

**Final Report - DEMENA Youth Pool**

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| **1. General information** |
| **1.1 Name of the implementing and reporting organization** | Gymnasieskolernes Lærerforening |
| **1.2 Contact information**  | Hans Laugesen, 33290933, laugesen@gl.org |

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| **2. Project information** |
| **2.1 Project title** | Education for Democracy |
| **2.2 Project location** | Tunisia |
| **2.3 Project period**  | Full project period- Oct.. 2015-May 2017 (1st phase covering period until 1.6.16, 2nd phase consisted of two sub phases - one from 1.6.16 until end of 2016 and one covering spring 2017.) Oct. 2015- Dec. 2016 was financed by DEMENA pool II, Spring 2017 by DEMENA pool III. |
| **2.4 Reporting period**  | Oct. 2015-May 2017 |
| **2.5a The budgeted expenditure** | 544.103 DKK for first phase (from DEMENA pool II) plus 100.000 for 2nd phase (from DEMENA pool III). In addition 167.500 DKK (from DEMENA pool II) in unspent money from our previous project in Egypt was transferred to 2nd phase in the Tunisia-project. |
| **2.5b The total actual expenditure** | First phase until 1.6-16: 332.207 DKK. Unspent sum 211.896 DKK is transferred to 2nd project year according to MS transfer appropriation letter of 21.12.2015. 2nd. phase until 31.12.16: 340.367 DKK. This is a total expenditure spent from start till 31.12.16 in DEMENA pool II of 672.574 DKK. In addition 73.604 DKK was spent in 2nd phase in Spring 2017 (from DEMENA pool III). |

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| **3. Implementation information** |

## 3.1 Summary

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| *[Write a short summary describing main achievements of the project related to the project’s objectives and indicators]*Regarding the immediate objectives ‘Teaching students to become active democratic citizens: Teachers will have the capacity to act as democratisation agents - developing the consciousness of students on their democratic rights.’: We manage to include the students in the project seminars and this has been a huge success, at the teachers have been surprised by the students’ maturity and active and constructive participation in the debates. This has dramatically influenced the relation between students and teachers and SGES has also included students in their own dissemination activities increasing the students societal participation. Regarding the development objectives 1. SGES policy initiatives at national level: the project has been used in the ongoing negotiations with the ministry of education on establishing local school boards and SGES has initiated a debate in the union to promote creation of student councils at school level.
2. Debates and following up activities at regional/local level: SGES has organised regional dissemination seminars. In all 38 local conferences has been organised with the participation of 1385 students 2566 teachers and 210 others participants ( parents, school staff and members of the local communities).
3. Inter-regional cooperation between the two teacher unions in Tunisia and Egypt - SGES and ISTT: SGES and ISTT has established the contact. A representative from ISTT participated in two of the seminaries (school democracy and Gender) in Tunisia to share lesson learned and there has been held a North African meeting during the EI MENA regional meeting in in Kuwait in November 2016.
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## 3.2 Activities

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| *[List the activities carried out during the project]*All activities took place as planned:* Visit to Denmark by SGES delegation, 1.-7.11.2015. Visit to Ministry of Education, meetings with GL, Uddannelsesforbundet and Danmarks Lærerforening. Visits in subgroups to the 9 Danish secondary schools involved in the project. 7 Tunisians participated and they for a project steering committee during the rest of the project.
* Seminar on Dropout problems in Tunisia. Took place in the period 20-29. Nov. 2015 in Hammamet and in Mahdia. The Tunisian representatives came from all 24 provinces with 2 teachers and one student from each of 12 provinces in each of the sessions. In addition, the steering committee participated. The same principles for selecting participants were used for the following three seminars.
* Seminar on School Democracy in Tunisia. Took place in the period 10.-20. March 2016 in Monastir and Sousse. In addition, a Danish student participated financed by external funds.
* From April-November SGES organized 22 local dissemination seminars covering the first two seminar themes.
* Seminar 3 on Gender issues in education in Tunisia. Took place in the period 8-20. November 2016 in Hammamet and Sousse.
* Seminar on how to support students with need for extra support in the classroom took place in Tunisia in the period 6-18. December 2016 in Hammamet and Sousse.
* From December 2016 to January 2017 SGES organised 16 regional dissemination seminars on the last two seminar themes.
* ISTT, GL’s partner in a similar previous project in Egypt was invited to send a representative to both seminars. Unfortunately, the ISTT representative for the first seminar was hospitalised the night before departure, so ISTT was represented in the seminars on school democracy and gender issues in education.
* A monitoring meeting took place in May 2016 and a final evaluation meeting took place in April 2017.
* Finally an evaluation meeting for Danish project participants was organised 30. May 2017.
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## 3.3 Target group

