

Programme Agreement Progress Report

CARE Programme Agreement

Reporting period: January 1st 2006 – June 30th, 2006

Section 1

Project Title: Literacy for the Empowerment of Adolescents Project (LEAP)

Country: Koh Kong Province, Cambodia

Project Goal: To promote quality and relevant non-formal education and leadership opportunities (literacy and life skills) for marginalised adolescents, especially girls, in partnership with the communities and the MoEYS

Objectives:

Objective 1: Improved access to non-formal (literacy and life skills) education opportunities for out-of-school marginalised adolescents, especially girls, from ethnic minorities and sex workers (direct and indirect).

Objective 2: Strengthened partnership between relevant ministry at all levels & communities to support and provide quality and relevant basic education for youth, especially girls.

Objective 3: Enhanced ability of adolescents to make decisions and express opinions about their lives and futures in the community

Section 2

Update on context:

The Royal Government of Cambodia has made some positive progress towards the issues surrounding political tensions and human rights abuses reported in the last semi-annual report. The human rights activists arrested for their criticism of the Government were released in February 2006 following strong pressure from the international community. The release of the activists coincided with the timing of a pardon for the opposition leader, Sam Rainsy, who had been tried in absentia on defamation charges in late December 2005, and sentenced to eighteen months in prison. The pardon was granted by King Norodom Sihamoni at Prime Minister Hun Sen's request, and Sam Rainsy returned from France to Cambodia in February 2006.

However, the return of Sam Rainsy, and recent amendments to the Cambodian constitution have caused a split between the current coalition partners in the Government. This has resulted in Prince Norodom Ranariddh, the President of the royalist party FUNCINPEC, resigning from his post. Furthermore, the scandal between the Government and the World Bank over alleged procurement irregularities and misuse of funds, has resulted in a number of projects being frozen. It has also heightened public attention on the ongoing problem of corruption within Cambodia.

The Cambodia Poverty Assessment 2006 report was launched in February with a positive review of the progress made by Cambodia in reducing poverty over the last decade. The new poverty assessment, which is based on the 2004 National Socio-Economic Survey, and a number of specially commissioned studies, has found that the proportion of population living below the national poverty line fell from an estimated 47% ten years ago to 35% today. Over the past decade, the report asserts, Cambodia has achieved economic growth of over 7% annually. In spite of the progress of the last decade in reducing poverty, the improvement in living standards has been much more pronounced for some groups and areas, and inequalities have risen sharply. Although poverty fell by 20% in rural areas over the decade, it fell by 60% in Phnom Penh, and 44% in other urban areas. In 2004, 91% of poor Cambodians were living in rural areas, with poverty rates highest in remote rural areas with limited access to roads, markets, and rural services. Although the poverty assessment report presents a favourable view of the past decade, it also suggests that complex institutional and policy changes and strengthened partnerships will be needed if Cambodia is to reach its Millennium Development Goals of halving poverty by 2015.

In response to this favourable review of Cambodia's progress, the donor community stepped up its commitment to support Cambodia's development goals at the 8th Consultative Group Meeting on Cambodia, which met in March 2006. At this meeting, donors pledged US\$601 million in support of Cambodia's development efforts, as part of the country's budget and financial plan for 2006, almost US\$100 million more than in 2004.

The price of the gasoline continues to increase and has now reached US\$1.02 per litre. This has resulted in considerably higher prices for almost all households and is impacting heavily upon poor Cambodians, especially those who run small businesses or who live on subsistence farming and fishing in rural areas. This situation is typical in Koh Kong where the majority of people are fully reliant on subsistence fishing and small businesses. In addition to the high cost of living, the circumstances in Koh Kong have worsened as the rainy season has arrived and fishermen are unable to go out fishing in their small boats as the seas are too rough. It is at this time of the year that they stay at home with their families and exist by spending income earned during the dry season. This has forced many families to seek economic opportunities elsewhere, which in turn has resulted in significantly higher drop rates for learners in LEAP's post life skills and life skills programs.

The rainy season has caused additional hardships for people in Koh Kong. Two weeks of continuous monsoon rains has destroyed many shelters in Koh Por, Ta Tay and Trapeang Ruong Communes, and has severely damaged the unfinished road from Koh Kong to Phnom Penh. The continuous rains have flooded many of the classrooms used by LEAP and as a result classes have had to be cancelled. Additionally, Education Program staff from Phnom Penh and Banteay Meanchey Province, who were facilitating/attending a LEAP workshop, were stranded in Koh Kong for 10 days due to the closure of the main access routes to flooding.

At the end of June 2006, Mr. Daro Douk (LEAP Project Officer) resigned from the project to take up a new position with World Vision in Phnom Penh. The isolated province of Koh Kong is not a favoured location for staff, especially young staff who seek further training and education opportunities. Geographical isolation from families and relatives is also an issue. As the project is nearing completion and has only five months remaining it will be difficult to recruit suitably qualified and trained staff to replace the project officer. The Education Program has therefore decided to recruit a Technical Advisory Officer on

a short term national consultancy contract to fill in this vacancy for the remainder of the project. The recruitment process has started and we expect the successful applicant to commence their employment at the beginning of August.

Despite these constraints LEAP has also experienced many positive results. In March 2006, Ms. Phon Tara was recruited as the Senior Technical Advisor to replace the Gender Advisor who left CARE in October 2005. Ms Phon's primary responsibilities are to review, develop and mainstream gender aspects throughout programming. Unfortunately the recruitment process for this position took up a lot of senior staff time as it extended over many months due to the inability to find a suitable applicant and the need to carry out three selection processes.

In June 2006 technical assistance was engaged through an international gender specialist, Ms Ingrid Gray. Ms Gray was contracted to assist the Senior Technical Advisor to strengthen her skills in this area and to assist with the development of a gender awareness training manual. Strengthening the gender aspects of programming will be a two stage process. The first stage has involved production of a Gender Awareness Training Manual and training is underway in 3 main project sites within the Education Program, including LEAP in Koh Kong. The package has been developed and adapted to the Cambodian context based on the literature collected from CARE's Education Program in Cambodia, gender curricula from the Ministry of Education Youth and Sport (MoEYS), the Ministry of Women's Affairs (MoWAs), and the Department of Water Resources. A CARE Kenya curriculum was also reviewed in the process. The development of the second phase focussing on planning, mainstreaming and monitoring and evaluation will take place at the end of September 2006.

CARE Cambodia's Education Program has been successful in its application for a volunteer placement from AusAID's Volunteering for International Development from Australia (VIDA) program. Mr. Cameron Ryall will join the Education Program at the end of July primarily to review and strengthen the Education Program's life skills curriculum and materials.

