**Not Guilty for Family Development**

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**MAKE THEM AWARE: PROTECT THEM**

**SIX SAFE SCHOOLS PROPOSAL**

**TO**

**Global Giving**

**2015**

 ***Not Guilty for Family Development*** ***(Registration No. 8521)***

|  |  |
| --- | --- |
| ***Title of the action*** | Training 200 students and 60 teachers with anti sexual abuse school curriculum: ***Make Them Aware: Protect Them*** |
| ***Location of the Action*** | Shobra- Cairo, Egypt |
| ***Estimated Total Duration of the Action*** | 12 Months |
| ***Financing Requested***  | $58,580 |
| ***Objective of the action*** | **Overall Objective**: :  A healthy safe society for female students free of sexual abuse/bullying.**Specific Objectives**:1. Create Safe schools for female students2. Raise the awareness of female students at schools and other community members on the dangers and the negative impacts on the victims of sexual abuse and the community through organizing and conducting relevant training and awareness raising programs/campaigns to educate the whole community.3. Help females with resources to defend themselves against abuse and report abuse cases..4. Equip females with life skills to help them access and control resources for their livelihoods and exercise their rights and build up their future, handle the unpredictable events and keep them busy, through conducting training courses and organizing field visits.5. Have a body of male students who advocate for anti sexual abuse in their schools, and communities.6. Create teacher ambassadors and trainers who will teach the curriculum to students in the following years. Thus sustainability of the project |
| ***Target Groups*** | * 90-100 Female Students from three government schools in Middle schools (30 per school)
* 90-100 male students from three government schools (30-35 per school
* 60 teachers (10 from each school) and social workers from 6 government schools.
 |
| ***Final Benefeciaries*** | 12-15%% of total students in six government schools  |
| ***Main activities*** | * four training sessions for each class in each school, with total number of 90-100 female students and 90-100 male students by the end of the project
* Four sessions for teachers and social workers in each school who will act as advocates, who will communicate with governmental and/or community organizations
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**About Not Guilty**

Not Guilty for Family Development is a Non-Government Organization in Egypt registered in 2012 under the number 8521. It is holding a nationwide campaign aimed at bringing an end to sexual abuse in children aged 0-18 years through many venues: Awareness, media, education, Training of Trainers, and counseling.

Dr. Laila Risgallah who is an Ashoka fellow, founded Not Guilty for Family Development in January 2012. Laila is a medical doctor with a Master Degree in Immunology, a PhD in Childhood studies, and a diploma in anti-sexual abuse (Middle East School of Sexual Abuse Related Pastoral Care- MESARPAC).

**Vision:**

We dream of a Middle East free of sexual abuse for every child, woman and man.

**Mission:**

Abolishing sexual abuse of Egyptian children through training, education, media and support programs.

**Metrics** : six safe schools in one year.

**Core Values:**

* Passion
* Integrity
* Transparency
* Professionalism
* Care for others
* Courage and boldness
* Empathy and offering help for victims of sexual abuse.

**Project Summary**

The overall purpose is to equip and train 100 Egyptian Female Students, 100 male students and 60 teachers with anti sexual abuse/ anti bullying school curriculum is to improve the quality of life for Egyptians through the creation of safe neighbourhoods and communities that are free from violence against women and girls. The main objectives of the project are to: provide the relevant institutions in Egypt with the skills and knowledge to respond to, and prevent, violence against women and girls in public spaces, while also reducing the prevalence of violence against women and girls in intervention sites.

By the end of the training the students will be equipped with skills to refuse, fight and report sexual abuse in their school using the first of its kind anti sexual abuse, anti bullying curriculum. The trained students constitute 12- 15% of total students in the six schools, thus creating a core of ambassadors from both students and teachers. This gives them an education and an opportunity to become part of a larger solution in their community.

**The overall goal** of the Training of 100 Egyptian Female Students, 100 male students and 60 teachers with anti sexual abuse curriculum in One year ((Make Them Aware: Protect Them)) is to change *attitudes* and *behaviors* towards women and girls and their right to be present in the public space. Additionally, provide the communities with physically decent and safe schools.

**The problem**

Not Guilty is working to revolutionize almost all sectors of society, envisioning possibilities where others see only problems. This comprehensive approach is focused on six government schools in students aged 10-15.

Egypt is a low-income country, around 44% of the population – around 20.2 million people – living below the lower poverty line, where all the family lives in one room.