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| *[Who have been involved in the activities and how were they involved?]*We have a primary target group defined as policy makers in SGES both at central and regional level, so the project can strengthen their educational policy capacity and help them taking new initiatives to develop the educational system. This way we strengthen the work on teaching student to become democratic citizens. In addition, we have planned the project so participants mostly consist of active teachers so they can bring back any inspiration to their school to start local school initiatives on the same goal.Finally, we have included students’ representatives in the project. Students in Upper Secondary Schools have no national organization we could include but SGES has invited 1 student from each region to participate in each of the four seminar themes. |

*[Indicate the number of people involved from the primary target groups as well as secondary target groups]*

**Primary 1.** (directly involved in the or direct beneficiaries of the project)

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| Number: | 24x4+8= 104 teachers in the 1st year | Gender: | 50% males, 50% females |
| Age group: | Adults | Location: | Participants were coming from all 24 provinces |
| Ethnicity and/or religion: | Mixed but mostly Muslims |
| Social status/class: | Public school teachers are mostly from the middle class  |
| Challenges and opportunities characteristic for the target group: The primary target group 1 is teachers in SGES. The educational system plays an important part when educating the youth to become active democratic citizens. To change the focus of and the teaching at schools it is important that the teachers are aware of this challenge and discuss ways of supporting this process along with the required competences of the students. SGES welcomes the chance to debate these challenges with its members during the activities in the project. |

**Primary 2.**

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| Number: | 12x4 = 48 student representatives | Gender: | Mixed as gender balance in schools |
| Age group: | 15-18 | Residence: | Tunisia |
| Ethnicity and/or religion: | Mixed but mostly Muslims |
| Social status/class: | Social background varies a lot according to the location of the schools. But given the variation in location of the project activities we will influence teachers from both rural, urban, deprived and privileged schools. |
| Challenges and opportunities characteristic for the target group: The primary target group 2 is the students.Both students in upper secondary schools and their teachers have been active in the political movement in the Arab- and post-Arab spring in Tunisia. Teachers have a long union tradition and are able and experienced actors when fighting for teachers’ rights. There is no tradition for dialogues between teachers and students on school development. By involving students in the project, the project has helped to inspire SGES and the Tunisian teachers to discuss and promote actions on educational issues that very much affect the education of the students and the dialogue with the student to train them to be active democratic citizens. |

**Secondary 1.** (not involved directly in the project or indirect beneficiaries of the project)

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| Number: | We expected to reach 400 additional teachers, but more than 2.500 teachers participated in dissemination seminar meeting. | Gender: | 50% males, 50% females |
| Age group: | Adults | Location: | Participants came from most provinces |
| Ethnicity and/or religion: | Mixed but mostly Muslims |
| Social status/class: | Public school teachers are mostly from the middle-class  |
| Participating teachers in regional dissemination activities organised by SGES. A total of 38 regional seminar activities were arranged. The dissemination activities has remarkable exceeded the expected level. |

**Secondary 2.** (not involved directly in the project or indirect beneficiaries of the project)

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| Number: | Students in upper secondary schools | Gender: | Mixed as gender balance in schools |
| Age group: | 15-18 | Residence: | Tunisia |
| Ethnicity and/or religion: | Mixed but mostly Muslims |
| Social status/class: | Social background as primary group 2. |
| Representatives from the Student participants in project seminars participated in the SGES regional dissemination seminars together with a new group of regional student representatives. In total nearly 1400 students participated in the 38 dissemination seminars. |

