

**OPTIONS PROGRAM IN CAMBODIA
CHILD LABOR EDUCATION INITIATIVE
Technical Report
March 2006**

Grantee: World Education, Inc.													
Project Title: OPTIONS: Combating Child Trafficking and Commercial Sexual Exploitation Through Education													
Project Number: E-9-K-3-0061		Reporting Dates		Report Preparation Date:									
		From:	To:										
		01.09.05	28.02.06	31.03.06									
Project Budget: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Source</td> <td style="width: 70%;">Amount</td> </tr> <tr> <td>US DOL</td> <td>\$ 3,000,000</td> </tr> <tr> <td>UNICEF</td> <td>\$ 295,000</td> </tr> <tr> <td>Private</td> <td>\$ 599,852</td> </tr> </table>		Source	Amount	US DOL	\$ 3,000,000	UNICEF	\$ 295,000	Private	\$ 599,852	Planned start date: 20.08.03 Planned end date: 16.08.07		Evaluation Dates:	
		Source	Amount										
		US DOL	\$ 3,000,000										
		UNICEF	\$ 295,000										
Private	\$ 599,852												
Planned as per project document M&E Plan		Proposed new dates	Actual dates carried out										
Mid-term	August 2005	October 2005	February 2006										
Final	June 2007	--	--										
Grantee's Contact official: David W. Kahler, Vice President World Education, Inc. 44 Farnsworth Street Boston, MA 02110 Tel: 617-482-9485, Ext 498 Fax: 617-482-0617 E-mail: dkahler@worlded.org		Person responsible for completing the report: Ingrid Martonova, Program Director World Education, Inc. P.O.Box 74 Phnom Penh, Cambodia Tel: 855-23-216-854 Mob: 855-12-802-720 Fax: 855-23-218-369 E-mail: worlded.options@online.com.kh											
Objectives: The Development Objective of the OPTIONS Program is the reduction of trafficking and commercial sexual exploitation of Cambodian children. The Immediate Objective of the OPTIONS Program is the education of vulnerable and exploited children in programs that are relevant to their special needs.													

I. OUTPUT I: EDUCATION INTERVENTIONS

A. SUMMARY TABLE ON INTERVENTIONS IMPLEMENTED BY YOUR ORGANIZATION

Instruction:

Please complete the table below for each educational intervention/educational support activity that you are implementing in your province/site. Please add as many rows as necessary to list all of your interventions.

Banteay Meanchey	
<p>Primary School Scholarship program</p> <ul style="list-style-type: none"> ❖ 804 (702 F) scholarship students in this reporting period. ❖ Covering 11 schools in 18 villages, 4 communes in Malai and O'chrov districts. ❖ Drop-out: 2 (1F) 	<p>In this academic year (2005-06), 94 (77F) students transited to grade 7; 25 (21F) failed the final year examinations; 27 (24F) dropped out from school; and 2 (1F) didn't enroll in school at the beginning of this school year. Therefore, only 652 (561F) students continue to receive scholarship. However, 152 (141F) new students in the target schools were selected for scholarship to reach CARE's target of 950 beneficiaries in the three-year project cycle. This is based on the selection process conducted by LMC members with minimal support from project staff. There was no complaint about the selection process from community members.</p> <p>Total number of scholarship students this year is 804 (702F) in 11 schools in Malai and Ochrov districts. 3 schools are in Tuol Pongro and Takong cluster schools, Malai district and other 8 are in Sophy, Snuol Tret, Yeang Aphivath and Chok Chey cluster schools, Ochrov district.</p> <p>CARE OPTIONS provides materials and uniforms in two installments: 1st installment in October and 2nd installment in March, at the beginning of semester II.</p>