Most parents who live in poverty mistreat their children, but research shows that people who grow up in poverty can be more vulnerable to some forms of maltreatment, particularly neglect, physical, emotional and sexual abuse (harassment and incest).

Gender-based violence against women and girls in urban space has frequently been on the front of public news over the last few years and frequently depicted as an alarming trend.

Sexual harassment is a daily reality that limits the rights and freedom of women and can act as a barrier towards education, recreation and full participation in political, social and economic life.

In 2008 study conducted by the Social Planning Analysis and Administration Consultants and the National Council For Women [[1]](#footnote-1)[[2]](#footnote-2)in seven governorates. A total of 2,320 females and 2,088 males were surveyed: 72.4% of married women and 94% of unmarried female youth reported being exposed to verbal forms of sexual harassment, while 22.2% of married women and 21.7% of unmarried female youth reported having being physically harassed. In urban governorates (Cairo and Alexandria) an even higher prevalence of harassment was seen: 86.2% and 34% of married women, 99% and 37.4% of unmarried female youth respectively reported incidences of verbal and sexual harassment.

The turmoil in Egypt since 2011 have put Egypt in top news.

In June, 2014 the rape of a woman in Tahrir by 10 men during the festivities of President Abdel Fattah el Sisi coming to office caused worldwide reaction.

The Egyptian community faces the giant destructive phenomena of harassment and sexual abuse without being armed with any effective preventive methods, such as raising awareness and practical methods of prevention and reporting. People are going through the most sexually active phases of life- adolescence- without enough knowledge about sex education and how to face or stop sexual abuse in their life especially incest.

The abuse of women in Egypt is often imbedded in faulty concepts of gender, and the roles of men and women. Abuse is considered the “norm” and is embedded in a cultural heritage in an effort to exert power and control over women’s bodies and lives.

Sexual violence means a woman engages in any sexual act or activity without her consent. Also attempting or completing sexual acts with a woman who is ill, disabled, under pressure or under the influence of alcohol or other drugs, is sexual violence, but this is not the rule in Egypt.

Spread of violence against women in Egypt: in the family, including domestic violence, crimes against women committed in the name of “honor,” and other forms of violence in the community. This includes violence by non-family members, harassment and violence on the streets, workplace, educational institutions, and other locations outside the household.

According to EGYPT VIOLENCE AGAINST WOMEN STUDY 2009 a wide variety of forms of violence against women have been identified, including physical, sexual, emotional, and economic violence. Violence against women can occur from the very beginning of life and continue through her childhood through the harmful and common procedure of “Female Genital Mutilation/Cutting”, low age of marriage, and into old age — identified in the literature as the life cycle of violence against women.

In the 2005 Egypt Demographic and Health Survey, 36 % of the sample of 5,613 reported that they never experienced some form of marital violence (emotional, physical, and/or sexual) by their current/most recent husband, while 24% had experienced violence in the DHS 2009.

**Why are we interested in this subject?**

Laila has been ministering to youth since 2006 through her youth TV show Han3ishasa7 (We Will Live Our Lives as we Should) a program seen by over 40 million viewers all over the Middle east and North Africa (https://www.youtube.com/user/han3ishasa71). She has seen a lot of females with tremendous problems because of abuse. She studied to become a counselor and is currently counseling tens of females who are suffering the consequences of sexual abuse. The society is unaware of the gravity of this issue. WE need to make Egypt and later the Middle East realize that this affects the person, the family, the community and the whole nation. It needs to stop.

**Every female student must master anti sexual abuse**

The Make Them Aware: Protect Them curriculum is an educational curriculum that provides anti sexual abuse and anti violence techniques to students from grade 1 until grade 12. This is the first curriculum of its kind in Egypt. Most people do a hit and run one or two hour sessions. These will not change behavior. This might increase awareness but research shows that it takes between 18-224 days to make a new behavior an ingrained habit, indicating a considerable variation based on the individual. (1). According to recent research, behavioral change involves physical changes in the brain. In the past decade, researchers have shown that when it comes to the duration of making a new behavior an ingrained habit there is not a simple answer.

The problem is that behavioral change isn’t something that a person just suddenly chooses to adopt. You have to slowly learn a new habit. And this means that you have to ‘overwrite’ a new habit over the ingrained, existing habit. This takes time and repetition.

If you want to establish a new behavior, you have to 'rewire' the neural network that enables the old behavior pattern. This means even in the best case the desired behavior may have to be repeated and reinforced for many months.

This is exactly what the ***Make Them Aware: Protect Them*** curriculum by Not Guilty is doing: by repetition over two sessions the first term and another two sessions the second term of each school year through grades 1-12 behavioral change will happen and new behaviors will become an ingrained pattern.