## 3.4 Results

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| *[What are the results of the activities? And who have benefited from these results?]*Regardless of the political situation we have manage to organise all activities as planned. The project work has been used in negotiations with the Ministry of Education on School boards and the Ministry follows the work with interest and participated in the first seminarMost important the activities have been integrated in SGES’ political activities so they feel an ownership to the project. This has been proved by the 38 regional dissemination seminars where new school based activities were planned as described in section 3.6. Each dissemination seminar or workshop lasted ½ day and both teachers and students participated. The number of participant varied from 40-90.The aim of the workshop was to disseminate the conclusions from the seminars and to initiate local mini- projects to work with preventing dropoutIn all 38 local dissemination following the 4 thematic seminars has been held in the following cities : Sfax, El Kef, Menzel-Bourguiba, Mahdia, Jendouba,El Hamma, Gabes, Tataouine, Bizerte, Kbelli, Tozeur, Ariana, Monastir, Nabeul, Gafsa, Sousse, Beja, Mednine, Ben Arous, Kairouan, Klebia, Manouba, sidi bouzid, Gasrine, Siliana, Tunis, kasserineIn all more than 4161 participations has been involved, thus 1385 students 2566 teachers and 210 others (parents, members of the local community and school staff) . |

## 3.5 Impact

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| *[Reflect on indications of impact against your development and immediate objectives]* Over the years GL has had many project partners but we have never met a partner so committed to dissemination activities as SGES. SGES is committed to support the democratic development in Tunisia and is a leading organization in their confederation, UGTT, which was awarded the 2015 Nobel Peace prize together with two other Tunisian organisations.The ministry of Education has been quite surprised about SGES’ new educational policy initiatives in the schools based on the seminar themes and has introduces new political initiatives - not to leave the scene for development to SGES. As an example shortly after our seminar on how to prevent drop-out from schools, the ministry launched a new initiative to prevent drop-out. It has been very useful for the development of the secondary schools that there have been participants from the school authorities in all the seminars.*[Reflect on possible indications of impact to date with regard to the three cross cutting issues]* *a) Youth participation in democratic reform processes*A major impact of the project has been a change in the perception of the student role. At first, the SGES was reluctant to have student representatives in the seminars, but at the end of the seminars, the student participation is considered among the most valuable achievement. It has opened up for at horizontal dialogue between teachers and students instead of the traditional vertical dialogue. In SGES words the students are very motivated, reasonable and engaged. It has change the SGES perception on the importance of include the students in the school decision making and they work for elected school-boards nationwide with the participation of students. The 38 regional dissemination seminars has facilitated a rare dialogue between students and teachers on how to ameliorate school life and resulted in concrete initiative such as projects to improve the facilities and finding a shared vision for the school. It has given the student a voice and a feeling of empowerment through engagement. In addition it has strengthened the position of SGES that they now has gained the support of the students because they have showed during the project work that they listen to the students and are willing to let them participate and influence the development of the schools.*b) Cultural exchange and dialogue*During the Tunisian visit to the Danish school in November 2015 they met with both teachers, school heads, and students. The fact that the school received visits from a Nobel Peace Prize winner also resulted in several stories in the local newspapers praising the cooperation. The Tunisian participants are used to communicate by e-mails and on social media. So in most cases the dialogue which started during the Tunisians visit to Danish schools and new contacts established during the seminars has resulted in a continuous dialogue electronically which supports the mutual interest and understanding across the different cultures. An to partnerships between schools has been established between a School in Kef and Vejen Gymnasium and between Vejen gymnasium and a school in Tunis. A third is being considered between Christianshavn gymnasium and a School in Sfax. *c) Promotion of women’s participation*The intention to have equal gender representation in the project, was accepted by SGES in full understanding. Thus during the national seminars the has been a 50% male participants and 50 female representants %.Gender problems in the educational system has been addressed in a seminar in November 2016. This seminar has given the participants the chance to address a topics which is a taboo in Tunisia and SGES express that to start a dialogue on these taboo has been beneficial.  |
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## 3.6 Change Stories