<p>Basic Literacy Program</p> <p>1. 3rd cohort learners:</p> <ul style="list-style-type: none"> ❖ 375 (232F) 3rd cohort learners in this reporting period. ❖ Covering 15 classes in 5 villages, 3 communes in Malai and O'chrov districts. ❖ Drop-out: none <p>2. 2nd cohort learners:</p> <ul style="list-style-type: none"> ❖ 393 (302F) learners successfully completed the literacy program. ❖ 19 (15F) learners failed the final literacy test. ❖ 58 (42F) out of 470 (359F) dropped out from the program. 	<p>The 3rd cohort of literacy learners started on 14 February 2006 and will complete on 14 August 2006. It covered 15 classes with 375 (232F) in 5 villages in 3 communes of Malai and O'Chrov districts. There are 6 classes of 150 (88F) in Takong and Tuol Pongro, Malai district and 9 classes of 225 (144F) in Poipet, O'chrov.</p> <p>It was postponed a month due to slow learner selection process. This required counterparts and project staff to check learners' backgrounds against our selection criteria (out-of school adolescents, unable to read and write or able to read and write a little, age between 13 and 17, and vulnerability) to make sure only out-of-school adolescents join the program as some students in formal education system also enrolled in the program. It took us a while to sort this out before the program began.</p> <p>The 2nd cohort of literacy students enrolled in the program was 470 (359F). Of them, 393 (302F) or 83.6% passed the final test. This percentage is considered higher than the 1st cohort due to less drop out 58 (42F) or 12.3%. It is worth of notice that student pass rate of 1st cohort was only 58% with average drop out rate of 24.8%. The student performance in the 2nd cohort is better because of more experienced literacy teachers than in the 1st cohort and of better performance of OPTIONS staff and counterparts as well.</p>
---	---

<p>Life Skills Program</p> <p>1. 2nd cohort learners</p> <ul style="list-style-type: none"> ❖ 269 (221F) 2nd cohort learners in this reporting period. ❖ Covering 14 classes in 9 villages, 3 communes in Malai and O'chrov districts. ❖ Drop-out: none <p>2. 1st cohort learners:</p> <ul style="list-style-type: none"> ❖ 110 (92F) learners in 1st cohort successfully completed the life skills program. ❖ Covered 8 villages in Tuol Pongro, Takong and Poipet communes of the two districts of Malai and O'chrov. ❖ 6 (28F) failed ❖ Drop-out: 31 (28F) dropped out from the program. 	<p>The 2nd cohort of life skills learners started on 12 January 2006 and will complete on 12 May 2006. It covers 14 classes in 9 villages, with total enrolment of 269 (221F). There are 5 classes of 87 (71F) are in Tuol Pongro commune, Malai district, and 9 classes of 182 (150F) are in Sophy and Poipet communes of Ochrov district.</p> <p>The enrolment for this cohort is considered as higher than the 1st cohort enrolments in 2005 of 177 (148F). However, project staff needs to track another 124 learners who completed the literacy program to find the reasons why they didn't enroll in the life skills program. This may have been caused by a long delay of the program in order to improve teacher training components with World Education providing their expertise at the end of December 05 and beginning of January 06.</p> <p>Life skill classes are opened for students who completed literacy classes and willing to continue their studies. The 1st cohort could cover total enrolment of 177 (148F) under 9 classes in Tuol Pongro, Takong and Poipet communes of Malai and Ochrov districts. Of total, 31 (28F) dropped out during the course, and 110 (92F) had successfully passed the final test.</p> <p>As CARE OPTIONS focuses on improvement of literacy and life skills programs and faces understaffing issue, the initiative of starting the livelihood skills program for life skills graduates was unable to be considered at this stage of the program. Yet, CARE OPTIONS will consider this program next year when we get fund from CARE USA.</p> <p>This has impacted the enrollment of the second cohort of life skills learners as project staff promised a livelihood skills training to learners when the project started in 2004. In addition, a long delay from the previous and the new program actually contributed to low enrollment in the program because learners moved in and out very often. Furthermore, learners compare CARE programs with other NGO programs providing vocational training skills. However, the household visits to follow up those who haven't enrolled in the life skills program this year by project staff, GET and YC will provide further details on the reasons.</p>
---	---

B. KEEPING TRACK OF CHILDREN WHO HAVE BEEN REFERRED TO THE PROGRAM AS PREVIOUSLY EXPLOITED OR CNSP (CHILDREN IN NEED OF SPECIAL PROTECTION)

Instruction:

Please look over the following questions and respond as appropriate.

Have any of the children in your site been referred to you by DSAVY/OSAVY or by NGOs who work with exploited children? If yes, please provide the following information:

How many children referred to your site to date? (Sept 2003 to February 2006)

How many children referred during the reporting period? (September 2005 to February 2006)

Who did the referral?