Through the implementation of the Not Guilty program, we want to empower women with the values which represent the core of Not Guilty:

* Recognizing that sexual abuse is never a woman’s fault: that she is not guilty
* Knowledge of ways for defending herself and reporting cases
* Behavioral Change
* Acceptance / Acknowledgment of the other
* Understanding healthy Boundaries
* Understanding Respect regardless of gender

**Project description**

The ***Make Them Aware: Protect Them*** is a program of Not Guilty. It gathers the school around the common goal to abolish sexual abuse in students in Egypt by implementing innovative methods of counseling and teaching.

Through the implementation of the Make Them Aware: Protect Them, Not Guilty will address several challenges which prevent female students from developing into physically, spiritually, emotionally and psychologically healthy citizens in the society. We recognized two central challenges:

1. **Sexual abuse is a taboo subject that no one wants to talk about.**

Sexual abuse, although rampant in Egypt is a taboo subject that no one wants to address. Because of the religious nature of Egyptians, they do not want to address the subject due to the guilt and shame associated with the subject.

During the time of the Moslem Brotherhood, when we tried to approach the ministry of education, we were told to hide all our materials lest someone says we are trying to propagate obscenities in schools. This shows the ignorance and fear about the subject.

1. **There are very few people equipped to tackle the problem.**

This is the reason that Not Guilty only uses highly qualified trainers who are all graduates of counseling schools specially geared to sexual abuse.

The main Goal of the project is empower female students with knowledge about sexual abuse and with methods of protection and refusal through training, education, media and support programs.

 We believe that empowering female students with these skills and traits is immensely important for development and prosperity of a country like Egypt.

For the purpose of achieving this goal, Not Guilty will implement a program which will enable students and teachers to develop and implement their own projects to other vulnerable communities, such as: women, children, orphans and other marginalized entities in the society

The program will involve 60 teachers and 90-100 female students from three girls’ government schools, as well as 100 male students from three government schools in Shobra, Cairo, Egypt which will organize and monitor the implementation of project. We want these teachers to be directly involved in the implementation of the project, but we also want them to embrace the core values of the program. Therefore, besides monitoring teachers projects, each school will develop a curriculum replicating project model. These schools will become a part of the movement that will advocate for the implementation of the program at the national level.

Not Guilty’s role in the implementation of the project activities will be to: coordinate all project activities; coordinate the work of consultants; provide consultancy to schools; monitor and evaluate teacher performance; ensure that project activities are implemented in accordance to project goals; evaluate teachers’ project proposals and their implementation to ensure that they promote values of Healthy Boundaries and respect

Main Goal: To empower female students with awareness and knowledge about sexual abuse and create A healthy safe society for female students free of sexual abuse/bullying

1. **Social Marketing Objectives for Make Them Aware: Protect Them**

In parallel with policy and legislation development, the project has a key component related to communication for behavioral and social change aiming to:

* Address and promote positive attitudinal and value changes among target groups, leading to informed decision-making, modified behavior, adoption of timely and appropriate practices at individual, family and community levels;
* Enhance  awareness amongst the vulnerable groups regarding and harassment  reduction, and availability of reporting services;
* Support building a movement that would associate a social stigma to sexual harassment;
* Stimulate increased and sustained demand for violence prevention and optimal utilization of available services;
* Favor the adoption of policies, legal and institutional frameworks at the national and local levels.
1. **Communications Objectives for Make Them Aware: Protect Them**
* Raising the public profile of the program on the local selected community level and on the national level (if achieved this will strongly support the replication of the Make Them Aware: Protect Them model in other geographical areas in Egypt)
* Mobilize support from Government, civil society, religious leaders, opinion leaders and public.
1. Social Marketing Interventions
	1. **Behaviors to be changed[[3]](#footnote-3)**

Often unspoken, these norms offer social standards of appropriate and inappropriate behavior, governing what is (and is not) acceptable and co-ordinating our interactions with others. Cultural and social norms persist within society because of individuals’ preference to conform, given the expectation that others will also conform.

Cultural and social norms do not necessarily correspond with an individual’s attitudes (positive or negative feelings towards an object or idea) and beliefs (perceptions that certain premises are true), although they may influence these attitudes and beliefs if norms become internalized.

Different cultural and social norms support different types of violence. For instance, beliefs that men have the right to control or discipline women through physical means makes women vulnerable to violence by intimate partners and places girls at risk of sexual abuse.