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|  *[Give concrete example(s) of change stories, if applicable]* Teachers and students in the regional dissemination seminars proposed mini projects to materialize the seminars and workshops. The regional steering committee is responsible for following up on the mini projects. Below follow some examples of such mini projects:* Setting up an elected school council.
* Setting up an elected student council.
* Improve the school physical environment refurbish old furniture; decorate school walls by the students, improving sport facilities and courtyards.
* Start different after school activities such as a book club and an art clubs.
* Invite artist and other important people to be guest speaks at the school, make more school trips to museums.
* Work more systematic with preventing drop out. Setting of a cell responsible of trying to convince dropped out to return to school.
* Use more diversified pedagogical support and methods.
* School radio/ newspapers made by the stunts and with help from their teachers.
* The Tunisian short film on how to cope with learning difficulties ‘Des é´toiles sur la terre
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## 3.7 Difficulties and Adjustments

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| *[Have you encountered any unforeseen problems (internal or external) in carrying out the activities?]* The terrorism events in Tunisia have all taken place since we applied for the project originally. We have however stayed in close contact both with SGES and with the Danish Demena office in Tunis. They have giving us advice on how we could handle the situation. As a result we have been able to complete all planned activities.*[Have any changes been made to the original strategy or activity plan due to above problems or new possibilities? If yes please explain?]*The only visible impact the political situation has had on the project is regarding the location of the seminar activities in Tunisia. They locations are not decided upon until shortly before the events so the decision is based on the most up-to date information. To give an example the second session of the School democracy seminar was moved from Djerba in the South to Monastir. As the participants in the two sessions are still coming from all regions in Tunisia the change has had no impact on the outcome.The seminars in addition with the high number of local dissemination activities have given SGES a stronger position among its members and as an active educational policy actor. This however has also resulted in some tensions with the Minister of Education. SGES wants the minister to be replaced due to his attitudes to the teachers’ demands and suggestions. |

## 3.8 Sustainability

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| *[To what extent is it expected that the partner will continue this project or similar activities independently?]* As a follow up to the seminars on the project steering committee along with a regional committees composed of the participants in the seminars hold as described above 38 regional follow up dissemination seminars. These regional dissemination seminars have resulted in concrete project to ameliorate the school environment but also to establish a dialogue between teachers and students. A dialogue that has been so valued that the regional steering committees has continued organizing schooled based meeting on the 4 themes despite lack of more funding. During the evaluation seminar in April 2017 GL and SGES met with Oxfam Tunisia to discuss how SGES can be involved in the the new DAPP-program, administered by Oxfam-Ibis. Oxfam Tunisia was very impressed with the outcome of the GL-SGES DAMENA project and promised to work for including SGES in the new program. As the largest member of the confederation UGTT SGES has an extra advantage as Oxfam in their application already has mentioned UGTT as one of the partners in the new project activities. GL has offered to assist is new seminar activities includes the option of using Danish facilitators.*[In what way is the project expected to be of continued benefit for the target group after the termination?]* It is quite clear the SGES is motivated to develop its educational policy profile as a mean to influence the democratic development both in schools and in society. In this process they have also now established a new dialogue with the students. It takes some effort to convince also conservative teachers on the benefit of this dialogue but the SGES leadership is committed to convince the more conservative in a dialogue where they show the good examples from the project work.  |

