discrimination in terms of sending the girls and boys to the school was observed.

64% of the respondents reported the cash grant support was not timely and was delayed by 2-4 months i.e. cash was received after academic session had started (Please refer to the graph alongside). The delay was attributed to the vulnerability assessment by PIE followed by selection of beneficiaries which was not foreseen in the design of work plan. This resulted as a challenge for the beneficiary parents to arrange the expenses especially when they were highly vulnerable and had minimal / no source of support from other peer humanitarian agencies.

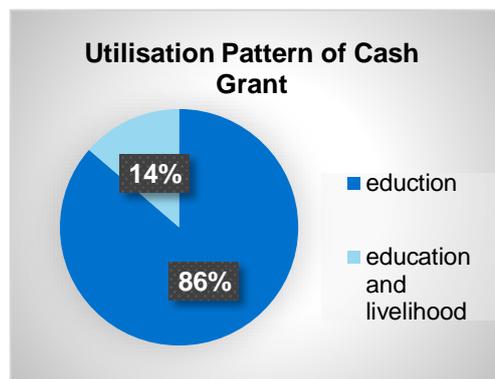


While more than 95% respondents reported non-experience of any safety issue in the market or any other protection issues from the supported cash grant. There were few concerns raised at the over-crowding of the Post Offices and impolite behaviour of Post Office staff at some instances.

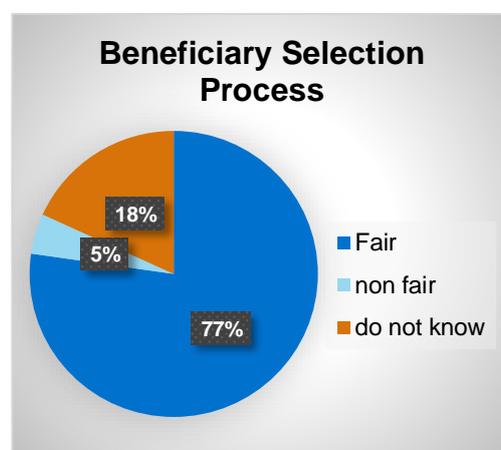
The children were facing protection issues while going to public schools such as bullying by fellow students, teacher but with the access to Learning Centres, it not only prevented children from various protection issues but also benefitted them with additional lessons in terms of capacity building and knowledge

## Effectiveness

90% of the respondents had reservations on the value of cash grant which covered 25%-75% of the education needs of their children (variation depended upon the number of children covered by project. For ex if there were 3 children in household and if 1 child was supported by the project, the cash grant was spread across 3 children for education in the absence of minimal or no income by the beneficiary parents) due to increased education costs than the previous year and the multiple needs they have in their households. This was a big challenge for the parents to cover the whole needs of their children. Nevertheless, they believed the support was effective as it managed to send their children back to the education.



Additionally, 77% of the beneficiaries believed the targeting and selection process was fair and transparent that involved local communities in the selection process. However, 5% reported of having a clear gap in communication from PIE on criteria for selection of beneficiaries and 18% believed it to be "not fair" which was largely linked to "communication gap" by PIE though PIE had developed a very good system of selection of beneficiaries but it didn't fair in the communication to the beneficiaries appropriately. According to the respondents, the communication was largely from the Learning Centre in coordination with the CDA but Plan Egypt was not visible. The impression (in some governorates) by the beneficiary parents was that Learning Centres were taking all the decisions while in contrary the Learning Centres expressed their limited role and had no decision making power in the selection process and they being in the frontline, would appreciate to have some advisory power in future. Learning Centres mentioned they were blamed for being partial to certain sections of community.



Some of the participants in the FGD from the Nama (DGECHO 2) project reported that some of the Learning Centres encouraged parents to enrol at the centres with a registration fee of 150-250 LE with an expectation of getting enrolled as beneficiary but once their children were not selected, parents withdrew their children from the Learning centres since they could not afford to pay the fees and thus 50% of those children resulted in drop-outs from education. Also the parents lost their registration money. According to the parents, children had negative implication on their moral behaviour. This needs to be validated by PIE through detailed assessment.

All the respondents reported that cash did not cause any tension within the households. It was observed that the Syrian community is serious on providing education to their children. All the respondents (mother /father) had jointly taken a decision to dedicate the "cash grant" for education. However, there seemed to have been some kind of jealousy from those who did not receive the cash.