What was the history of the children (i.e. trafficked to Thailand or Vietnam, etc.)

What services are the children receiving now from OPTIONS? (i.e. x amount of children receiving primary scholarships, etc.)

C. KEEPING TRACK OF CHILDREN WHO HAVE “TRANSITIONED” FROM OUR PROGRAM

Instruction:

For the reporting period of September 2005 to February 2006, please report how many children who completed their time with OPTIONS went on to receive education assistance from another non-OPTIONS source (such as the PAP government scholarship program, or another NGO-supported program). If you reported on this information in the last report, please also include the numbers that you reported last time in a Project to Date (August 2003 to February 2006) summary.

Please also try to identify what they transitioned into. For example:

x number of children who completed grade 6 in July 2005 with scholarship support from OPTIONS went onto grade 7 with government funded scholarships under PAP

or

x number of children who completed post-literacy training in ____ (date) ____ went on to a vocational training program supported by NGO y

etc.

D. DEVELOPMENT/REVISION OF CURRICULUM OR NEW INTERVENTIONS

Instruction:

The following table lists all the different curricula and training materials that have been developed, adapted, or revised in the life of OPTIONS by all the different partners. Please place an “x” in the right-hand column if you did any revision on the existing materials during the reporting period, and provide us a brief paragraph about the type of revision you did. If you developed entirely new materials, please provide information about these new materials (title, audience, length of training, Khmer/English, etc.). Also, if you developed a whole new intervention/pilot activity during the reporting period, please provide information about it.

An "X" mark in the column on right means revision during reporting period:	
1. Life Skills Curriculum Enhancement Modules	
• Migration, trafficking, and sexual exploitation	
• Primary health care, part I	
• Primary health care, part II	
• Village Life School	
• IPM in Rice Agriculture	
• Personal safety and prevention of sexual abuse	
• Reproductive health	
• HIV/AIDS prevention	
• Vocational awareness	
• Entrepreneurship and book-keeping	
• Gender and girls' education	
2. Post Literacy Modules	
• Migration, trafficking, and sexual exploitation	
• IPM in Rice Agriculture	
• Reproductive health	
• HIV/AIDS prevention	
• Vocational awareness	
• Entrepreneurship and book-keeping	
• Gender and girls' education	
3. Livelihoods Sensitization Course	
4. Training for Girls' Counselors	
5. Developing Peer Support Networks	
6. Facilitating Transition	
7. Scholarship Management Manual for Local Magmt. Committees	
8. TOT Manual for Literacy Teaching Methodology and Follow-Up	

II. OUTPUT II: AWARENESS RAISING

Instruction:

Please list major awareness raising and advocacy activities that took place in your site during the reporting period. For each activity please describe the purpose of the activity/event, give the estimated number of participants, including the number of female participants, and describe major outcomes. Also, if the activity involved some form of evaluation/assessment, please share the results of that assessment (i.e. *...Discussions with selected participants suggested that although the event was useful, the timing was not very convenient, and therefore there were few participants....* etc.)

Please be sure to talk about your pilot efforts with the "Shattered Dreams" materials.

1. Awareness Raising: IOM Materials – "Shattered Dreams"

1.1 Primary students

The awareness raising using the "Shattered Dreams" materials provided by IOM were conducted for students at Snuol Treit 98 and Snuol Treit 97, Preav, Tomnub Dach and Chouk Chey primary schools in Mail and O'chrov districts. The sessions were facilitated by the project staff and GET members. There 197 (130F) participants from all schools mentioned above. The students really enjoyed the sessions and most of them could answer the questions posed by the facilitators in relation to the contents of the video. However, younger students, especially in Snuol Treit 98 primary school found it hard to follow the video and understand the main ideas of the video.

1.2 Local authority and teachers

The project staff and GET members have tried out "Shattered Dream" with local authority and teachers during their awareness raising activities. They conducted sessions on domestic violence, child trafficking

and exploitation, and value of education in Tuol Pongro, Sophy, Takong, Snuol Tret, Yeang Akphivat, Chouk Chey and Brachea Thoam cluster schools. There were 158 (72F) participants including teachers, core teachers, school directors, village leaders, commune council members, commune police, soldiers and monks, attending the sessions.