## 3.9 Lessons Learned

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| *[Please describe lessons learned in bullet points – e.g. reflections on an approach which worked particularly well or did not have the desired effect]** The inclusion of students as participants has been very successful. The Tunisian teachers have been surprised by their maturity, responsibility and ability to participate actively in the discussions with constructive suggestions.
* When organising the seminars we need as much time as possible. The second seminar lasted longer than the first and the last two lasted even longer starting the first day at 10 and ending on the fourth day at lunch. Prices are so low that we could do this within the budget. In addition it is important to plan with much time for group discussion and end with an open session with more time to questions. The monitor meeting suggested that the following gender seminar will open with a formal presentation from the Egyptian ISTT representative so participants could hear how a similar project between Denmark and Egypt has inspired the Egyptian teachers at local level and supported the Teacher union at national and regional level.
* We have decided to save the money to translators from English to Arabic as the seminars are run in French. At least one of the Danish facilitators at each seminar speaks French, sometimes both. In addition some Tunisian participants speak English. But it works with French as the spoken language as all Tunisians teachers are French speaking, but it helps if presentations are supported with audio-visual presentations and not only the spoken word.
* Knowledge sharing between the danish participants is crucial to optimise the seminars.
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## 3.10 Information activities

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| *[If applicable, list the main information activities carried out – not mandatory for partnership identification and pilot projects]* During the Tunisian visit to Denmark in Nov. 2015 the visit was described not only in info channels of the 9 visited schools but the visit to Køge gymnasium, Nordfyns Gymnasium and Vejen Gymnasium was also in regional newspapers. The SGES general secretary mr. Lassaad Yakoubi was interviewed to the national Danish Radio on 6.11.2015 and the interview was broadcasted in the radio program Orientering on 10.12.2016 on the day of the Nobel Peace prize award ceremony where Lassaad Yakoubi participated. We have had several articles in the union magazine Gymnasieskolen on the project. At the Dropout seminar a reporter from Gymnasieskolen participated and made interviews with the Tunisian participants and later wrote an article on the project. After the School Democracy seminar one of the Danish seminar teachers and the participating Danish student wrote a chronicle in Gymnasieskolen on ‘How the Tunisians fight terrorism with School Democracy.’ See list of articles and links to them in sec. 4.1.Vejen Gymnasium’s participation in the project and the school’s agreement on a Tunisian partnership school has been described in the newspaper Jyskevestkysten in Nov. 2016.In Tunisia the regional dissemination seminars has been covered by the press at several occasions. *[Who and how many were reached though these activities?]* The union magazine is printed in 16.000 copies but the local newspapers and national radio program reaches an even larger audience.*[What were the results/effects of the activities?*  At a time where Danish upper secondary schools are being reformed, and an emphasis must be given to global citizen education, it is important to inspire and motivate teachers to this kind cooperation across cultural barriers. |

## 3.11 Monitoring and Evaluation

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| *[What kinds of monitoring and evaluation activities have been carried out?]*The monitoring meeting half way through the project took place as planned in May 2016 in Hammamet. Here we were informed about the dissemination activities, which have taken place and the plans for additional activities. In addition, we discussed the way the seminars were planned and organised in order to optimise the following two seminars in the second project year.At the the final evaluation meeting in April 2017 in Hammamet the Tunisian project team presented their 280 pages evaluation and activity report that described ad evaluated not only the 4 seminars but also all the 38 regional dissemination activities. At the meeting we discussed the options on how to continue the cooperation after the DAMENA period and under the new DAPP program instead. Before the meeting GL has had contact to Ibis on the future of the Danish Arab Partnership Program and inquired on the options of being connected to the IBIS/Oxfam activities in Tunisia. As described above GL and SGES did have a meeting with Oxfam/Tunisia on our project concept and the outcome and Oxfam did start a dialogue with SGES on how to involve them in their plans for the next couple of years. |

## 3.12 Other remarks

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| Administratively it has been a challenge that the project has been financed partly with funds from DAMENA pool II and III which along the way forced us to move the last seminar from Spring 2017 to December 2016. But our partner has been very flexible and we have managed to complete the program as planned. Now we hope to find means to continue the cooperation and at least support the development of SGES’ educational policy advocacy capacity. During the final evaluation seminar we had meeting as mentioned above with Oxfam Tunisia to plea that SGES should be included in some of the new DAPP 2.2 activities in Tunisia. But we hope that when the remaining unallocated DAPP sum will be released in the end of the year we will have the opportunity to apply for funds that can support the continuation of the partnership between GL and SGES for another period. It is a very short time to establish a long lasting impact of a partnership after only one and a half year of activities. |