Above all, CARE's LEAP project continues to be a strong and trusted MoEYS partner, especially the Koh Kong Provincial Office of Education Youth and Sport (PoEYS). PoEYS has continuously praised LEAP for its quality and relevant programming for poor and marginalized out of school adolescents (OSAs). It is recognized as the sole project dealing with and empowering OSAs in Koh Kong despite the increasing number of NGOs working there. PoEYS also considers LEAP as the preferred partner to enhance the quality and relevance of non formal education programs in Koh Kong Province. In January, literacy teacher trainers from MoEYS, PoEYS and LEAP collaboratively conducted literacy teacher training for government contract teachers in the Province who teach illiterate people in their communities. In addition, LEAP and PoEYS jointly run the literacy program in the two districts of Mondul Seima and Smach Meanchey with LEAP providing technical support and some learning material support, with PoEYS dealing with the daily operation of the program.

List of Activities:

Objective 1: Improved access to non-formal (literacy and life skills) education opportunities for out-of-school marginalised adolescents, especially girls, from ethnic minorities and sex workers (direct and indirect).

Activity: Identify new literacy learners and teachers and establish a new CARE-POE joint literacy program for the fourth cohort of learners in 8 villages, 5 communes, in Modul Seima and Smach Meanchey districts.

Who was involved: 4 (2F) project staff, 2 DoEYS counterparts, 1 seconded staff, 4 (4F) brothel owners, 15 (4F) VEC members, 20 (18F) YC members, 10 (4F) teachers, 3 village leaders and 2 commune council members.

Any challenges: While POE is taking responsibilities for managing the joint literacy program, literacy learners and teachers face shortage of teaching and learning materials such as notebooks, rulers, umbrellas and tents for classrooms because POE has limited funding from the government. After a meeting between LEAP, POE, teachers and YC members, LEAP offered to provide this assistance to the teachers and learners for effective operation of the program. This is only a temporary solution. A discussion should be held with POE to include these materials in their budgeting for next year.

Output: 10 literacy classes established with 208 (130F) learners: 142 (99F) Khmers, 28 entertainment workers, and 38 (31F) Khmer Muslims.

Activity: Establish a post-basic literacy program for the third cohort of literacy learners in 7 villages, 4 communes in Modul Seima and Smach Meanchey districts.

Who was involved: 4 (2F) project staff, 2 DOE counterparts, 1 seconded staff, 8 (5F) teachers, 2 (1F) project volunteers, 21 (8F) VEC members, 16 (15F) YC members and 2 commune council members.

Any challenges: High mobility of learners has resulted in closing down one of the post literacy classes in Boeung Krayak village in March 06. 8 out of 12 learners relocated to a new area; leaving 4 learners behind. As this area is considered a government development village, the price of land has highly increased. So, poor people sell their land and move to other areas. While the class was cancelled, the 4 learners were allowed to join the life skills class running in the village. Relocation is a critical issue in this area.

Output: 8 post literacy classes established with 171 (133F) learners: 121 (92F) Khmers and 50 (41F) Khmer Muslims.

Activity: Establish life skills program known as village life school for the second cohort of post literacy graduates in 4 villages, 3 communes in Smach Meanchey and Modul Seima districts.

Who was involved: 4 (2F) project staff, 2 DoEYS counterparts, 1 seconded staff, 2 (1F) project volunteers, 1 commune council member, 5 (3F) facilitators, 15 (5F) VEC members, and 10 (10F) YC members.

Any challenges: High mobility of learners continues to be a real challenge for project staff due to relocation, seeking new employment opportunities, and getting married. As a result, 3 life skills classes located in Chamyeam, Neangkok and Smach Meanchey villages were unable to be established and commence.

Output: 5 life skills classes with 94 (60F) learners: 59 (33F) Khmers and 35 (27F) Khmer Muslims.

Activity: Initiate a post life skills program for the first cohort of life skills graduates where youths are engaged in action planning and managing their projects.

Who was involved: 4 project staff, 2 DOE counterparts, and 1 seconded staff.

Any challenges: Life skills facilitators were unable to facilitate the action planning process with life skills learners due to lack of facilitation skills and of experience in developing action plans themselves. The teachers found this part of the program so difficult that they gave it up. To deal with this problem, the project staff and seconded staff decided to facilitate the action planning themselves while the facilitators observe the sessions and learn from the process. For the next life skills program, it is essential that project staff and seconded staff review the curriculum with an emphasis on facilitation skills, planning skills and action planning tools.

Output: 74 (67F) life skills graduates engaged in managing their action plans. These youths planned 6 projects; 2 of which are individual projects and 4 are team projects. Activities included learning tailoring and patchwork skills, establishing a savings group, development of wedding preparation skills (hair styling, make-up and dress preparation), learning pig raising skills, learning hair dressing skills, and vegetable growing skills. These projects are managed by the youths with contributions from LEAP and their families while project staff and seconded staff play a coordination role to ensure the effectiveness of these projects. Youths and their parents are encouraged to contribute to the projects to instil a sense of ownership of the projects. The total planned cost of the projects is US\$5,066. This cost being met with US\$3,327 contributed by LEAP and a co-contribution of US\$1,739 by youths and their families.

Objective 2: Strengthened partnership between relevant ministry at all levels & communities to support and provide quality and relevant basic education for youth, especially girls.

Activity: Conduct teacher training for literacy and post-literacy teachers, and life skills facilitators.

Who was involved: 2 (1F) project staff, 1 seconded staff and 1 DOE counterpart.

Any challenges: A relevant teacher training curriculum for life skills facilitators has proven a real challenge for the project staff and they have to work more on reviewing and consolidating all the materials from CARE and other NGOs within Cambodia and from other countries. The project staff have planned to do this in the next 6 month with a VIDA volunteer coming on board at the end of July.

Output: 10 (4F) literacy teachers, 8 (5F0) post literacy teachers, 5 (3F) life skills facilitators and 2 DoEYS counterparts trained in participatory teaching and learning.

Activity: Conduct awareness raising sessions on girls' education needs, barriers, benefits and value of education to adolescents and parents, YC members, VEC members, local authority and teachers in 8 new target villages where CARE-POE joint literacy program started.

Who was involved: 1 DoEYS counterpart, 2 (1F) project staff, 1 seconded staff, and 1 project volunteer.

Any challenges: N/A

Output: 285 (157F) participants were involved in the sessions.

Activity: Hold community meetings for community members, local authority, learners and parents to discuss issues related to girls' education and LEAP's programs in 3 target villages.

Who was involved: 9 (3F) VEC members, 1 seconded staff, 2 DoEYS counterparts, 2 project staff, and 2 (1F) project volunteers.

Any challenges: N/A

Output: 135 (83F) participants were involved in the sessions.

Activity: A 4 day youth engagement workshop for YC members, project volunteers, project staff, DOE officials, POE officials, commune council members, and deputy district governors.

Who was involved: 1 project staff (Douk Daro) and 1 education program staff (Tim Phalmean)

Any challenges: As the concept of young people-adult partnership is very new in Cambodia, this topic stimulated serious discussions over the involvement of young people in project activities, especially regarding M&E. Some adults argued that young people were incapable of doing the monitoring and evaluation of project activities and it was not necessary for young people to engage in M&E as they were inexperienced in this field. To redirect this strongly expressed view, the facilitator interrupted by asking questions to elicit the participants understanding of the nature of monitoring and evaluation. Additionally, some current examples involving young people in M&E within CARE, other NGOs in Cambodia and overseas were provided. At the end of the discussion, the participants realised that young people's participation in M&E is vital, especially to youth projects.

