BUILDING CIVIL SOCIETY FROM THE VILLAGE UP:
PARTICIPATION, RIGHTS AND GENDER EQUITY FOR ETHNIC GROUP ADOLESCENTS

END OF THE PROJECT EVALUATION REPORT
WITH SUPPORT FROM THE EUROPEAN UNION AND A MATCHING GRANT FROM PLAN BELGIUM

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Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents

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Executive Summary

Plan Laos has implemented the Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents project in three Districts of Bokeo Province, Pha Oudom, Pak Tha and Mueng, with a view to contribute to the strengthening of Lao civil society in order to support the fulfillment of the rights of ethnic girls and women in Bokeo. This project has received support from the European Union with a matching grant from Plan Belgium with implementation commencing from February 2012 to December 2014, with no cost-extension up to June 2015.

The Action had two specific objectives: 1) To build the institutional capacity of the Life Skills Development Association (LSDA) and CAMKID as leaders in the promotion of rights for ethnic girls and women in Bokeo and 2) To empower rural, ethnic girls aged 13-23 to exercise their rights to participate in decisions affecting their lives and to increase protection from abuse.

Plan had intended to deliver this Action through LSDA as the lead implementing partner, CAMKID as sub-contracted partner for life skills and CORD as the capacity building partner. Due to limited capacity of LSDA, Plan took over the project management responsibility from LSDA in the beginning of year 2. The Action was extended to June 2015 to make up for the delay in the start up.

The final evaluation conducted in early October to November 2015 determined how ethnic girls, boys, women and men in the target areas have perceived the value and appropriateness of this Action and if and how they experienced the benefits from it. In addition, the report brings the ethnic communities’ voices and perspectives, particularly those of girls and women. The final evaluation used participatory and interactive approaches and tools designed for specific target groups to help the participants to express their opinions and to gather “voices” from the target communities. The field data collection was conducted for two weeks, both in Vientiane and in the three districts of Bokeo Province. Six villages (2 from CAMKID target areas and 4 from Plan target areas) from the three districts of Bokeo (two per district) were selected to represent successful and struggling villages from a total of 37 villages target by CAMKID and Plan. Three of the villages are located in the high lands of Bokeo and 3 villages are in the mid land and one by the river, Huay Phallam. Major ethnic groups represented in the villages selected were Khmu, Hmong and Musear Khao, while in the three high schools visited for data collection with peer educators and volunteer teachers, had a mix of different ethnic groups (Khmu, Lamed, Lao, Lao Tung, Aka, Lao Lum, Kuy/Lahu, Lii, Ywan, Tai Dam). A total of 121 participants took part in the evaluation as key informants, with 44% females and 56% males.

Many key informants associated rights, particularly child rights, with the right for both boys and girls to be in school to have education (right to development). Teens in Kewlom (Hmong ethnic group) mentioned strongly that children should be protected (right to protection) and Village Leaders in Konxod (Khmu ethnic groups) have mentioned hitting of children as part of child rights’ violations. Student peer educators and volunteer teachers from Pak Tha high school (all Lao and 1 Lao Tung) mentioned that both boys and girls have the same right to share ideas (right to participation). There was no mention on children’s right to survival.

The local concept of gender and gender justice mainly focused on men and women helping each other in sharing their workload and responsibilities to support the family. There has been a significant change in the attitude and practice of men towards the workload of women in the family. This change has impacted significantly families who mostly rely on forest products and mountains for their food and survival and for their livelihood. Gender justice also highlighted the improved status of women as women are more economically capable of supporting the family and can participate in making decisions at home (e.g. to sell stuff or to send children to high school), they now can participate in
village meetings (in the past only for men) and can even be elected to higher position in village. In Bokeo, girls aged 15-24 have higher level of education than boys for the years 2006-2015.

The local understanding of rights/child rights and gender/gender justice in both successful and struggling villages are closely linked and people do not distinguish between the two. In high school where the project implemented peer education, teens have better understanding of child rights and gender as compared to teens in high school where there is no peer education.