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| **4. Documentation** |

**4.1. List all documents that have been produced in relation to projects implantation and finalisation – e.g. revised project applications, midterm reports, M&E documentation, information material and possibly media clippings.**

Enclosed in the report after the first year we sent the following files:

Media stories:

* Articles on Tunisian visit in Køge Dagblad, 5. Nov. And 6. Nov. 2015.
* Article on Tunisian visit in Fyns Stiftstidende, 6. Nov. 2015.
* Interview with SGES general secretary in DR Orientering on 10. Dec. 2015 can be heard here: <http://www.dr.dk/radio/ondemand/p1/orientering-2015-12-10/#!/>
* Articles from Gymnasieskolen in Nov.-Dec. 2015 on the first seminar on dropout, see:
* <http://gymnasieskolen.dk/danske-l%C3%A6rere-i-tunesien-vi-vil-vise-l%C3%A6rerne-et-lys-enden-af-den-m%C3%B8rke-tunnel>
* <http://gymnasieskolen.dk/danske-erfaringer-i-tunesien>
* <http://gymnasieskolen.dk/kampen-bedre-uddannelser-n%C3%A5r-terroren-lurer>
* <http://gymnasieskolen.dk/danske-l%C3%A6rere-st%C3%B8tter-tunesernes-kamp>
* Cronicle in Gymnasieskolen in May 2016 on the second seminar on school democracy, see
* <http://gymnasieskolen.dk/tunesere-bek%C3%A6mper-terrorisme-med-skoledemokrati>

Evaluation input

* SGES report on visit to Denmark and the dropout seminar (in French)
* SGES report on the school democracy seminar (in French)
* SGES dissemination plan ‘Fiche de projet’ (in French)
* Evaluation of first seminar by Danish facilitators (in Danish)

We also enclosed the presentations given at our monitoring meeting 22-25.5.2016 on the dissemination activities. These are all in French but in the powerpoint presentations they have included photos of the events and a presentation on the involvement of the students.

In addition to this final project report we enclose The SGES final 280p. report covering all the activities in the project.

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| **5. Financial management** |

## 5.1 Financial Adjustments

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| *[Explain any possible deviations between budget and final accounts?]* As the terrorist attacks have scared the tourists away from Tunisia the cost of conferencing has been substantial lower than anticipated.*[List major approved budgetary changes?]* We have by 5.11.2015 and 21.12.2015 received an amended approval of the project’s 2nd year so the funding of the upcoming activities is composed of a new appropriation of 100.000 DKK instead of the original 448.340 DKK, but at the same time permitted to transfer unspent money in our previous project in Egypt and unspent money the first year in Tunisia to finance the activities the second year. This way we have full financing of all activities in the 2nd year.SGES requested that we use project funds to finance the regional dissemination seminars SGES has planned for next year, as they do not have sufficient funds themselves to organise them. GL applied for permission to support these activities with an amount up to 100.000 DKK financed within the budget sum available from DEMENA II for the 2nd year of the project, and this was accepted.15.8.16 MS approved how to split the budget for the projects 2nd year so we should send one audited account report for the period project start- end of 2016 which was delivered to MS on 6.2.2017. This covered the DEMENA II funding. For the Spring 2017 we have the DEMENA III funding of 100.000. For this we forward a leadership approved and signed account showing a spending of 73.603,84 DKK. Unspent funds equals 26.396,16 DKK, so GL requires now the transfer of 73.603,84 DKK to our account to end the project.  |

The form must be filled out (not exceeding 12 pages) electronically and emailed to us with all the relevant documents. Furthermore, a signed hard-copy must be sent to:

ActionAid Denmark

DEMENA Youth Pool

Fælledvej 12

2200 Copenhagen N