In several countries including Egypt, South Africa and Pakistan sexual violence is encouraged through norms such as:

* Girls are responsible for controlling a man’s sexual urges.
* Sexual violence is an acceptable way of putting women in their place or punishing them.
* Sexual activity (including rape) is a marker of masculinity.
* Sex and sexuality are taboo subjects.
* Public space is for men and women are only intruders according to an understanding by segments of the societies in these countries

Equally, cultural acceptance of violence including sexual violence, as a private affair hinders outside intervention and prevents those affected from speaking out and gaining support. In many societies, victims of sexual violence also feel stigmatized, which inhibits reporting even if it is committed while the woman is detained for as a punishment for her political believes or acts such has been the case in many Arab countries during the past few months of upraising/ revolutions

In addition, the baseline study will uncover different behaviors and norms, that might be specific to the geographical intervention areas which affect women and girls’ safety in public spaces.

**Objectives:**

* Develop skills for both direct and indirect intervention while keeping bystander’s own safety in mind.
* Increase knowledge and awareness of scope and causes of sexual violence.
* Create safe schools for female students.
* Increase sense of responsibility for creating change in one’s community related to sexual violence and commit to playing a role in decreasing sexual violence.
* Increase recognition of inappropriate behavior along the continuum of sexual and relationship violence and how to respond to it safely and appropriately.

**Stakeholders:**

* Education providers: schools, colleges, teacher training institutions and universities
* Teachers : be class teachers, subject teachers, heads of departments, and principals
* Students: primary, middle school, and high school
* Parents: PTA, school boards, and school management committees
* The ministry of education
* Government politicians and their policies
* Funding agencies.

**Proposed activities:**

1- Preparatory activities (3 months)

– Appointing the project coordinator and the Project Assistant

Not Guilty will appoint a Project Coordinator who will be responsible for: coordinating the implementation of the proposed activities; communicating with teachers and social workers; monitoring teachers and social workers work in the development and implementation of the projects to ensure that they are aligned with the project goals; drafting and presenting reports to donor. The Project Coordinator will have a Project Assistant who will help with the implementation of the project activities.

1- **Training of trainers for 60 teachers from 6 government schools** raising awareness and equipping them with tools for spotting and reporting sexual abuse as well as become advocates in their schools. These teachers will later teach the whole school the curriculum they have been trained thus propagating change to their schools and to their community.

The teachers will be divided into three groups of 20 teachers and receive four days of training of trainers which will equip them to become trainers of the curriculum and become ambassadors and advocates

Not Guilty team developing a detailed plan and action agenda of the project

This also includes preparation of all the necessary materials that will be used for the implementation of the project activities.

1. **Training of students (9 months**)
* Choosing 200 students who will participate in the project

Not Guilty team will be assigned with the task to assist and consult schools with the implementation of the activities in this project stage and the ones that follow. Such consultancy will be especially valuable for schools when developing curricula replicating the anti sexual abuse and anti bullying model of the program. Criteria will be in place for choosing the students. We need students of all kinds: Moslems, Christians, high scoring, low scoring students; talented, less talented; shy, outgoing.

* Conducting Training for 200 students

Students will be divided into 6 groups with, 30-33 trainees/group.

Each group will have four sessions of 45 minutes each amounting to 12 sessions total.

* Conducting the survey

Not Guilty will conduct a survey of each school involved in the project. Information will be collected through the questionnaires which will be distributed to students.

The implementation of the survey will have two main goals. First of all, the information collected through the survey will help us to form leader teams who will later develop and implement projects.

The results of the survey will represent the baseline, helping us to monitor the progress students are making during the project. At the end of the project data from the initial survey will be compared with the data collected in the final survey. This way, the Project Team will be able to understand to what extent teachers and students improved their awareness and knowledge by participating in the project

-Monitoring the implementation of students' projects

Supervisors will send monthly reports to school administration, PTA and Not Guilty.

Monitoring will help schools not only to assess the final outcomes of the projects, but also students dedication throughout the entire process. Besides evaluating project outcomes, schools will also evaluate how much students benefited from the entire process, in regards to development of their skills and knowledge.