Output: 24 (7F) participants participated in the workshop.

Activity: Conduct a Youth Action Plan Presentation Workshop for project stakeholders such as teachers, community members and learners' parents, VEC members, YC members, life skills graduates, CARE staff, staff from other NGOs, counterparts, village leaders, commune council members, district authority, DoEYS officials, PoEYS official and the deputy provincial governor.

Who was involved: 4 (2F) project staff, 10 (9F) life skills learners, 1 seconded staff and 2 (1F) project volunteers.

Any challenges: N/A

Output: 115 (72F) participants joined the workshop with the deputy governor and deputy PoEYS director presiding. The deputy provincial governor appreciated very much the presentation by life skills graduates of their action plans and asserted that he couldn't do this planning when he was as young as these graduates and praised the engaging and innovative approach of the LEAP program.

Objective 3: Enhanced ability of adolescents to make decisions and express opinions about their lives and futures in the community.

Activity: Hold YC meetings and training to build the capacity of YC members to assume their roles and responsibilities effectively.

Who was involved: Community officer and 1 project volunteer

Any challenges: Some difficulty was experienced arranging a convenient time for meeting and training for all YC members as they are actively engaged in income generating activities. As 17

YC members were not able to attend the meeting, the community officer and volunteer rescheduled a meeting for a more convenient time with these members.

Output: 51 out of 68 (61F); equivalent to 75% YC members joined YC meetings to discuss issues related to their learning and received training on problem solving, decision making, communication, inter-personal skills and how to conduct questionnaires.

Activity: Conduct Youth Activity Day in 4 villages in Smach Meanchey district. This event is aimed to empower adolescents to discuss community issues and to advocate for their right to participation and girls' education.

Who was involved: 3 project staff, 2 (1F) project volunteers, the seconded staff, 1 DoEYS counterpart, 9 (7F) YC members, 25 (20F) learners, 2 (1F) VEC members and 5 (4F) teachers.

Any challenges: The handing over responsibilities to YC and VEC members and teachers to manage the Youth Activity Day remain a real challenge for LEAP staff. Yet, the project staff gradually delegated more tasks to them to allow project staff to play a coordination role.

Output: 330(220F) participants were involved in the event. These participants are community members, learners, adolescents in the community, village leaders, commune council, PoEYS, DoEYS, staff from the department of health and from other NGOs operating in Koh Kong.

Activity: Youth management of mobile community libraries in 4 villages of Paklorng, Neangkok, Boeung Krayak, Chamyeam and Smach Meanchey.

Who was involved: 4 (3F) YC members manage the libraries and the community officer and project volunteer monitor the on-going operation of these libraries.

Any challenges: 6 out of 10 librarians decided to quit their jobs as they have other important commitments such as engaging in income generating activities and moved to a new area. The remaining 4 librarians are now managing the operation of these libraries. Additionally, there has been a complete rotation of book boxes to all project target areas. This has created a need for more new textbooks for readers. Based on the request from readers and discussion between the community officer and librarians, the project staff will purchase more new textbooks.

Output: 3006 adolescents and children came and read books in the libraries and 2850 adolescents and children borrowed books for home use.

Activity: Engage YC members in monitoring of project activities.

Who was involved: 2 project volunteers, community officer, and 27 (21F) YC members.

Any challenges: YC members are not confident to conduct interviews and questionnaires with adults in the community on their own. A project staff or adult is required to accompany them during the monitoring activities. Consequently, the project staff have endeavoured to engage them in M&E activities in order to provide opportunities to learn and build confidence to work with adults in the community.

Output: 130 respondents participated in the monitoring activities. These respondents are YC member, VEC members, community members, POE staff, DOE staff, commune council members, learners and their parents.

Section 3

Progress on Project Objectives:

Objective #1: Improved access to non-formal (literacy and life skills) education opportunities for out-of-school marginalised adolescents, especially girls, from ethnic minorities and sex workers (direct and indirect).				
Performance Indicators	Target (for the life of the project)	Results for this reporting period (Jan-June, 2006)	Accumulative results to date (Dec 2003-June 06)	Comments
Indicator 1: # and % of learners who successfully complete non-formal education programme (disaggregated by sex and ethnicity)	80% of 641 enrolled learners	<ul style="list-style-type: none"> • 142 (109F) learners, equivalent to 78% of 181 (135F) enrolled learners successfully completed the literacy program. • 126 (88F) learners equivalent to 78% of 161 (110F) enrolled learners successfully completed the post literacy program. • 126 (100F) learners equivalent to 75% of 168 (129F) enrolled learners successfully completed the life skills program known as village life school. 	<ul style="list-style-type: none"> • 513 (405F) learners, equivalent to 80.03% out of 641 enrolled learners successfully completed the literacy program. • 323 (233F) learners, equivalent to 84.11% out of 384 enrolled learners, successfully completed the post-literacy program. • 126 (100F) learners equivalent to 75% of 168 (129F) enrolled learners successfully completed the life skills program known as village life school. 	<p>The literacy, post literacy and life skills learners did the final test in January 06. The results show that 142 out of 181 literacy learners, 126 post literacy learners and 126 life skills learners passed the final tests and successfully completed the programs. These learners continue to the next level of education.</p> <p>152 (117F) : 142 literacy graduates and 10 new learners who have some literacy and numeracy skills were enrolled in the post literacy program and 83 (55F) post literacy learners were enrolled in the life skills program. These programs are due to finish at the end of July. The enrolment rate for life skills program is as low as 65.87% due to the fact that 43 learners moved out of Koh Kong to work in Thailand and in other areas in Cambodia where there are better economic opportunities.</p> <p>Furthermore, 208 (130F) learners were enrolled in the new literacy program mainly run by POE with LEAP providing technical support and some learning materials support.</p> <p>In relation to the literacy program for commercial sex workers, the reduced duration of the course to 4 months and teaching hours to 1.5 hours per day works well for the learners. As a result, the drop out rate is as low as 20% (equivalent to 4 of 20 enrolled learners).</p> <p>It is noteworthy that of the first cohort enrolled in the literacy program only 74 (67) out of 254 life skills graduates engage in action planning and managing their own projects and have reached the full cycle of the LEAP's education programs.</p>