In all villages evaluated, both boys and girls have been exercising their rights to education, especially their rights to be at the primary school level. The achievement of rights to education at primary school level for both boys and girls have been highlighted in both successful and struggling villages. However, in successful villages where there were more intervention from other projects from Plan (BEP, ECCD, MNCHN and WASH), there was higher level of educational attainment (beyond high school). The main promoting factor to this achievement of child rights for basic education was the change in the understanding and attitude of parents on the value of education for the future of their children and their potential economic contribution to the family. Despite acknowledgement of improved awareness and understanding of gender justice and child rights to basic education, however, high achievements of rights to education are still hindered by lower awareness of parents on child rights as compared with their children. Most children and teens felt having to obey or follow their parents to do house chores or work in the field instead of going to school, despite children’s awareness of their rights to education. This highlights the role of parents in creating or hindering change and the need to focus on attitude and behavior change intervention towards parents. CAMKID has intentionally focused their awareness raising activities on parents in their target areas but in Plan and LSDA target areas, interventions are mostly focused on children and teens.

Other contributing factor to this change was the presence of the school in the village making access to school safer for little children as they do not need to go through forest fields to go to the closest school (DESB), parents following the government law to send children to school (DESB), awareness raising of parents on the value of education mostly through “lakon” or drama on child rights vs. child labor (Life Skills), training of parents and school management committee (Education Project) provision of material support to poor children through sponsors or scholarship (Education Project) and parents encouragement of their children to study (Life Skills Project).

Main hindering factors in target areas, especially for girls, are 1) poverty, particularly among women-headed households who have many children to raise all by her herself, relying on forest products and forest fields for livelihood. When the right to survival is in conflict with the right to education, parents have no choice but to prioritize right to survival or livelihood above education. The focus on women-headed household has not been addressed in the design of the project; 2) Water security and limited access to clean water for the family which is the responsibility of mostly young girls. Plan has limited integration of project activities (WASH, Education and Life Skills) in the same location to support child right. An integrated programming approach within Plan and with other implementing partners (CAMKID) would help improve effectiveness; 3) Girls carry more burden and responsibilities at home. Girls having compassion seeing their mother having to do so many work, both at home and in the field, and therefore felt obligated to help the mother despite their desire to study or to spend time with friends.

There are significant impact on the individual lives of youth who have participated in the program as peer educators in high school. Most changes refer to their confidence to be able to communicate the knowledge they have learned from the life skills training to other youth, using different creative ways. The confidence they personally gained through the life skills training have also been evident in their
performance in school and in their confidence in sharing to their siblings at home and friends the lessons they have learnt.

Collectively, the peer educators and volunteers have shown competence in working together and forging unity and cooperation to be able to create a drama show, develop skills and creativity to impart messages through songs and dances and game shows, learnt how to build friendship with other children and recognize the value in their lives of their experiences with disadvantaged children in other communities who are not in school.

Despite adjustment during the implementation of the project, the experience in this project revealed that there is potential for the peer education activities to be replicated in other high schools to reach more teens in high school and only use the peer educators from High School to reach out to nearby communities, for cost-effectiveness. However, there is a need for a similar approach in remote communities but exploring the potential of the Youth Union and NFE students in the village to be trained as peer educators. There is also an advantage in using Peer Educators who have graduated from High School to be volunteer trainers or coach to the village Youth Union Peer Educators for Plan projects in the future.

Changes in the life skills of both girls and boys in matters affecting their lives included changes pertaining to choice of higher education, getting married, pregnancy, violence towards children, health, hygiene and sanitation and planning for the future. The “lakon” or drama was the most effective source of learning mentioned by all groups. Other contributing factors mentioned were related to the training of youth, parents, leaders and teachers, either by the project, the government, health center staff and doctors.

Expressing opinions by girls and boys on when and who to marry has been a significant improvement from the baseline information stating that children arguing with adults, talking too much and expressing their opinions in the family are practices prohibited by parents for their children to do. Early pregnancy has been highlighted in the Mid Term Review as an area that requires attention. Despite improvement, the project needs to strengthen its intervention among high school students, especially in clustered communities, where teens are living away from home in dormitories and are at risk to teenage early sexual activities.

There are still reported violence against children in the target area. This highlights the need to continue to strengthen child protection mainstreaming in Plan’s project and to intentionally increase creation of effective communication messages that will increase awareness of parents that violence towards children is a violation of child rights.