More than 70% of the respondents especially mothers were aware of the activities of the project and were involved in several Aflatoon/Aflateen sessions, attending family days, were part of several WhatsApp groups while the fathers were not really aware and they were busy in mobilising income opportunities and had handed over the education responsibilities to the mothers of children. All the female respondents believed that project had achieved its objectives and the factors responsible were organisation of the above activities and also the motivation of the facilitators at the Learning Centres. Value addition of CDAs was observed to be minimal.

In terms of the utilisation of the cash grants, 86% of the respondents used it for the purpose it was provided (education needs). However, remaining 14% used them either for mitigating livelihoods needs or health

needs of the children. The respondents believed though the value of cash grants was not adequate to meet all the education expenses of their children, but it greatly complemented to meet education needs and thus reduced their psychological stress. All the respondents positively appraised that cash was a very useful modality of support as it provided them freedom of choice, dignity and felt empowered. Some of the parents mentioned they had invested some of the cash grant in small income generation such detergent making and fast food at household level. They were earning more than 2000 LE (EUR 105) per month which was helping them to bridge the gap of education fees to Learning Centres and private lessons to some extent.

The CBPES had undertaken a monitoring visit to this project in November 2018. A FGD was organised between the beneficiaries of ECHO 3 –“*Tawasol- Cash for Education*” project and FCO funded “*Cash for livelihood projects*”. It was observed 75% of FCO respondents were able to cover education expenses of their children through a sustainable livelihood income while 25-30% of respondents receiving only “*cash for education grants*” struggled to cover education expenses due to lack of sustainable livelihood and thus tried to re-invest the cash in small livelihood with an expectation of enhanced return in a short period of time which will cover both education and their basic needs as well. This is both an innovative use of cash as well as a calculated risk taken by beneficiaries in the interest of their children’s education and livelihood. The same observation reflected in the current visit and the respondents were vocal to request either a livelihood grant attached with education grant or an enhanced value of cash grant or multi-purpose cash grant to achieve multi-sectoral outcomes.

- Multipurpose Cash Grants<sup>1</sup> (MPCG): The key advantage for using MPCG is allowing beneficiaries, especially in vulnerable conditions, the freedom to choose on how to spend, and what needs are a priority to address, thus ensuring supporting with dignity. When need assessments are undertaken with key needs identified and cash as a modality of response then it does not have to necessarily be spent on the targeted need but beneficiaries being the best judge can manage their own needs responsibly to achieve the end results. For example, a Syrian mother in Alexandria, recipient of cash grants for education said, she used partial cash grant to pay instalment of school fees for her two daughters, while the remaining cash was used buy some materials and tools for making soap, thereby making some small profit to cover other HH needs as well as pay the school fees. Thus the discussion on MPCG should continue both internally and externally with key stakeholders including donors and partners.

## Efficiency

100 % of the respondents reported they would prefer cash to voucher or in-kind support since cash provided them a dignified approach to support their needs. It provided them choice and flexibility to meet other pressing needs in addition to education. Some of the beneficiaries from ECHO-1 “Zamala” and ECHO-2 “Namma” were provided vouchers to reach educational outcomes. Beneficiaries had to redeem the vouchers at certain stores to receive educational items and they were required to produce the invoices as “a proof” to PIE to which they were not comfortable since sometimes they had to purchase the items twice which they would have purchased prior to the distribution of vouchers and also it restricted their choice. All the respondents confirmed that they did not pay any money to Egypt Post or any partner or PIE staff to receive their cash grants.

Coordination between PIE, its partners and other agencies seemed to be satisfactory but there were rooms for improvement such as communication between PIE and partners; PIE and Egypt Post Offices and PIE and other peer agencies to coordinate on different grants and activities to complement different sectoral outcomes. There was a request from the respondents that the scheduling of cash disbursement through Egypt Post should be avoided in the first and last week of every month since it coincided with cash disbursements of other peer agencies such as UNHCR, Caritas.

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<sup>1</sup> Multipurpose Cash Grants (MPCG) are transfers (either periodic or one-off) corresponding to the amount of money required to cover, fully or partially, a household’s basic and/or recovery needs. The term refers to cash transfers designed to address multiple needs, with the transfer value calculated accordingly. MPC transfer values are often indexed to expenditure gaps based on a Minimum Expenditure Basket (MEB), or other monetized calculation of the amount required to cover basic needs. All MPC are unrestricted in terms of use as they can be spent as the recipient chooses. This concept may also be referred to as Multipurpose Cash Grants (MPCG), or Multipurpose Cash Assistance (MPCA).