<p>Indicator 2: % of learners who have achieved competent knowledge of HIV/AIDS related issues</p>	<p>90% of 641 learners</p>	<p>137 (106) post literacy learners; equivalent to 90.13% of 152 learners in the third cohort.</p>	<p>93.93% of 495 post literacy learners equivalent to 465 learners in three cohorts have competent knowledge of HIV/AIDS.</p>	<p>At the end of the post literacy program, a written test on HIV/AIDS is carried out to assess the learners' knowledge of HIV/AIDS and youth reproductive health. Only post literacy learners are tested because this program has an emphasis on building learners' ability to think and act critically, and make informed decision over HIV/AIDS and health related issues. The test results for the three cohorts of learners showed that 93.93% of 495 post literacy learners received competent HIV/AIDS and youth reproductive health. In addition, these learners are confident to discuss HIV/AIDS issues with their peers and in public forums such as community events including youth activity day and community concerts. Furthermore, 30 (30F) became active community volunteers for CARE's projects and other NGO's such as Partners for Development (PfD) and are engaged in dissemination of HIV/AIDS and health related information in their communities.</p>
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<p>Indicator 3: Level of participation and decision making of youth in post literacy options.</p>	<p>At least 90% of 54 YC members are at level 4 on the self-assessment participation scale.</p>	<p>60.29% of 68 (61F) YC members (equivalent to 41 learners) at level 4, 27.94% (equivalent to 19 members) at level 3, 8.82% (equivalent to 6 members) at level 2, and 2.94% (equivalent to 2 members) at level 1</p>	<p>76% of 54 (48F) YC members (equivalent to 41 members) at level 4 on participation scale.</p>	<p>14 new YC members were selected in the literacy program for the fourth cohort of learners. So, the total number of YC members increased to 68. All YC members were invited to participate in assessing the level of their participation in project implementation and monitoring and evaluation. The result of the self-assessment showed that 39, equivalent to 57.35% of 68 YC members, have had the opportunity to express their ideas. These ideas are then taken into consideration and form the basis of group decisions and actions. However, it is noteworthy that all YC members are not at the same level for all the activities assessed. In comparison to the set target, 76% of 54 members are at level 4.</p> <p>In addition, all YC members are at level 4 for all activities but their participation varies from one activity to another depending on their individual nature. YC members are more meaningfully involved in some activities than in others. For example, more than 70% of the members are at level 4 in these activities: selecting location of classrooms, selecting learning time, setting criteria and selecting YC members, and making household visits to follow up absenteeism, drop out learners, sick learners, and learners are in difficult circumstances. In other area such as awareness raising activities, running community mobile libraries and organizing community activities no more than 20% of the YC members meaningfully participate.</p> <p>The scale is detailed as follows:</p> <p>Level 1: I don't have opportunity to express my ideas. Level 2: I have opportunity to express my ideas but they are not taken into consideration. Level 3: I have opportunity to express my ideas and they are taken into consideration but no actions taken on them. Level 4: I have opportunity to express my ideas and they are taken into consideration and they become group's decision and actions.</p> <p>From the assessment result, the project staff need to build the capacity of YC members in youth engagement and using participatory tools in monitoring and evaluation of project activities so that they participate meaningfully in the programming. In addition, the project staff should allow space for YC to participate and learn from their work with the project so that they are able to engage in community development.</p>
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Objective #2: Strengthened partnership between relevant ministry at all levels & communities to support and provide quality and relevant basic education for youth, especially girls.

Performance Indicators	Target (for the life of the project)	Results for this reporting period (Jan-June, 2006)	Accumulative results to date (Dec 2003-June 2006)	Comments
<p>Indicator 1: Level of awareness of all stakeholders of the education needs and barriers to education of marginalized adolescents, especially girls.</p>	<p>80% out of 695 stakeholders are fully aware of education needs and barriers.</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>Learners' parents are counted one per household.</i> • <i>232 project stakeholders (208 parents of new literacy learners, 20 YC members, 3 village leaders, and 1 CC member) are added to 695. So, the total stakeholders increased to 927.</i> 	<p>76 out of 130 respondents (equivalent to 58%) are fully aware of education needs and barriers to education of girls.</p>	<p>571 out of 695 project stakeholders (equivalent to 82%) are fully aware of education needs and barriers to education of girls.</p>	<p>130 new project stakeholders in the project sites (VEC members, YC members, parents of learners, village leaders, commune council members, and religious leaders) were randomly selected to participate in responding to the questionnaire. The project staff make sure that only new project stakeholders participate in the answering the questionnaire, meaning that each respondent only participate once in the project cycle. The extent to which s/he is aware of the education needs and barriers to girls' education is ascertained and compared in the next reporting period to see what progress has been made. This process results in the number of project stakeholders accumulating every reporting period.</p> <p>For this reporting period, the number of project stakeholders increased to 927 due to the opening up 10 more literacy classes this year. The result of assessment in this period shows that only 58% (76 respondents) of 130 respondents gave 100% correct answers to the questionnaire on the education needs and barriers to education of marginalized adolescents, especially girls. 29% (38 respondents) of 130 respondents got the majority of questions right and 12% (16 respondents) got a few questions right. It is also worth noting that the percentage of project stakeholders fully aware of education needs and barriers decreases from 71% to 62% due to an increased number of project stakeholders.</p>

<p>Indicator 2: Extent to which all stakeholders understand the value and benefits of education for youth.</p>	<p>80% out of 695 stakeholders fully understand value and benefits of education. <i>Note:</i></p> <ul style="list-style-type: none"> • <i>Learners' parents are counted one per household.</i> <p>232 project stakeholders (208 parents of new literacy learners, 20 YC members, 3 village leaders, and 1 CC member) are added to 695. So, the total stakeholders increased to 927.</p>	<p>76 out of 130 respondents (equivalent to 58%) fully understand the value and benefits of education.</p>	<p>171 project stakeholders (equivalent to 25%) fully understand the value and benefits of education.</p>	<p>130 project stakeholders (VEC members, YC members, parents of learners, village leaders, commune council members, and religious leaders) undertook the questionnaire. 76 participants got all the answers right while the remainder got the majority of questions right. The latter are categorized as having some understanding of the value and benefits of education. It is important to note that the percentage of project stakeholders fully understanding the value and benefits of education is low due to a lack of statistics in the previous reports (1st, 2nd and 3rd reports).</p> <p>The project stakeholders were engaged in the following activities in support for education of marginalized adolescents, especially girls:</p> <ul style="list-style-type: none"> • Providing places for mobile libraries and classrooms. • Assisting and supporting life skills graduates in youth action planning and managing their projects. • Assisting project staff and seconded staff in class monitoring. • Setting up literacy, post literacy, and life skills programs. • Encouraging learners to attend classes regularly and join the re-entry program. Until now, 35 learners have gone back to school. • Assisting project staff in solving problems related to education programs such as finding a suitable place for classroom, absenteeism, drop-out, personal differences, and security issues in the evening. • Co-conducting monthly technical meetings for literacy, post literacy and life skills teachers. • Assisting project staff in running the Global Campaign for Education under the theme of "Every Child Needs a Good Teacher". • Conducting awareness raising on LEAP education programs and value of education in the community.
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<p>Indicator 3: # of women participating in community meeting supporting girls' education.</p>	<p>At least 200 women in the communities regularly attend the meeting.</p>	<p>360 women participated in community meetings supporting girls' education.</p>	<p>496 women participated in community meetings supporting girls' education.</p>	<p>The project staff, project volunteers and seconded staff in collaboration with VEC members, seconded staff and DoEYS counterparts conducted community meetings on issues related to non-formal education programs such as retaining learners, especially girls in the programs, security concerns, motivating learners to learn and join youth action planning and managing their projects. 83 women participated in the meetings. In addition, a participatory assessment was conducted by the project staff to discuss the design of a relevant project for poor and marginalised adolescents, especially girls with a focus on addressing their needs and their priority issues. 72 women participated in this process.</p> <p>Furthermore, 205 women participated in the Global Education Campaign under the theme of "Every Child Needs a Good Teacher" in Paklornng commune. This event is aimed at MoEYS to advocate for more teachers in remote areas such as Koh Kong and for more support and attention to the teachers from MoEYS so that these teachers stay and educate children in the areas. Many children, especially girls are out of school due to a lack of (good) teachers.</p>
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Objective #3: Enhanced ability of adolescents to make decisions and express opinions about their lives and futures in the community.