Not Guilty’s role in the monitoring and implementation process will be to ensure that: students’ project activities are delivered in accordance with the projected timeline; students’ activities respond to the main objectives of the project; teachers, parents and school management are performing their roles and providing necessary support to students; technical requirements of students’ projects are covered, such as: transportation, materials,

Outputs:

|  |
| --- |
| * Access to antisexual abuse and anti bullying curriculum
 |
| * A minimum of 3 teams of at least 5 students are formed in each school
 |
| * Student teams developed their project proposals
 |

1. **Raising public awareness about the importance of implementing innovative learning methods for female students in public preparatory schools (duration of the first and the second phase and additional 2 months**)

Not Guilty will ensure media coverage of the entire project. Through media coverage of project activities, Not Guilty will raise public awareness about the importance of implementing innovative learning methods for students in public preparatory schools about anti sexual abuse and anti bullying. Media representatives will be invited to: witness the launch of the project activities; monitor the implementation of student’s projects; cover school events; cover the publication of the school curricula. Implementation of the students’ projects will be the main focus of the project as it will contribute to the improvement of students’ skills through practical work. Therefore, Not Guilty’s Media and Marketing Team (MMT) will ensure media coverage from the development of students’ projects until the very final stage: the presentation of the results of students’ projects at the schools’ events. Not Guilty will thus effectively showcase the success of the curriculum model.

Besides ensuring the presence of media representatives who will cover the project activities, Not Guilty’s MMT will collaborate directly with teachers, parents and students in an effort to create a “buzz”. The MMT will invite teachers, parents and students to contribute to this campaign by using the social networks available to them-whether people-based or technology-based-to present the activities conducted as part of the project. The aim is for schools, parents and teachers to understand the significance of these networks and the ways in which they can be mobilized to initiate social change. Hence, teachers, parents and students will be motivated to speak out about their work and the activities of the project, both inside and outside their communities.

On top of that, the MMT will mobilize its own resources to promote the ***Make Them Aware: Protect Them*** model. The MMT will be present at all stages of the project, documenting the activities of the Project Team and participants. The MMT will provide video coverage of the activities of each student team from the beginning of the project to the very end. Ultimately, video materials will be used to create short documentaries explaining the essence of the ***Make Them Aware: Protect Them*** model. These video documentaries will be used as an engaging and accessible tool to describe students’ projects, the social group students are targeting, the role of schools’ staff and parents and the experience of all project participants in the ***Make Them Aware: Protect Them*** model. Besides video materials, the MMT will use other media tools, such as press releases, newsletters, social media products and others, which will be distributed to the broader community, as well as to a specifically targeted audience whose support will be crucial for later implementation of schools’ curricula (government, business and civil sector).

For this project phase, Not Guilty will use the capacities of its MMT, a well established network of media partners, as well as the capacity of Not Guilty social networks.

Another tool that will be use to advocate for the ***Make Them Aware: Protect Them*** model will be stakeholder roundtables. Not Guilty will organize 3 round tables that will gather different groups of stakeholders with the participating schools’ management.

The first round table will gather representatives of the public sector, mainly the Ministry of Education and other public bodies in charge of developing and implementing educational strategies in the Egyptian public school system. The purpose of this round table will be to initiate a public debate on the challenges of the public education system which have been targeted through the implementation of the Make Them Aware: Protect Them model. This will be a great opportunity for Not Guilty and participating schools to present the concept of the Make Them Aware: Protect Them model and the curricula the schools have developed to official representatives of the state. It will be a major step forward in advocating for the implementation of these curricula in the Egyptian public education system.

The second round table will gather representatives of the corporate sector. The idea is to capture the attention of businessmen and corporations ready to invest in the education of the Egyptian youth. Round table will be an opportunity for public schools to present curricula they have developed as innovative methods of teaching which have meaningful impact on female students. This round table will also provide an opportunity for schools to mobilize financial resources for further implementation of these curricula. This will be an opportunity for potential investors to move away from the traditional approach of charitable donations in school equipment or renovation of school facilities to investing in educational curricula for long-term change.

The third round table will gather representatives of the civil sector, individuals and organizations mainly working on improving the public education system in Egypt. Participants in this round table will be presented with the concept and results of the ***Make Them Aware: Protect Them*** model and will be invited to publicly support its implementation and incorporation into the public education system. This will also provide an opportunity for schools’ management to receive field experts’ advice for further development and implementation of their curricula.

Outputs:

* Raising public awareness about the importance of implementing anti sexual abuse/ anti bullying methods for the schools in general (duration of the first and the second phase and additional 2 months)
* The project (implementation and results) publicly promoted in Egypt through various media tools;
* Representatives of schools pledged to work together with schools on incorporating the program model in all government schools in Egypt;
* Representatives of the school provided financial support for the implementation of the project;
* Representatives of the school expressed their support for the implementation of project and gave their expertise for further development of the program.