The sessions are adapted to suit adults with a focus on encouraging them to associate what happens in the video with issues in their communities and followed by discussions. In addition, the participants were provided with reading materials on girls' education, child trafficking and domestic violence by CARE and UNICEF so that they can share them with other community members as the video is used for school children. The participants found this approach interesting than workshop as they were able to watch video and discuss ideas while in the workshop they could only listen and discuss ideas. They also did not find the video irrelevant to them as adults because they focused on its contents.

2 Community Awareness Raising: YC Role Play

The project staff has adopted a participatory awareness raising activities by using role play by youth committee members for community members. This is aimed to promote youth participation in project implementation and to empower them to participate in serving their communities. 4 awareness raising sessions on domestic violence, child trafficking and exploitation, and value of education were conducted in 5 villages at Tuol Pongro and Takong communes, Malai district. The community members surprisingly turned out to attend these sessions by youth committee members. There were 216 (151F) villagers attending this session and they were excited and proud of youth's performance. In addition, they really appreciated the relevancy of the topic of the awareness raising as they asserted that some of the participants and some people in these villages have encountered domestic violence in their families. They also actively participated in the Question and Answer sessions.

3. Awareness Raising during rice distribution

During the rice distribution in September 05, GET members facilitated awareness raising sessions on domestic violence by using UNICEF's posters. These sessions were conducted in Tuol Pongro pagoda in Malai district, and Sophy pagoda, Brachea Thoam primary school in O'chrov district to 627 (247F) participants who were literacy and life skills learners, literacy and life skills teachers, and learners' parents.

III. OUTPUT III: CAPACITY BUILDING

A. SUMMARY TABLE OF CAPACITY BUILDING ACTIVITIES

Instruction:

Please complete the following table about the capacity building activities that you conducted, or in which you participated, during the reporting period. This should include any cross-visits or study tours.

Capacity Building Activity (indicate content and duration)	Audience and # of Participants (including number of female participants)	Outcomes/Issues/Challenges
10-day life skills facilitator training.	13 (6F) life skills facilitators 7 (2F) CARE staff members 2 DOE counterparts	The participants have received good foundation of the concepts of life skills and feel much more confident to deliver life skills sessions to learners in their classes. 9 out of 13 facilitators gained good understanding of life skills based on their performance during training and pre-/post-test results. CARE staff members are better able to gain an insight into the concept and process of life skills teaching and to adapt WE's materials to the local context and learners' needs as WE uses its materials with formal school students. However, some teachers found problem identification, analysis and solving very complex and are unable to explain to learners. And CARE

		staff also found it very challenging to adapt and develop the materials.
Two-day Follow up training for life skills facilitators with a focus on concept of life skills and problem identification, analysis.	13 (6F) life skills facilitators 2 DOE counterparts	Based on their performance during the training, the participants obtained better understanding of concept of life skills and problem identification. But the problem analysis could not be covered during the training as we spent a lot of time discussing logistics of the program.
10-day literacy teacher training.	15 (5F) literacy teachers 3 core teachers/GET members	<p>All the participants actively participated in the discussions and expressing their ideas. And the results of pre/post-tests show that 7 (4 teachers and 3 core teachers) of participants were ranked very good; 6 teachers were good; 3 were satisfactory; and 2 teachers need further improvement.</p> <p>In literacy and life skills programs, CARE OPTIONS established a Girl Education Team consisting of 6 (2F) members. Based on the results of GET assessment tools revised by CARE OPTIONS team based on WE's tool, 5 of them performed their roles and responsibilities well and 1 member performed satisfactorily but they carried out planning/monitoring and reporting tasks better than other tasks.</p> <p>CARE OPTIONS use the agreed criteria by Sue, Liesbeth, and Phalmean. The criteria are as follows: 80% or more= very good; 65-79%= good; 50-64%= satisfactory; Less than 50% = need improvement.</p>
One-day training on 10 question survey.	28 YC (28F) YC members 1 core teacher	24 out 28 trained youths performed very well during the survey and could collect reliable data from literacy and life skills learners. For the next round of 10-survey, youths will be trained and participate in this survey. CARE OPTIONS used a performance based assessment. In addition, project staff and core teacher monitored their interviews.
Two-day cross visit to Ponloeu Komar with a focus on youth activities.	4 (1F) project staff members 2 counterparts 6 (5F) YC members	This resulted in meaningful sharing and learning of youth activities, especially using youth in role play to raise community awareness about child trafficking/exploitation, girls' education and child rights with and from Ponloeu Komar. This learning inspired CARE OPTIONS staff to adopt the approach for awareness raising activities; which lead to planning and organising role play with YC members. The first role play was tried out in Wat Baling, Takong commune, Malai district during the US women visit to the CARE project sites. These women highly appreciated the