Performance Indicators	Target (for the life of the project)	Results for this reporting period (Jan-June, 2006)	Accumulative results to date (Dec 2003-June 2006)	Comments
Indicator 1: # of adolescents who attended YC meetings- disaggregated by sex and ethnicity.	100% of 54 YC members	51 out of 68 (61F) ; equivalent to 75% YC members attended YC meetings	94% of 54 YC members joined the meetings.	<p>51 out of 68 (61F); equivalent to 75% YC members joined YC meetings to discuss their learning related problems and received training on problem solving, decision making, communication, inter-personal skills and how to conduct questionnaires so that they become more competent to assume their roles and responsibilities.</p> <p>Yet, if compared to the set target, 94% of 54 YC members joined the meetings.</p> <p>The percentage of YC members declined in this reporting period due to their high commitments to generating income to help their families. This has resulted from the negative effect of the high price of gasoline leading to high price of consumer goods. Youth are forced to do everything to survive.</p> <p>It is important to note that the number of YC members increased from 54 to 68 as a result of the new launch of POE-CARE joint literacy program. 20 new YC members were selected from each class in this program while 6 of old YC members moved to their new areas and dropped out from the program. So, the total number of YC members remains 68 (61F).</p>

<p>Indicator 2: # and type of responsibilities that YC effectively assume in the project.</p>	<p>90% out of 54 YC members</p>	<p>75% of 68 (61F) YC members assumed their roles and responsibilities effectively.</p>	<p>94% (equivalent to 51 members) of 54 YC members assumed their roles and responsibilities effectively.</p>	<p>The assessment of YC members was conducted by the project staff and by themselves. The project staff observed their performance and participation in project activities such as meetings, monitoring, solving class problems, and community events. YC also did the self-assessment checklist. They were asked to rate how they conduct their responsibilities. The assessment result showed that 75% of all YC members effectively assume their responsibilities, while 25% need further improvement and support from the project staff in carrying out their responsibilities.</p> <p>Yet, as compared to the set target, 94% of 54 YC members effectively fulfilled their roles and responsibilities.</p> <p>It is noteworthy that the percentage of YC members carrying their responsibilities effectively decreased due to 20 new members added to the group. These new YC members need further training and support to become confident and competent to fulfil their tasks.</p> <p>The following are the responsibilities assumed and decisions made by YC in this reporting period:</p> <ul style="list-style-type: none"> • acting as teacher assistants in the classroom; • disseminating information on importance of girls' education and youth engagement, and health related information to their peers; • taking and bringing their friends back home from class after evening lessons; • assisting the field officer in running some sessions during the YC meetings; • participating in youth action planning and developing team or individual small projects; • managing community libraries; • participating in monitoring of project activities; • selecting YC leaders in villages with 4 or more classes; • assisting their peers to find health centres in their community; • making household visits to follow up absentees and sick learners; • giving feedback on literacy, post literacy and life skills curriculum and teaching.
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<p>Indicator 3: # of girls who express appreciation for positive female role models.</p>	<p>100% out of 498 girls</p>	<p>65% (equivalent to 323 girls) of 498 girls expressed appreciation of positive roles models by female YC, VEC, and teachers.</p>	<p>92% (equivalent to 458 girls) of 498 girls expressed appreciation of positive roles models by female YC, VEC, and teachers.</p>	<p>Out of 340 interviewed girls, 323 girls have seen and appreciated role models by female YC, VEC, and teachers. The following are the positive roles exhibited, especially by YC members in this reporting period:</p> <ul style="list-style-type: none"> ▪ 7 female post literacy learners became volunteers for CARE LEAP and Health projects. 23 females became community health dissemination volunteers for other NGOs operating in the province. ▪ 35 girls went back to school through government entry programs. ▪ The first prize winner in the national literacy test was recruited as a project volunteer. She has played a main role as a youth advocate for girls' rights to education and participation. ▪ 4 YC members managed community mobile libraries. ▪ 75 girls joined the tailoring program run by the community and POE. 7 of these girls now work as garment workers in Malaysia and 9 have set up and now run their own shops in their community. ▪ YC members provide assistance to their peers when facing learning difficulties and making household visits to follow up absenteeism, sick learners, learners with problems and drop outs. ▪ YC and VEC members joined in community cleaning and helped CARE's LEAP and adolescent reproductive health project set up community libraries. ▪ Female community members and parents of learners joined community meetings and awareness raising sessions to discuss issues related to girls' education. ▪ YC members disseminated information related to the importance of girls' education and health such as HIV/AIDS and general health. ▪ YC members, learners, female community members and parents of learners were engaged in discussion of a new project in the province and joined the global campaign for education, especially for girls.
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Section 4

Progress on Programme objectives:

Program Objective # 1: To improve access to, or the quality of, social services				
Programme Indicators	Indicator and target	Results for this Reporting Period (Jan - Jun, 06)	Results to Date (December 2003 to June 2006)	Comments
1.1: # of people with improved access to health care (including HIV/AIDS services), education (formal and non-formal), water/sanitation, legal protection services, etc.	641 adolescents, primarily girls.	<ul style="list-style-type: none"> • 208 (130F) adolescents enrolled in new basic literacy program. • 171 (133F) enrolled in the post- basic literacy program. • 94 (60F) enrolled in the village life school program. 	<ul style="list-style-type: none"> • 849 (628F) adolescents enrolled in literacy programs. • 384 (295F) enrolled in the post- basic literacy program. • 168 (129F) enrolled in the life skills program. 	<p>118 (78F) out of 849 enrolled in the three basic literacy programs dropped out due to moving away from Koh Kong in order to assist their family to generate income from activities such as fishing, working for wages, and looking for seasonal employment in Thailand or in other business towns in Cambodia.</p> <p>CARE LEAP has run a life skills program which consists of three components: basic literacy; post- basic literacy; and life skills. Upon successful completion of the basic literacy program, each adolescent is eligible to progress onto the other two programs. Beside the 849 (628F) enrolled in the basic literacy program, 384 (295F) learners were enrolled in the post-literacy program with 41 (32F) drop-outs and 168 (129F) enrolled in the life skills program where 17 (7F) drop-outs occurred throughout its duration. Besides enjoying LEAP's education programs, the adolescents have full access to HIV/AIDS and maternal health care services, counselling and prevention services. These services are provided by CARE's METH program (HIV/AIDS), the Ponlork Thmey program (maternal health care) and ARH projects (youth reproductive health). CARE is in the process of integrating these projects, with LEAP having already started this course of action.</p> <p>In addition, there have been 38 (32F) learners enrolled in the re-entry program run by the POE. Upon completion of this program, they will qualify for enrollment in the formal school system based on the assessment at the end of the program.</p> <p><i>Note: the number of beneficiaries is counted once when they enrol in the basic literacy program as graduates from each program continue to the next program.</i></p>