Changes observed in the target areas in relation to traditional attitudes and practices in relation to workload of men and women, decision making in the family, participation in community meetings, decision to marry, giving birth, drinking and social events, domestic violence at home. The change in the attitude and practice of men towards doing household chores was observed strongly among teen-age boys in high schools. This was a significant result of the project among peer educators on gender justice and roles.

CAMKID’s approach in establishing and training the mediation committee has proven effective in reducing domestic violence. Plan should learn from the experience of CAMKID in this area and design the project with intent to help address domestic violence against women and children.

Changes in traditional attitude and practices were attributable to knowledge that women have rights, that they can do better and that women have the ability and capacity to grow, as well as to the training
on gender and gender justice, domestic violence and other life skills by the project, communication of messages through “lakon” or drama, training of parents, village leaders, elders and mediation committee and through the training and work of the peer educators and volunteers in the village and the availability of counselors/counseling in the community.

Children’s rights to survival are still threatened by unmet basic needs, such as lack of sufficient food, medicine and clothes to keep them warm during winter, especially in the highland communities of Pha Oudom. The child right to social development is still threatened by the youth/children’s obligation to help their family, as the need to secure food or help the family in domestic work is perceived as more important than play. The rights to participation of children in decisions affecting their lives have been mostly achieved in relation to their education or schooling. Among Aka communities, however, there are some indications that girls are still not able to exercise their right to participate in matters related to their marriage. Very poor children/youth in the target communities are still not fully safe from the dangers of child labour, especially when they have to work in the forest. Nor are they free from the danger of abuse/hitting by their own fathers under the influence of alcohol or from the effect of domestic violence between parents.

In general, the evaluation findings supports the theory that strengthening civil society, especially ethnic girls and boys, contributes to the attainment of all four basic child rights in a community. However, the evaluation showed that the unrealized rights to survival is acting as a barrier to the attainment of the 3 basic rights to social development, protection and participation and in sustaining attitude and behavioral change already created by the Life Skill project. There is a need to integrate gender and child right or child protection into poverty reduction interventions, with a view to strengthen civil society, especially among ethnic women and girls in Bokeo. Future interventions require careful design and deliberate strategies (appropriate to a local context) to directly influence key players and duty bearers so that the project will continue to create sustainable change in attitudes and practices among ethnic communities to impact ethnic girls and boys.

The project has not fully prepared the target groups and their communities for the impact of the current issues in Bokeo in relation to banana plantations and internal migration. While people in communities claimed that there is no threat of drugs among teens and children at the community level, however, a provincial key informant claimed the increasing threats of drugs among teens in high schools in Bokeo. There is also an emerging issues identified in relation to future relocation of communities in the target areas to be impacted by the dam construction, especially Phonvilay and Konxod. The negative impact of the dam will be felt by communities living by the rivers of Konxod and Kem Fong as these two rivers will be joined together to form a triangle to the dam.

There is a need for Plan to advocate and help facilitate dialogue between the Bokeo authorities and impacted communities of banana plantations and the dam project on policies or laws regarding compensation and to help facilitate to have clarity on the plans and timing of the dam project so that preparation for relocation of impacted communities will be done systematically to reduce adverse effect on the people.

The evaluation highlighted the effectiveness of “lakon” and drama and other visual communication materials and performances in promoting gender and gender justice, child rights, impact of drugs, human trafficking and domestic violence in families. However, there was limited indication on whether the “learning by doing” approach or participatory approaches based on adult learning principle has been effectively applied in the non-formal education (NFE) and in the life skills training for adults in communities and in tailoring the training approaches into the local context of ethnic communities.
It is highly recommended to produce a dictionary for Lao-other ethnic languages in the future project. Gender and child protection topics and vocabulary could be added to the dictionary and in the NFE curriculum. The use of adult learning principles and different learning styles of students should also be considered in the curriculum design. NFE teachers should also learn facilitation skills for adult learning to make them more effective to out of school youth and adult learners. Engaging NFE students in activities organized by the Lao Youth Union and/or as peer educators on life skills in their communities would also help strengthen the skills learned in NFE and help sustain attitudinal and behavioral changes. There is also a need to improve the content and delivery of life skill training to suit the local context. Peer educators, village volunteers, trainers and staff of the project need to improve in the area of facilitation of adult learning.