		youth's performance and the approach CARE OPTIONS used.
One-day Role Play training and rehearsal.	9 (5F) youth committee members 2 (1F) GET members	The trained youths were able to perform their role plays amazingly well during the awareness raising activities. Community members really appreciated their performance. This assessment is based on feedback from the community members.
One-day training on awareness raising session facilitation skills	12 (7F) GET members	<p>CARE OPTIONS established a separated GET for Awareness Raising component from literacy and life skills programs. Based on their performance during the training, they really engaged in discussion and gained good understanding of facilitation skills. In addition, all members were assessed based on GET assessment tools revised by CARE OPTIONS team based on WE's tool, 5 members performed their roles and responsibilities well; 3 performed satisfactorily; and 4 members need further improvement. In overall, GET members carried out their facilitation, monitoring and reporting tasks better than others.</p> <p>CARE OPTIONS use the agreed criteria by Sue, Liesbeth, and Phalmean. The criteria are as follows: 80% or more= very good; 65-79%= good; 50-64%= satisfactory; Less than 50% = need improvement.</p>
Two-day refresher training for LMC.	30 (4F) LMC members	30 LMC members received a two-day refresher training in October 05 so that they are able to improve their performance this year. As a result, 25 LMC members performed their roles and responsibilities well; 2 members performed satisfactorily; and 3 members need improvement in their performance. In general, the members are very good at providing assistance to students, documents reports and monitoring. The assessment is based on the assessment tools for LMC CARE OPTIONS revised based on KAPE's tool and CARE OPTIONS use the agreed criteria by Sue, Liesbeth, and Phalmean. The criteria are as follows: 80% or more= very good; 65-79%= good; 50-64%= satisfactory; Less than 50% = need improvement.
One-day training on the \$2 survey.	4 LMC members	After identifying errors in the data analysis, CARE OPTIONS staff conducted a one-day training to LMC members on using the \$2 survey and clarifying the survey primary goal and each question. LMC re-interviewed 41 respondents whose responses in the previous survey were flawed. Consequently, they could collect accurate and reliable data from scholarship students' parents or

		guardians.
--	--	------------

B. SUMMARY TABLE OF TOTAL NUMBER OF GOVERNMENT STAFF TRAINED

Instruction:

Please complete the following table to provide information on the total number of government counterparts trained in your site (for the reporting period as well as for project to date). Please provide the total number of counterparts, and then follow with the number of women within the total number (i.e. 100/45). Those of you who provided this information for the last report should begin working with the figures you provided at that time, and then add any new numbers.

Counterpart	Sept 05 to Feb 06 (this period)	Sept 03 – Feb 06 (life of project)	Additional comments
Teachers	28 (11F) life skills and literacy teachers	66 (21F) literacy and life skills teachers	❖ 13 (6F) life skills facilitators received TOT at end of December 05 and beginning of January 06. In addition, they joined the 2-day follow up training in February 06. ❖ 15 (5F) literacy teachers received TOT in mid January 06.
Local Management Committee consisting of vice/school directors, cluster school directors, commune council members	30 (4F) LMC members	30 (4F) LMC members	Same LMC members perform tasks in scholarship program. In October 05, LMC members received a two-day refresher training.
District gov't officials	2 counterparts	2 counterparts	Same counterparts work with CARE OPTIONS. They received life skills TOT at the end of December 05 and beginning of January 06.
Province gov't officials			N/A

C. ASSESSING THE PERFORMANCE OF OUR WORKING GROUPS

Instruction:

Please report on when/how you assessed the capacity of your working groups, and what were the outcomes. If you measure the capacity of different working groups/implementation committees, then please report on each group separately (i.e. LSMCs separately from GET groups separately from G groups separately from L teams, etc). The response will help us answer our Log Frame indicator on capacity building, which asks for:

“the % of working groups/committees who are able to implement activities at satisfactory level”.