1.2: # of people enjoying higher quality social services	641 adolescents	181 (130F) adolescents	849 (628F) adolescents	<p>As yet not all of the learners enrolled in the literacy, post-literacy and life skills programs have completed the final examination in this reporting period. Furthermore, as a result of the late starting date, programs will run through till the end of July 2006, and as such, final details are currently unavailable.</p> <p>The last set of aggregate figures is from the last reporting period. There were 559 (436F) adolescents with access to quality education services such basic literacy, post-basic literacy and life skills programs. 82 (62F) learners dropped out of the programs during this reporting period. In addition, those enrolled enjoy CARE's quality HIV/AIDS, maternal health care, and counselling services in Koh Kong. Furthermore, 17 (14F) learners are undertaking the re-entry program course run by POE to prepare them to go back to formal schooling.</p>
Other				
Program Objective # 2: To improve the incomes, asset base, or productivity of smallholder farmers or micro-entrepreneurs				
Programme Indicators	Indicator and target	Results for this Reporting Period (Jan - June, 2006)	Results to Date (Dec 2003-June 2006)	Comments
2.1: # of farmers / micro-entrepreneurs enjoying an increased income as a result of the project/programme	N/A	N/A	N/A	N/A
2.2: # of farmers / micro-entrepreneurs enjoying increased productivity as a result of the project/programme	N/A	N/A	N/A	N/A
2.3: # of farm families enjoying greater food security or improved standard of living (caloric intake)	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A

Program Objective # 3: To contribute to developing local capacity to reduce poverty and social injustice				
Programme Indicators	Indicator and target	Results for this Reporting Period (January - June, 2006)	Results to Date (Dec 2003-December 2005)	Comments
3.1: # of organizations with improved capacity to contribute to poverty reduction and/or social justice	POE/DOE; POWA; YC; VEC.	4 organisations with 105 members: <ul style="list-style-type: none"> • 1 POE and 2 DOE staff members • 1 (1F) POWA staff member • 68 (61F) YC members • 33 (11F) VEC members 	4 organisations with 105 members.	The four organisations have received on-going training and support from project staff, especially from the community field officer, and they have been actively participating in advocating for the basic human right to education and the value of education for adolescents. This is especially so for girls whose right has been denied by Cambodian traditional practices and social structures in which girls are usually undervalued, especially in the Cham community. Girls are forced to stay home and do household chores or look after young siblings or help their family do income generating activities. If parents are asked to choose education between boys and girls, they will surely send boys to school. As a result of their work, as many girls as 628F out of 849, equivalent to 74%, of enrolled learners have joined LEAP's education programs. In addition, 32 girls out of 38 from LEAP's education programs are in the re-entry program coordinated by POE.

<p>3.2: Increased engagement in policy processes (decision-making processes) on the part of CARE, partners and coalitions</p>	<p>MoEYS/POE</p>	<p>MoEYS/POE</p>	<p>MoEYS/POE</p>	<p>The purpose of the focus on policy development within LEAP is to engage MoEYS/POE in improving their policy on teacher training, curriculum development and participatory monitoring and evaluation systems for the NFE sector. The NFE sector has fallen far from the formal education sector in terms of participatory teaching and learning approaches, developing relevant curricula and effective monitoring systems. Some NFE officials don't believe that participatory teaching and learning approach work for literacy programs as it is argued that it is a sophisticated approach and NFE teachers who don't have high education levels are unable to understand and apply it in their teaching. For curriculum, NFE officials' use the national curriculum developed by MoEYS in all literacy programs throughout the country and as the POE does not monitor its programs on a regular basis, an evaluation of how successful this is relies only on teacher's reports and the results of tests.</p> <p>With the change in practice within the NFE sector in mind, the director of the NFE office in the Koh Kong POE has been seconded to LEAP so that he is able to fully participate in and have ownership of project activities; that is, planning, implementation and M&E. In addition, the director or deputy director of POE and officials from the NFE department are invited to visit LEAP's programs and to join workshops. As a result of these interactions, POE has adopted LEAP's teacher training package which emphasises the use of a participatory teaching and learning approach. The director of the NFE office has run training sessions in this approach for the literacy teachers. He encourages the teachers to adapt lessons and skip the lessons learners feel irrelevant to their needs. He has also set up a monitoring team whose responsibility is to regularly monitor program activities in order to inform actions aimed at program improvement.</p>
<p>Other</p>				

Program Objective # 4: To promote gender equality by influencing gender relations and power dynamics between men and women				
Programme Indicators	Indicator and target	Results for this Reporting Period (January - June, 2006)	Results to Date (December 2003 - June 2006)	Comments
4.1: # of women who are influencing decision-making in business and social service spheres, and/or who have positions of power in community management and in local/national politics.	At least 80 women	<p>85 women: 61 female YC members 11 female VEC members 11 female teachers 2 brothel owners</p> <p><i>Note: only new women involved in decision making process reported.</i></p>	<p>91 women: 48 female YCs 10 female VECs 27 female teachers 6 brothel owners</p> <p><i>Note: 1 VEC member became a literacy teacher; therefore, # of female VEC members is 10 up to this reporting period.</i></p>	<ul style="list-style-type: none"> • YC members have engaged in program planning, implementation and monitoring and evaluation with on-going support from project staff, especially the field officer and played management roles in the following activities: selecting class location and learning time; selecting contents for post-basic literacy options; setting criteria to select teachers and new YC members; assessing their work performance while participating in project M&E process; making household visits to follow up absenteeism and drop-outs; disseminating health information to community members, especially their peers; organising Youth Activity Day; participating in regular meetings to discuss issues and solve problems related to education programs; running community library; and running life skills sessions. • VEC members been involved in and made decisions on the following activities: participating in regular meetings and community meetings to discuss and solve issues related to education programs, especially education for girls; liaising with local authority, DOE, and YC to set up security system to safeguard learners in the evening when they leave classes; organising new classrooms for learners; identifying teachers; making home visits to follow up absenteeism and drop-out; making informal visit to classes to encourage girls to stay in the program; conducting one-to-one awareness raising on gender, value of education and basic right to education; and informing communal councils of project implementation. • Teachers have played management roles in the program planning, implementation and M&E in collaboration with YC and VEC. • Brothel owners have played a leading role in setting up literacy classes for CSWs, encouraging CSWs to join LEAP's literacy program, liaising with local authority for good operation of classes and assisting finding appropriate time for class time.