Village leaders confirmed that community participation in training and meetings was limited especially when activities were conducted during the day. People who could not usually participate were those with little children, those who have to go to work in the farm or field, those who have to collect forest products or hunt and those who are busy to do house chores. Village leaders stated that community members are not available also during the months of January, February and March as they have to prepare the soil for planting, June when they have to plant and in November to December when they have to harvest. Although the project has tried to adapt to their availability, however, most women in upland and mid land communities are spending more than 15 to 16 hours per day, working at home and in the field during the farming season. Despite the reported changes in attitudes and practices among some men, which have eased the workload of their wives, women have little time for other social engagement or learning activities for their own development, during the farming season. Participation could be improved by mainstreaming gender and child rights into other projects, e.g. integrating gender and child rights with ECCD, health education or WASH activities for young parents. In addition, the contents of the sessions should be adapted to the target audience and the local context, and delivery of the sessions should employ good facilitation methods in line with adult learning principles, to make the learning interesting and attractive to participants.

The self-assessment of CAMKID revealed that CAMKID’s approach to field work (spending several nights in remote villages to do their training, meetings and awareness) and the ethnic composition and local ethnic language skills among staff have been found effective and appropriate in remote villages.

Partnership is important in the overall achievement of impact and specific goals of the project. There is a need for better clarity in the role and expectations from each stakeholders or partners involved. Plan needs to learn from lessons generated by the project and to improve its partnership with stakeholders, especially in the quality and effectiveness of coordination and management of grants, coordination and engagement of partners at the different stages of the project cycle and the capacity building of partners, especially NPA.

The partnership of Plan with LSDA showed a big gap in relation to Partnership Principle No. 1 “Mutual respect and listening”. Partners perceived that decisions were made by Plan and not by all partners together. There was limited communication and listening to each other’s point of view before decisions were made, especially with partners concerned, and therefore partners perceived that decisions were made with limited understanding of both sides, breaking down trust.

The partnership with Plan, CAMKID and CORD started as a sub-contractual arrangement highlighting the perception that Plan is the one with more power. It was perceived by LSDA, CAMKID and CORD that attitudes and practices of Plan staff reinforced this imbalance of power (especially on matters related to finance). Plan needs to make all Plan staff and partners aware of the Partnership Principles
of Plan even before entering into formal stage of partnership so that all partners involved will be guided by these principles.

The challenges in coordination and management of the grant with partners described in the narrative highlighted the weakness in the implementation of Partnership Guidelines No. 2. “Knowing your partner”. The finance management issue indicates weak due diligence check of the partners. Mutual appraisal was not done in the area of leadership, values and management capacity before the project was implemented. The experience greatly showed clashing of organizational culture and weakness in relation to Partnership Guidelines No. 3. “Clearly defined objectives and non-negotiable”.

Due diligence check and organizational self-assessment and orientation on Partnership Guidelines should be done before partnership is formalized. Implementing partners also gave recommendations relevant in addressing issues on project design, implementation and monitoring phases, which are in line with Plan’s Partnership Guidelines No. 4. “Sharing responsibility” and No. 5. “Learning from each other”.

The greatest organizational capacity improvement in LSDA was in the area of organizational vision, mission and purpose and a strategy that is relevant to the needs of the poor and marginalized. It has a competent financial staff and clear and transparent financial management system and an annual audit. LSDA has very good relationship with other local organization (better than with INGOs) and it has very good project cycle processes that are participatory and that are relevant to the poor and marginalized. Projects created and implemented by LSDA are sustainable. This greatest area of capacity improvement has verified the achievement of the objective of this project for LSDA. However, the greatest area of needs for future improvement was also due to the consequences of not continuing with the partnership: LSDA lost many staff from the project, facing limited human and financial resources to implement its strategy and long-term goals. Although it has HR policies and systems established it does not have a sufficient number of staff to do the job. It has weak filing systems and its external communications are limited by the lack of English language with key staff. Its capacity to obtain bigger resources/grants or mobilize resources is low. Capacity in advocacy is limited and its objectives are hard to achieve due to these limitations.

CAMKID’s greatest area of capacity improvement was in the financial system and reporting that meets proper financial accounting standards, and annual audit. Its projects reached the most marginalized and are suitable and respectful of local practices and culture. Its greatest area of need is in effective functioning of its Governing Body. There is a need to follow up on the capacity building need of CAMKID in continuing future partnership.