**Key Project Outcomes:**

* Teachers and students got more engaged in identifying and solving problems in their communities;
* New discourse on sexual abuse, boundaries, respect, gender equality and inclusion initiated in all schools in Egypt;
* New social function of schools which extends to local community has been determined and established;
* New model of training and teacher engagement through schools has been adopted and replicated.

**Project indicators for project outputs and outcomes:**

* Number of teachers and social workers involved in the project (minimum 25 - maximum 50);
* Number of schools participating in the project (minimum 2 maximum 3);
* Percentage of businessmen supporting and participating in the implementation of the project (minimum 2 involved in the project);
* Results received through comparison of data from the first and the second survey will reveal to what extent teachers and students embraced the values of: anti sexual abuse, boundaries, respect, gender equality and inclusion ability to replicate the model.
* Results of the surveys will also reveal determination of teachers and social workers to get engaged in identifying and solving social problem in their local communities. (minimum 80% of participants in the survey having a positive opinion about the project and is supporting its further implementation)
* The Impact created by teachers and the number of beneficiaries they reached will showcase the new role of the school in the local community (On average teachers reached 80% of the impact projected in their project proposals);
* Curriculum which will be developed by schools participating in the project will show their determination to replicate the project as a new model (3 schools created and published curricula);

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category  | Item  | Type of unit  | Number of units  | Cost per unit  | Total cost  |
| **Management costs**  |  |  |  |  |  |
|  | Project coordinator  | 50% of salary per month  | 8  | $900  | $7,200  |
|  | Project Assistant  | half a salary per month  | 8  | $300  | $2,400  |
|  |  |  |  |  |  |
| **Consulting, assistance, monitoring**  |  |  |  |  |  |
|  | Consultancy and assistance  | four consutations per year  | 4  | $1,000  | $4,000  |
|  |  |  |  |  |  |
| **Preparatory activities**  |  |  |  |  |  |
|  | Preparation of Education materials  | cost for all materials (publications, pens, booklets etc)  | 260  | $20  | $5,200  |
|  |  |  |  |  |  |
| **Training of teachers**  |  |  |  |  |  |
|  | venue rent  | 3 groups\*4 days /group  | 12  | $90  | $1,080  |
|  | trainer  | 3 groups\*4 days /group  | 12  | $150  | $1,800  |
|  | volunteers  | 2 volunteers in each training  | 24  | $25  | $600  |
|  | financial support for trainees  | 60 trainees\*4 days  | 240  | $10  | $2,400  |
|  | meals and break  | 60 trainees\*4 days  | 240  | 25  | $6,000  |
|  | gifts  | 60 trainees\*4 days  | 60  | 10  | $600  |
|  | Transportation costs  | cost for 12 days training and 3 Not Guilty in each training  | 36  | $25  | $900  |
| **Training of students**  |  |  |  |  | $0  |
|  | venue rent  | 6 groups\*4 days /group  | 24  | $50  | $1,200  |
|  | trainer  | 6 groups\*4 day\* 2 trainers /group  | 48  | $100  | $4,800  |
|  | volunteers  | 2 volunteers in each training  | 48  | $25  | $1,200  |
|  | gifts  | 200 trainees\*4 days  | 200  | 5  | $1,000  |
|  | Transportation costs  | cost for 24 days training and 3 Not Guilty in each training  | 72  | $25  | $1,800  |
|  | meals for kids  | documentation  | 1  | $2,000  | $2,000  |
|  | 200 kids\*4 days  | 800  | $5  | $4,000  |
| **Office Cost**  |  |  |  |  | $0  |
|  | Phone, internet and other utilities  | cost per month  | 8  | $300  | $2,400  |
| **Overheads**  |  | cost per month  | 8  | $1,000  | $8,000  |
| **Total cost**  |  |  |  |  | $58,580  |

#  How are habits formed: Modelling habit formation in the real world[†](http://onlinelibrary.wiley.com/doi/10.1002/ejsp.674/abstract#fn1) Europena Journal of Social Psychology (Phillippa Lally\*, Cornelia H. M. van Jaarsveld, Henry W. W. Potts, Jane Wardle Article first published online: 16 JUL 2009.

1. [↑](#footnote-ref-1)
2. Khadr, Z., Hamed, R., and Nour, M. (2008). *Comparative study of living conditions among Cairo neighborhoods.* Technical Report (unpublished). [↑](#footnote-ref-2)
3. ibid [↑](#footnote-ref-3)