## Impact

Cash grants targeted 50% of both girls and boys. All the respondents expressed their high level of satisfaction and happiness with the cash grant support that enabled them to send their children back to the education. This greatly helped them to minimize the psychological stress of education on them and thus, they were able to identify and pursue other opportunities such as income generation to meet other unmet needs. The support helped them to sensitize the importance of education as well. Further, the project has contributed to both boys and girls equally. Cash grant support contributed to the integration of Syrian and Egyptian children through Aflatoon club activities. The parents expressed, the cash grant support from DGECHO project contributed to retain 70% of the children in the school. However there was a gap of remaining 30% which needed to be covered due to lack of socio-economic capacity of the community.

### Impact of Cash Grants on Girls

Parents expressed, traditionally boys would be preferred for education compared to girls. The parents due to their poor economic status would marry the girls at young age as one of their negative coping mechanism. However, with the provision of cash grants, 50% allocation for girls and with the help of sensitisation through Aflatoon and parental sessions, the girls got the opportunity to access education. Interestingly the respondents reported couple of cases where the parents had arranged to get their girls married. But with the intervention of PIE and the cash grants, it helped to prevent child marriage followed by access to education for the current session. Thus Cash Grants for education had a serious impact on some families to stop child marriage. This was a great unintended impact of cash grant on girls to prevent “child marriage”

### Impact of cash on Adolescent girls and boys

Some of the parents with the cash grant support, managed to afford children to take private lessons who didn't attend the Learning Centres. The communication between the parents and the children especially with the adolescent girls and boys improved through the parental sessions provided in the learning centre. Parents also reported that since the target group of children was from 5-14 years, there was no specialised support for the adolescent girls and boys (which demanded for more expenses compared to the targeted age group) except some of the sessions through Aflatoon and parental ones. However, there was a strong request that the cash grants should be customised for adolescent girls and boys.

### Impact of Cash on local economy

The cash grants helped to increase the income of Learning Centres who in turn contributed to the salaries of its staff. The cash also provided income to the local stationary shops and also private tutors. Some the parents used the cash to re-invest in small scale income generation activities which thus helped in strengthening the local economy.

### Impact of Cash on Beneficiaries and Non-Beneficiaries

The beneficiaries were satisfied with cash grant approach which helped to have a dignified living. They could send their children to access education. This helped them to concentrate on other unmet needs. The non-beneficiaries were unhappy for not being considered under the project. Considering their poor economic status as reported by beneficiaries, learning centres, KIIs, their children could not access better education. Though there were approximately 10-20% of non-beneficiaries managed to access Learning Centres for education with lot of challenge. Approximately 50% of their children returned to work which is a big concern. This needs to be validated through an in-depth assessment by PIE.

## Sustainability

Beneficiaries, other respondents including the partner organization, Learning centres, project staff were unclear and about the sustainability of different activities of the project. The activities which were foreseen to be sustainable, supported the knowledge gained from the parenting, aflatoon, other sensitisation sessions and the interest of the children to access education. This was evident from the fact that except requesting for a continued support, the parents were unable to precisely outline how their children will be continuing their education once the project activities were stopped. FGDs from the ECHO-1 Zamala and ECHO -2 Nama mentioned that about 50-60% of the children dropped out of education and approximately 50% of the children

went back to work. They were working before the project intervention and had returned to education due to the project intervention but following the end of the project, the children were compelled to return to work. This has impacted negatively on the moral and psychological aspects of the children such as like indulging in short and frequent fights with other children, irritation and not behaving well with parents.

The parents, KIIs and Learning Centre of ECHO-3 Tawasol foresee at least 50% drop out of the children from education once the project is over. This is alarming. This is largely due to lack of financial stability with the parents, adhoc livelihood and income generation opportunities. Further, the children who were used to education for the last year will be forced to go back to their previous stage which will have a strong negative impact on their mental health and well-being.

There is a great need to continue support with the same or at least 50% of the previous caseload through an in-depth assessment and selection process. There is also need to enhance the transfer value of cash grants to take care of other pressing needs and customise the transfer value as per the age of children. Livelihood grants for some beneficiaries are highly recommended for sustainability of the activities thereby covering their basic needs.