The project is worth continuing, based on the lessons learnt from this evaluation for future effectiveness and wider impact. General recommendations generated by the evaluation were explained in the narrative in more details: 1) Strengthen child-centered community development; 2) Strengthen the continuum of care/services for the achievement of wellbeing of children in the life cycle of children; 3) Strengthen synergy of intervention to attain Child Right focus, especially in relation to Right to Survival; 4) Continue the establishment and training of community leaders to provide services for child protection and gender-based violence in the community; 5) Continue the focus on ethnic girls who are in school and not in school and address barriers to low participation in project activities; 6) Continue promoting rights, gender and gender justice via the Youth Union or Volunteers; 7) Continue the peer education in high school; 8) Continue what has been started by the project and re-design the project based on the evaluation findings; 9) Strengthen partnership with partners and listen to what they recommend based on lessons learnt; 10) General Recommendations for contextualizing the Partnership Strategy in Lao and following the Partnership Guidelines of Plan.
1. Description of the project design and implementation

Plan Laos has implemented the Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents project in three Districts of Bokeo Province, Pha Oudom, Pak Tha and Mueng, with a view to contribute to the strengthening of Lao civil society in order to support the fulfillment of the rights of ethnic girls and women in Bokeo. This project has received support from the European Union with a matching grant from Plan Belgium.

The Action had two specific objectives: 1) To build the institutional capacity of the 'Life Skills Development Association (LSDA)' and other grass-roots Lao Non Profit Associations (NPA) in Bokeo and 2) To empower rural, ethnic girls aged 13-23 to exercise their rights to participate in decisions affecting their lives and to increase protection from abuse. Table 1 presents the summary of the project design and target beneficiaries.

Table 1. The Action’s target beneficiaries and project design

<table>
<thead>
<tr>
<th>Target groups²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main target group:</strong></td>
</tr>
<tr>
<td>460 Girls, aged 13-23 who are out of school, Bokeo Province (selected villages in Mueng, Pha Oudom and Paktha districts).</td>
</tr>
<tr>
<td>Life Skills Development Association (LSDA) and CAMKID.</td>
</tr>
<tr>
<td><strong>Secondary target groups:</strong></td>
</tr>
<tr>
<td>400 Boys, aged 13-23, Bokeo, (selected villages in Mueng, Pha Oudom and Paktha districts)</td>
</tr>
<tr>
<td>128 peer educators aged 15-23 (secondary school students from Bokeo, 85 girls, 43 boys)</td>
</tr>
<tr>
<td>150 Local authorities (Nai Ban, village police, elders)</td>
</tr>
<tr>
<td>40 Lao Women’s Union (LWU) representatives</td>
</tr>
<tr>
<td><strong>Final beneficiaries³</strong></td>
</tr>
<tr>
<td>All inhabitants of the targeted villages, approximately 6,200 adults.</td>
</tr>
</tbody>
</table>

Estimated results

Result 1: LSDA and CAMKID have sound financial and administrative management capacity, transparent and accountable governance and leadership and clear and realistic strategies and plans to further contribute to the promotion of human rights in the Lao PDR.

Result 2.1: Ethnic girls are able to exercise their right to education

Result 2.2: Ethnic girls have access to information about their rights, their culture, the outside world and issues that affect their lives

Result 2.3: Ethnic girls have improved life skills and are more capable to make decisions and to solve problems in their own lives

Result 2.4: Inappropriate (harmful traditional) practices and attitudes are reduced in the targeted area

Main activities

1) Capacity strengthening, training, mentoring and coaching of LSDA and other grassroots Lao Non Profit Associations (CAMKID)

2) Non-formal education of ethnic girls in literacy, numeracy and basic social sciences

3) Capacity building of ethnic girls in life skills and how to apply the skills in relation to key issues that affect their lives

¹ 13-18 years’ age group originally proposed as a target group was extended to include youth at the age of 13-23 years, as a result of the baseline survey that indicated difficulty in reaching the target number of beneficiaries in very small, remote villages.

² “Target groups” are the groups/entities who will be directly positively affected by the action at the action purpose level.