4.2: # of women who have greater access to and control over information, resources and services, and are able to use them to their benefit.	1341 marginalised adolescents including learners, their peers and relatives.	615 women: <ul style="list-style-type: none"> • 436 adolescent girls enrolled and stayed in LEAP's programs. • 136 women in the community attended 7 community meetings in 7 target villages. • 10 female VECs • 27 female teachers • 6 brothel owners 	997 women <i>Note: # of women in this reporting period is added to # of formal school joining GCE event under the title "Politicians go back to school" - 382 girls.</i>	These women have access to and control of information disseminated and services provided by LEAP, METH, and ARH projects and the POE. They have participated in the following activities: community meetings and monthly meeting organised by LEAP; education events such as the National Literacy Day, Youth Activity Day, Global Campaign for Education; joining dissemination sessions by YC and ARH, awareness raising sessions on gender, value of education and equal right to education; training sessions; and using LEAP's basic literacy, post-basic literacy, and life skills programs and community library; maternal health care and counselling services by CARE's health project operating in Koh Kong; and enjoying re-entry program by POE, tailoring program by community and POE.
Other				
Program Objective # 5: To provide the means for children/youth to participate more fully in the social, economic and political life of their community				
Programme Indicators	Indicator and target	Results for this Reporting Period (January - June, 2006)	Results to Date (December 2003- June 2006)	Comments
5.1: # of children and youth who are actively involved in making or influencing decisions on project activities e.g. participating in project design, planning, implementation, monitoring, etc.	54 YC members	14 (13F) YC members	68 (61F) YC members	68 (61F) YC members have engaged in program planning, implementation and M&E with on-going support from project staff, especially the field officer. They have also acted in management roles in the following activities: selecting class location and learning time; selecting contents for post-basic literacy options; setting criteria to select teachers and new YC members; assessing their work performance while participating in project M&E process; making household visits to follow up absenteeism and drop-outs; disseminating health information to community members, especially their peers; organising Youth Activity Day; participating in regular meetings to discuss issues and solve problems related to education programs; running community library; and running life skills sessions.

<p>5.2: # of children and youth empowered and enjoy the means to participate more fully in communal life and to influence decisions affecting their lives.</p>	<p>641 adolescents, primarily girls</p>	<p>265 (193F) adolescents:</p> <ul style="list-style-type: none"> • 171 (133F) post-literacy learners • 94 (60F) life skills learners 	<p>449 (333F) adolescents, equivalent to 81% of the 552 adolescents enrolled, successfully completed the post-basic literacy and life skills programs.</p> <p><i>Note: literacy learners are not counted as it is too early for them to fully participate and influence decisions in their lives. This has changed the accumulative # of adolescents in the last reporting periods.</i></p>	<p>58 (39F) out of 552 adolescents enrolled in the two programs dropped out during the program cycle. 449 (333F) adolescents are fully enjoying LEAP's education interventions. Each intervention is designed with a different focus. For example, the literacy program is primarily aimed at improving adolescents' basic literacy and numeracy skills through participatory teaching and learning. The post-literacy program is principally designed to help learners to upgrade their literacy skills and improve their critical thinking skills, which is the foundation of empowerment through dialogues. The life skills program focuses on building adolescents' ability to solve problems related to their lives by harnessing their critical thinking skills gained from the post-literacy program and encouraging interaction with community members through fieldwork so as to enable the construction of action plans aimed at improving their lives.</p> <p>Post-literacy and life skills learners became confident to express and discuss their ideas with their peers and teachers, to work in a team and to participate in organising education events such as Youth Activity Day (YAD), the National Literacy Day, and Global Campaign for Education (GCE). For instance, some adolescent girls confidently made speech to the public during GCE and the National Literacy Day; performed as masters of ceremony; performed role plays to advocate for value of education and equal right to education, especially for girls; and debated about community issues in public during YAD. In addition, one post-literacy learner became a life skills facilitator and she did her job very well with a lot of support from learners.</p> <p>Furthermore, life skills learners identified, analysed and made actions plans to solve problems in their communities. This is evidence of their decision making ability to improve their family and community life. Moreover, life skills graduates are empowered to implement their action plans in a team environment with financial and technical support from project staff.</p>
<p>Other</p>				

Section 5

Environmental Impact:

LEAP's activities do not impact directly on the environment.

Gender Considerations:

Project Input or Activity Being Assessed	Welfare (practical needs)	Access to resources	Critical Awareness	Participation	Control & Ownership
Establish a post-literacy program.	465 (351F) post-literacy learners in the first, second and third cohort achieved competent knowledge of HIV/AIDS.	465 (351F) learners have access to HIV/AIDS counselling, maternal health care and reproductive health services.	The project created space for these learners to engage in critical debates about HIV/AIDS, health issues and girls' education through a community forum during the Youth Activity Day and dissemination sessions. In this reporting period, 25 (20F) participated in the public debates on these issues in their community.	30 (30F) became active community volunteers for CARE's projects and other NGO's such as Partners for Development (PfD) and are engaged in dissemination of HIV/AIDS and health related information in their communities.	
Establish a Life Skills program	137 (112F) completed and 83 (55F) are completing the program with improved problem solving skills in July 06	216 (165F) learners have access to HIV/AIDS counselling, maternal health care and reproductive health	In addition to an ability to speak freely on HIV/AIDS regardless of age and sex, 216 (165F) learners are confident to	216 (165F) learners identified and analysed their own issues based on their real needs and finding possible	

	and 95% of 83 learners equivalent to 79 (53F) learners achieved competent knowledge of HIV/AIDS. Therefore, 216 (165F) have achieved competent knowledge of HIV/AIDS.	services.	discuss family and community issues with elders from family and the community. Moreover, they are able to engage in critical discussions of these issues.	solutions to these problems in order to improve their own lives.	
Initiate a post life skills program for the first cohort of life skills graduates	The first ever post life skills program was initiated for 74 (67F) life skills graduates. These youths have built up their problem solving skills and action planning skills through the life skills program and further extension and development of these skills is the purpose of the post life skills program.	The project staff facilitated an action planning process and a youth action planning workshop to promote youth engagement in development for 74 (67F) individuals. These youth were critically engaged in developing action plans based on their real needs and presenting their plans to project stakeholders such as the Deputy Provincial Governor and the Deputy Director of PoEYS for the first time in their life.	The project engaged youths in undertaking activities previously done by their parents, elders or superiors. These activities included action planning, presenting the plans and management of the plans. Additionally, a critical analysis of the traditional practices where things are decided and done for youths by parents, elders or superiors was canvassed in a series of workshops. These 74 (67F) youths are fully aware of their rights to participation and have pioneered the first ever move to change these practices	74 (67F) youth have increased participation and ownership of their own lives as a result of critically analysing pertinent issues, the underlying causes, associated impact and formulating possible solutions to identified problems. This process has resulted in the creation of action plans to improve their future livelihood.	The project created space for 74 (67F) life skills graduates to engage in managing their action plans. These youths planned 6 projects; 2 of which are individual projects and 4 are team projects. Activities included learning tailoring and patchwork skills, establishing a savings group, development of wedding preparation skills (hair styling, make-up and dress preparation), learning pig raising skills, learning hair dressing skills, and vegetable growing skills. These projects are managed by the youths with contributions from LEAP and their families