## LEARNING CENTRES AND IMPLEMENTING PARTNER (CDA)

A total of 3 Learning centres and CDAs were interviewed across all location and it was observed:

- The Learning Centres were good and played an important role in providing education to girls and boys and also raising awareness on the values and peace through sensitisation session in coordination with CDAs.
- The value addition of Learning Centres was evident from the interviews with parents, Learning Centre staff and project staff while the value addition of CDAs was observed to be minimal.
- In a 2019-20-under-review extension proposal of DGECHO, PIE has accordingly maintained coordination and partnership with the learning centres, while support will shift towards pathways to public education.
- The Learning Centres also appeared to be a bit “commercial” with demand for transfer of cash to Learning centres which dilutes the objective of cash transfer to beneficiaries including flexibility, choice and dignity.

## CONCLUSION

- The Cash Grant support for education is highly relevant and has been an excellent approach to meet education needs to large extent and there is no doubt that the interest of education is prioritised among the beneficiaries.
- The respondents confirmed that they would prefer “Cash” as a modality in future which provides them choice, flexibility, freedom and dignity to meet their needs.
- The inclusion of 50% of beneficiaries which are women headed households in Egypt, families directly affected by the crisis, single women headed families, elderly headed family, family with disabled members have been considered under the cash for education and this should be continued in the subsequent phases of implementation.
- Overall targeting of beneficiaries was appropriate but the role of the implementing partner was minimal compared to the Learning Centres. Involvement and communication on targeting and selection of beneficiaries by PIE staff was observed to be minimal and thus needs improvement though the selection tool adopted was good.

# LESSON LEARNT

- The transfer value was not adequate to meet the education expenses of the children. In future, it has to be raised by at least 40-50% of the current value.
- Cash grants should continue to be provided based on the number of child per household (per capita).
- There are multiple needs in the family and scope of multipurpose cash grant support needs to be identified.
- More sensitisation sessions such as on “better parenting”, adolescent girls and boys together with the cash support would further improve effectiveness of the project. Some refugees also needed psychosocial support and thus, needs to build in the programming.
- Inclusion and sustainability are to be well integrated in future programming with a clear exit strategy.
- Targeting and provision of customised cash grant support to adolescent girls and boys and young women also needs to be considered in future programming.

# RECOMMENDATIONS

- PIE and DGECHO should consider providing Multipurpose Cash Grant with increased transfer value to achieve both education and other sectoral outcomes. The transfer value should be increased by at least 40-50%.
- PIE and DGECHO should consider at least 50% of the previous caseload in the subsequent action to prevent children from dropping out of school and getting back to work. PIE should also undertake a detailed assessment of the beneficiary children who were supported in the previous two DGECHO cycles of Zamala and Nama to know the actual status of children.
- PIE should continue with Learning Centres in transition and at the same time capacitate Egyptian public schools so that children in future can directly access public schools without facing any protection concerns.
- PIE should link the beneficiaries with other livelihood projects for sustainable income to meet their basic needs.
- PIE should also improve its coordination with peer agencies through RAIS database of UNHCR to improve targeting the most vulnerable beneficiaries.

# LIST OF ABBREVIATIONS

CDA	Community Development Association (Implementing Partner)
CVA	Cash and Voucher Assistance
DGECHO	Directorate General European Commission Humanitarian Aid
EUR	Euro
FGD	Focus Group Discussion
Global Hub	Plan International Headquarter
HHI	Household Interview
KII	Key Informant Interview
LE	Egyptian Pound
MPCG	Multi-Purpose Cash Grant
PIE	Plan International Egypt
TOR	Terms of Reference
USD	United States Dollar

## Household Interview Form

Complete one form either on Kobo /paper for each household interview. Follow systematic sampling procedures as specified in the TOR.

ASSESSMENT DETAILS		
Date of Assessment		
Assessment Site Information		
Governorate/Community/Learning Centre		
Name of person (s) completing the form		
Name	Title	Contact
Household Details		
Name of the Person interviewed		
Nationality of Person interviewed		
Sex of Person interviewed	<input type="checkbox"/> Male <input type="checkbox"/> Female	
<p><b>Introduction</b></p> <p>My name is _____, I am working with Plan International. We are conducting an assessment to understand the impact of cash transfer in this community. This assessment is not a guarantee for any assistance from Plan International but we will use information for planning different activities and the areas we will work in.</p> <p>Participation in this assessment is voluntary and you are free to answer or not answer questions if you feel uncomfortable to do so. Your responses will be kept confidential and your responses will not be linked to you in any way. Plan International will not use your name in reporting so feel free to share your experiences.</p>		
Consent Release		