IV. ADVOCACY and NETWORKING

CARE OPTIONS participated in a series of planning and organizing meetings to discuss session planning, sharing responsibilities, number of participants and cross visit to OPTIONS partners with Ponloeu Komar, TAF and CWCC. CARE also participated in the provincial forum held in October 05 at the Provincial Rural Development Committee meeting hall in Banteay Meanchey. The participants from DSALVY, DoWA, POE/DOE, commune councils, Police, Department of Labour and other NGOs visited CARE OP-

TIONS life skills classes, Tamnok Toek's transit centre, CWCC's shelter, and Ponloeu Komar's vocational training centre after discussion during the forum. In addition, CARE OPTIONS, CWCC and Ponloeu Komar joined meetings to discuss planning and preparation for the national forum.

Furthermore, CARE OPTIONS joined the meeting with World Food Program staff at DONBOSCO office to discuss new format of quarterly report and reimbursement invoice and sharing information on CARE's beneficiaries in the two districts of Malai and O'chrov.

In addition to these, CARE OPTIONS join a bi-monthly meeting organized by POE. This meeting is for all NGOs that work in the education field in Banteay Meanchey to share experiences and discuss issues they have faced during the project implementation.

V. PROBLEMS/ISSUES MATERIALLY IMPAIRING THE ACHIEVEMENT OF PROJECT OBJECTIVES, PROPOSED SOLUTIONS AND ACTIONS TAKEN OR TO BE TAKEN

Instruction:

Here please provide information on problems that are affecting your ability to do work in the field. US DOL does not want us to repeat problems that were already mentioned in previous reports, so please only list new difficulties/problems/challenges. If you feel that it is necessary to list an old problem, because it is severely impacting on our ability to deliver good work, or because it is a recurrent problem, then do list it as well.

Problems with general Implementation (include technical as well as management issues; including administrative, financial and budgetary issues)

Problems/Issues	Proposed solutions and actions taken or to be taken
Project staff members have difficulty adapting life skills materials to suit facilitators' and learners' needs and their knowledge as the concepts are new and very challenging to them.	A senior technical advisor has been recruited and she will start on 13 March 06 to work with CARE education program staff on life skills materials.
Project found it hard to conduct awareness raising activities on gender and mainstream gender sensitivity in curriculum and teaching without support from the technical advisor as she resigned from CARE in October 05.	A senior technical advisor has been recruited and she will start on 13 March 06 to work with CARE education program staff on developing gender training manual.
Project manager and the coordinator receive conflicting figures from the STS and actual records by project staff.	A meeting will be held by the adolescent education coordinator at the end of March 06 to discuss and find ways to reduce human errors.

Problems with stakeholders, partners and implementing agencies

Problems/Issues	Proposed solutions and actions taken or to be taken
-----------------	---

Literacy and life skills learners compare program interventions by other NGOs operating in the Banteay Meanchey; especially in Malai and O'chrov districts. They feel they really need livelihood skills training or skills training by Ponloeu Komar and some of learners feel discouraged to continue in our program as CARE OPTIONS provides only literacy and life skills programs.	As mentioned early, CARE OPTIONS is not ready to expand its programs while literacy and life skills programs need improvement in quality. In addition, understaffing issue and lack of thorough planning and expertise are critical at this stage. Yet, CARE OPTIONS will consider livelihood skills training in the next fiscal year if we secure funding by CARE USA.

Problems due to external factors (include particularly those external factors identified as being critical assumptions in the project document)

Problems/Issues	Proposed solutions and actions taken or to be taken

VI. COMMUNITY/GOVERNMENT CONTRIBUTION TO THE WORK OF OPTIONS

Instruction:

Please complete the table below using the suggested categories. Please add other lines if your category of input is not listed. KAPE and World Education provided this information for the last technical report, so they only need to add new period numbers, and I can add the new numbers to the last period input. CARE did not provide this information for the last report, so CARE's input should cover the entire project period.