			<p>within the community through support from project stakeholders and staff.</p>		<p>while project staff and seconded staff play a coordination role to ensure the effectiveness of these projects. Youths and their parents are encouraged to contribute to the projects to instil a sense of ownership of the projects. The total planned cost of the projects is US\$5,066. This cost being met with US\$3,327 contributed by LEAP and a co-contribution of US\$1,739 by youths and their families.</p>
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▪ **What challenges have you faced for involving women in your project?**

LEAP has encountered the following challenges in the process of empowering youths to partake in development:

1. As action planning is a new concept in Cambodia even to adults and the level of complexity of life skills program is significant (i.e. village life school), the life skills facilitators were not able to facilitate the youth action planning process. The facilitators didn't have enough facilitation skills, critical thinking skills and experience in developing action plans. They needed more time to build these skills and gain experience. Initially, the action plans were expected to be completed at the conclusion of the life skills program ending January 06. However, the process took much longer than first anticipated. By reflecting on the process and reviewing the curriculum content, project staff decided to lead this first cohort of life skills graduates. The purpose of this action was twofold. First, it was to assist the learners to develop their action plans based on their own needs. Secondly, it was to work alongside the facilitators in order to build their skills for the ongoing work with youth on action planning. With support from the program staff, the action plan process was completed at the end of June 06.

2. Involving youth in developing and managing their action plans is a real challenge. The circumstances of the life skills graduates, especially girls, make decisions regarding money and time difficult as parents tend to control these resources. As a result, some youths decided not to join the post life skills program. After following up with the learners who had withdrawn from the program, the project staff discovered that without the parent's consent and permission they could not join. Learning from this experience, the project staff invited parents to join awareness raising meetings on the youth action plans and related issues. Consequently, 74 (67F) graduates made final decisions to participate in the developing and managing the action plans to improve their own lives. The lesson learned from this is that without parents' understanding of a program and the necessary parental consultation, youth participation is curtailed.

Publications and Dissemination:

Type of publication or dissemination	Target Audience	Key message	Contribution to overall project goal

Lessons learned:

1. LEAP has run a non-formal education programs consisting of basic literacy, post literacy, life skills and post life skills programs for marginalised and vulnerable adolescents, especially girls, since 2004. The program cycle is 20 months long with 6 months for literacy, 5 months for post literacy, 5 months for life skills and 4 months for post life skills. From the project experiences, this takes too long for adolescents to get involved due to their high mobility and commitments to income generating activities. Consequently, the drop out rate from one program to another is high. If compared to the total number of the first cohort of adolescents (254 learners) who are now in the post life skills program, the number of learners enrolled in each program has decreased significantly with 87.79% of literacy graduates enrolled in the post literacy program; 66.14% of post literacy graduates enrolled in the life skills program; and only 29.13% of life skills graduates enrolled in post life skills program. This has severely impacted upon the participation and empowerment of adolescents. Only 74 (67F) life skills graduates completed the full cycle of the LEAP programs and thus are empowered to participate in developing and managing their own action plans in cooperation with project stakeholders and staff. In future, the program cycle should not exceed 18 months while acknowledging empowerment of youth takes time to reach more adolescents, especially girls.
2. LEAP staff expected that by completing all four programs, adolescents would be able to manage their action plans. However, it is apparent that on-going support to manage their plans is the reality. Contributing factors to this situation include a low skill base in coordinating activities, communication and management. This has significantly impacted upon adolescents' ability to carry out their plans and project staff's workload. For future programming, a livelihood program should be established to provide these skills in addition to basic literacy and life skills programs. The latter is a combination of the current post literacy and life skills programs.
3. The action planning process took 5 months longer than planned due to the complexity and inadequate adaptation of the curriculum, working out a process to suit both facilitator and adolescent requirements and ineffective training of the project staff. The staff didn't really understand the concepts and the goal of life skills program (i.e. village life school). In addition, there wasn't enough support from the program staff. These aspects have contributed to 52(33F) life skills graduates dropping out of the program with other reasons including marriage, working abroad, return to school and disinterest in the program. 9 adolescents got married and quit the program; 12 moved to Thailand for work purposes; 11 returned to school; 10 were not interested in action planning. Project staff were unable to ascertain the reasons why the other 10 adolescents left the program.

To counter the problems mentioned, the life skills curriculum should be reviewed and made relevant to both facilitators and adolescents in a participatory way so that project staff are involved in the development process in order to build strong foundations for the program. The training should be more practical than theoretical and implemented only after it has been trialled. It is expected that such measures will improve program delivery.

Future Activities – Project workplan

1. On-going collaboration with POE running the literacy program (fourth cohort) that began in April and is due to finish in August, 2006. In this phase POE/DOE has taken on most of the responsibility for running the program with CARE only providing technical support. The literacy program activities shall conclude during September, 2006.
2. On-going collaboration with POE/DOE on the post-literacy program (third cohort) and concluding activities in July, 2006.
3. On-going collaboration with POE/DOE on the village life school program (second cohort) and concluding activities in July, 2006.
4. On-going practice of the VLS Action Plan (first cohort).
5. Conduct initial teacher training with new VLS facilitators (third cohort).
6. Undertake the training for the third cohort of VLS.
7. Develop/Revise Curriculum for village life school program of CSW's.
8. Provide on-going technical support through monitoring, technical assistance meetings, and follow-up training.
9. The closing ceremony of the third VLS Class.
10. Conduct awareness raising activities on Gender Role to youth and community members in target areas.
11. Conduct Youth Engagement workshop with project stakeholders.
12. Hold community meetings with local authority, community members, parents of learners and project stakeholders.
13. Hold regular YC and VEC meetings.
14. Conduct VLS Action Plan workshop with the local authority and project stakeholders.
15. Provide financial and technical support and monitor village life school graduates during the implementation of their action plans.
16. Design and utilize monitoring tools to measure project progress against each indicator identified in the project log frame.
17. Hold a stakeholder workshop to share project lessons learnt.
18. On-going provision of community libraries, support for the Youth Activity Day and community events.
19. Document best-practice from all CARE's education projects so that the Best Practice Manual for CARE's education program is developed.
20. Conduct a reflection workshop with project staff and stakeholders on youth engagement and planning for future programming.
21. Document lessons learnt from the CSW educational interventions and make recommendations for a future program.
22. Project staff members shall participate in the National Literacy Day in collaboration with POE/DOE.
23. Review and develop the VLS curriculum and the teaching materials for the VLS facilitators.
24. Introduce CARE's recently developed materials on Avian Influenza into the literacy and post literacy classes and AWR activities.
25. Conduct the final evaluation workshop for the project.