Do you agree to participate in this assessment? 1. Yes 2. No (End the interview)

**Section A: Household demographics**

A1	Are you the head of the household?	1. Yes	2. No								
A2	What is the gender of the household head?	1. Male	2. Female								
A3	What is the age of the household head? (in completed years)	_____									
A4	What is the marital status of the household head?	1. Single 3. Separated/divorced	2. Married 4. Widowed								
A5	How many people are currently living in your household, eating from the same pot –Break down by sex and age?	Sex	0-5 yrs	6-12 yrs	13-17 yrs	18-24 yrs	25-34 yrs	35-44 yrs	45-54	Above 55	
		Male									
		Female									
A6	Is there a person living in your household with the following conditions? (Eating in the same pot –probe).	Vulnerability criteria			1. Yes	2. No	Number				
		Physical disability									
		Mental disability									
		Chronic illness/ Serious medical condition									
		Pregnant & Lactating Women									
		Elderly person over the age of 65									
		Hosting an unaccompanied child									
A7	What is the beneficiary's residence status in the area?	1. Local/ originally from that area 2. IDPs 4. Returnee	3. Refugee								
A8	If not local, how long have you been in this location?	1. <1 month 3. 4-6 months	2. 1 -3 months 4. More than 6 months								
A9	Are your child/children going to Learning Centre/School	1. <3 month 2. 6-9 months	2. 4-6 months 4. More than 9 months								
A10	Did you receive cash grant/s?	1. One Instalment 3. More than two	2. Two Instalment								



- d) What was the impact on specific vulnerable households, such as child headed households or people with disabilities?
- e) What was the impact on adolescent girls and young women?
- f) How the project impacted beneficiary and non-beneficiaries?

- 

#### **5. Sustainability –**

- What do you suggest to make this cash assistance can be done in the long run? (Ex. Aligning the transfer values with social safety net/protection schemes/ monthly allowance for unemployed people etc)

- 

#### **6. Equality and Inclusion–**

- How the project promoted inclusion of marginalized groups (adolescent girls and young women, people living with disabilities, child-headed households? Was each of them included by the project? Please describe to each group.

#### **7. Key learning**

- 

- a) What went well? (transfer value of cash/voucher, transfer of cash to the HH and not Learning Centre). Can you list some of the good practices?
- b) What could have been done better and how?
- c) What are the recommendations for future direction?

## KEY INFORMANT INTERVIEW TOOL

*Use the relevant parts to interview different levels of Key Informants.*

ASSESSMENT DETAILS		
Date of Assessment		
Assessment Site Information		
Governorate/Community/Learning Centre		
Name of person (s) conducting the assessment		
Name	Title	Contact
Key Informant Details		
Key Informant Name		
Nationality of Key Informant		
Sex of Key Informant	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Designation and Organization	<i>Designation/Position</i>	
	<i>Organization (if applicable):</i>	

### 1. Relevance –

- a) What cash/voucher support did you receive from Plan International? ( Are you aware of this?)
- b) How well is Plan's cash/voucher support suited to the context (incl. needs and priorities) of those supported? *Probe for differences among targeted groups by nationality and sex, if any.*
- c) Were there any safety or protection concerns at any step during the process?

•

### 2. Effectiveness –

•

- a) Was the targeting criteria and process appropriate and fair?
- b) Were the needs of adolescent girls and young women duly considered in design and delivery?
- c) Did the cash transfer support meet the specific education needs of boys and girls? If yes, how so?

- If no, why not? *Probe for barriers on enrolment and attendance as well as root causes for dropout.*
- d) How were community members involved in the different steps of the implementation process? *Probe for strengths and areas for improvement from communities' point of view.*
- e) What factors (internal and external) influenced the achievement or non-achievement of these set targets?
- f) How has the cash transfer impacted the local economy?
- g) Did receiving Cash bring any problems/conflict in your community?
- h) Do you think cash transfers have empowered the people or not? If yes, up to what extent?
- And does it (in your point of view) link to education and protection of girls and boys, either directly or indirectly?
- 
- 

### 3. Efficiency –

- How do you find the coordination between support from Plan International, SLCs, schools, CDAs and different actors including the government?
- 