NATIONAL RESOURCES LEVERAGED FOR OPTIONS		
Indicator	Reporting Period Sept 05 to Feb 06	Project Duration Sept. 03-Feb. 06
Monetary value of leveraged national resources:		
Discounted value of KAPE rental space provided by the provincial Teacher Training College (\$300/month)		
Renovation of computer lab rooms (in high schools for life skills)		
Guards at Kg. Cham schools to guard rice for school breakfast programs (\$20/month x 151 guards)		
PAP 12 Scholarship Support for OPTIONS/Prey Veng Graduates Who Go to Lower Secondary School & Qualify for Gov't Scholarship (13 girls in 2003-4 and 29 in 2004-5 @\$45/girl)		
Community effort for distribution of take-home rations in Prey Veng not covered by funds from OPTIONS (\$3/day/person—detail on break-down of total amount available)		
Literacy teachers paid by MOEYS in Prey Veng (\$25/month/teacher; 11 teachers for 6 months each and 23 teachers for 2 months each thus far)		
Literacy materials for learners in Prey Veng received from government (\$9/learner for 680 learners over life of program)		
Post-literacy materials for Prey Veng received from government (\$100/group for nine groups)		
Catch Up Course Teachers paid by MOEYS in Prey Veng (17 teachers/3 months/\$33 per month)		
Salaries to literacy teachers in Bt. Meanchey (\$25 per month per teacher)	\$2,250	\$6,600
Cost of literacy materials for learners in Bt. Meanchey (\$9 per literacy package of materials per student)	\$3,375	\$5,715
Construction of literacy study place: estimated cost of thatch, wood, and labor in Bt. Meanchey.	-	\$70
TOTAL		

FYI, below is a copy of what we reported in the last technical report, to help you in preparing information for this reporting period:

IMPROVING QUALITY OF EDUCATION		
Indicator	Reporting Period	Project Duration
Monetary value of leveraged national resources:	March to August 2005	Sept 03 to August 05
Kampong Cham		
Discounted value of KAPE rental space provided by the provincial Teacher Training College (\$300/month)	\$1,800	\$7,200
Renovation of computer lab rooms (in high schools for life skills)	\$790	\$1,390
Guards at Kg. Cham schools to guard rice for school breakfast programs (\$20/month x 5 months x 151 guards)	\$15,100	\$57,380
Prey Veng		
PAP 12 Scholarship Support for OPTIONS/Prey Veng Graduates Who Go to Lower Secondary School & Qualify for Gov't Scholarship (20 girls in 2003-4 and 36 in 2004-5 @\$45/girl)	\$1,620	\$2,520
Community effort for distribution of take-home rations in Prey Veng not covered by funds from OPTIONS (\$3/day/person—detail on break-down of total amount available)	\$10,206	\$17,766
Literacy teachers paid by MOEYS in Prey Veng (\$25/month/teacher)	\$3,450	\$5,100
Literacy materials for learners in Prey Veng received from government (\$4-9/learner for 690 learners over life of program)	\$1,828	\$3,943
Post-literacy materials for Prey Veng received from government (\$100/group for nine groups)	-	\$900
Catch Up Course Teachers paid by MOEYS in Prey Veng (17 teachers/3 months/\$33 per month)	-	\$1,683
Banteay Meanchay		
Salaries to literacy teachers in Bt. Meanchay (\$25 per month per teacher)	\$2,850	\$4,350
Cost of literacy materials for learners in Bt. Meanchay (\$9 per literacy package of materials per student)	-	\$2,340
Construction of literacy study place: estimated cost of thatch, wood, and labor	-	\$70
TOTAL	\$ 37,644	\$104,642

VII. VALUE OF WFP RICE INPUT

	Sept 05 – Feb 06 (reporting period)	Sept. 03 – Feb. 06 (project to date)
# of formal school children who received rice	672 (575F)	1,223 (1047F)
# of NFE children who received rice	278 (217F)	929 (728F)
Total amount of rice distributed	58,740kg	140,449.5kg
Total value of rice distributed	\$17,622	\$42,134.85

VIII. INFORMATION FOR CASE STUDY INSERTS

It would be valuable to get one brief narrative suitable for a “case study insert” (accompanied by a photograph) from each partner organization. Please be in touch with me individually to discuss your ideas about what you would like to highlight for your province. The case study does not have to be very long.... just a paragraph or two, and I can do the editing of it.