### 4. Impact –

- 
- a) What are the positive changes brought about by the cash transfers?
- b) What are the negative changes (if any) brought about by the cash transfers?
- c) How did the project impact beneficiary girls and boys?
- d) How did it affect the household? Did the cash grants affect any decision making changes within the family (e.g. different person within the family made the decision on the use of the cash grants from the usual, different priorities for the needs to address, etc.)?
- e) Did the cash grants have any impact on non-beneficiaries?
- f) Was there specific impact on families with working children, adolescent girls or people with disabilities?
- 

### 5. Sustainability –

- 
- a) Do you think the benefits of the cash transfer are likely to continue after the project is completed?
- b) If yes, why? / If not, what are the factors that can contribute to the sustainability of the positive results from this project component.
- c) Do you recognize any opportunity to sustain the program achievement?
- 

### 6. What are Key learning?

- 
- a) What went well and can you list some of the good practices?
- b) What could have been done better and how?
- c) What are the recommendations for future direction?

**PLAN INTERNATIONAL ASSESSMENT FGD GUIDE - ADULTS**

<b>GOVERNORAT E</b>	<b>COMMUNITY</b>	<b>LEARNING CENTRE</b>	<b>GENDER OF GROUP</b>	<b>NUMBER OF PARTICIPANTS</b>	<b>NAME OF FACILITATOR</b>

**Instructions**

- Convene a group of between 8-12 adult people for ease of managing the group and effective participation.
- Introduce yourselves and explain the purpose of the group discussions. Encourage all participants to freely participate.
- Moderator to ensure active participation of all people by encouraging the quiet ones while respectfully controlling the dominating ones.
- Capture what they are saying verbatim or correct summary.
- Leave your views outside the discussion, just facilitate and capture their responses.
- Reassure people on confidentiality and know how to handle sensitive information.

**1. Relevance –**

- - a) What Cash/Voucher support did you receive from Plan International?
  - b) How well is Plan International’s cash/voucher support suited to the context (incl. needs and priorities) of those supported? *Probe for differences among targeted groups by nationality and sex, if any.*
  - c) Were there any safety or protection concerns at any step during the process?

**2. Effectiveness –**

- - a) Was the targeting criteria and process appropriate and fair?
  - b) Were the needs of adolescent girls and young women duly considered in design and delivery?
  - c) Did the cash/voucher transfer support meet the specific education needs of boys and girls? If yes, how? If no, why not? (Probe for barriers on enrolment and attendance as well as root causes for dropout).
  - d) How were community members involved in the different steps of the implementation process? (Probe for strengths and areas for improvement from communities’ point of view).
  - e) What factors (internal and external) influenced the achievement or non-achievement of the set targets/objectives/goals?
  - f) How has the cash/voucher transfer impacted the local economy?
  - g) Did receiving the cash bring any problems/conflict in your community?
  - h) Do you think cash/vouchers transfers have empowered the people or not? If yes, to what extent? And does it (in your point of view) link to education and protection of girls and boys, either directly or indirectly?

**3. Efficiency –**

- How do you find the coordination between support from Plan International and different actors including the government?

**4. Impact –**

- - a) What are the positive changes brought about by the cash/voucher transfers?
  - b) What are the negative changes (if any) brought about by the cash/voucher transfers?

- c) How did the project impact beneficiary girls and boys?
- d) How did it affect the households? Did the cash grants/vouchers affect any decision making changes within the family (e.g. different person within the family made the decision on the use of the cash grants from the usual, different priorities for the needs to address, etc.)?
- e) Did the cash grants/vouchers have any impact on non-beneficiaries?
- f) Was there specific impact on families with working children, adolescent girls or people with disabilities?

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## 5. Sustainability –

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- a) Do you think the benefits of the cash/voucher transfer are likely to continue after the project is completed?
- b) If yes, why? / If not, what are the factors that can contribute to the sustainability of the positive results from this project component.
- c) Do you recognize any opportunity to sustain the program achievement?

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## 6. What are Key learning?

- - a) What went well? (transfer value of cash/voucher, transfer of cash to the HH and not Learning Centre). Can you list some of the good practices?
  - b) What could have been done better and how?
  - c) What are the recommendations for future direction?
- 

**Plan International**  
[add address]

[add URL]

### About Plan International

Plan International strives to advance children’s rights and equality for girls all over the world. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion and discrimination. And it’s girls who are most affected.

As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children.

We support children’s rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 75 years we have been building powerful partnerships for children, and we are active in over 70 countries.