³ “Final beneficiaries” are those who will benefit from the action in the long term at the level of the society or sector at large.
4) Dissemination of information about child rights, women’s rights and issues affecting local communities and the lives of girls and women
5) Advocacy and awareness raising to promote attitude and behaviour change of all community members in order to fulfil the rights of girls
6) Activities promoting positive traditional cultural practices, music, dance and indigenous knowledge.

The MoU for this Action was signed with the Ministry of Education and Sports (MOES). The implementation commenced in February 2012, led by LSDA as an implementing partner, and CORD as a capacity building partner. Since April 2012, the partnerships under this Action were expanded to include another local civil society organization, Community Association for Mobilizing Knowledge In Development (CAMKID), as implementing partner via a sub-contracting agreement for the life skills training (focusing on the use of drama or “lakon” and other interactive approaches) and the training of remote village volunteers, only in CAMKID’s 7 target villages.

In the original design, Plan intended to work through LSDA to deliver this Action, however, due to limited capacity of LSDA, Plan was obliged to revisit this partnership arrangement in July 2012. Through negotiation, Plan decided to take over the project management responsibility from LSDA, whose role was then re-focused on training and production of IEC materials. Plan partnered with the District Education and Sports Bureau (DESB) in the delivery of the non-formal education and the life skills training in 32 target villages. Plan and LSDA partnered with the DESB in the life skills training of peer educators and volunteer teachers in 4 high schools. Plan partnered with the Lao Women’s Union in the delivery of the counseling training of village leaders in all their target communities. Details of the achievements among target groups have been presented in the Final Project Report.

LSDA resumed implementation in January 2013. The original end date of this Action, December 2014, was extended to June 2015 to make up for the slow start-up in the beginning.

2. Methodology of the evaluation and constraints

The end of the project evaluation was originally set in July to August 2015. Due to delays in the availability of consultant, this evaluation was finally implemented in October to November 2015.

The final evaluation has a central question as follows: how ethnic girls, boys, women and men in the target areas have perceived the value and appropriateness of this Action and if and how they experienced the benefits from it.

In addition, the evaluation has the following specific objectives. See Annex A. for the detailed TOR for the end of the project evaluation:
- Aspires to bring ethnic communities’ voices and perspectives, particularly those of girls and women
- Validate “learning by doing” generated through the process of implementation
- Articulate key factors that have contributed to/constrained the impact in a given context
- Give an in-depth look at how effectively Plan has coordinated with MoES and other stakeholders at different levels, has partnered with LSDA and CAMKID and built their capacity on the job and via CORD
- Validate and challenge the underlying assumptions to partnership with and capacity building for local civil society,
- Facilitate reflection on Plan’s role and ways of working vis-à-vis external actors, and
- Consolidate key lessons to be taken forward.
The evaluation will recommend practical ways to contextualize Plan’s global guidelines on partnership to Laos, and lead to refinement and operationalization of Plan Laos’s new partnership strategy for 2014-2019.

The end of the project evaluation was designed to use participatory and interactive approaches and tools designed for specific target groups in communities to help participants in expressing their opinions and to gather “voices” from the target communities. Various tools were created for use in the focus group discussion of target groups and interviews of key informants to ensure participants could engage well in responding to the questions asked in the TOR. Results from previous works such as baseline study, mid-term review and annual progress reports were used to guide the consultant in prioritizing questions and in the analysis of findings. The analysis was also done to check the logic of the project’s theory of change. Annex B. presents the evaluation design matrix for this evaluation.

Participatory and interactive approaches have been proven effective in gathering information and opinions from children and adults, particularly those with limited educational achievements. The consultants created and introduced the following tools for this purpose:

- **For Outcomes and Changes**: The visual tool used in gathering outcomes and changes in the lives of the target group was the Tool: Tree of Change, a metaphor to highlight the long term achievement of outcomes and impact (fruits of change) resulting from the different activities implemented (roots), which could be negatively affected by external factors or emerging issues (worms). People in upland communities see the value of forest trees in their lives and therefore this tool was very helpful in their understanding of the logic of change. This tool was used for focus group discussions among teens, both in schools and in communities, and among village leadership and community men and women. Participants also identified the different “Worms” that may threaten the sustainability of the impact in the community. Photo 1 presents the Tree of Change tool.

  Photo 1. Tree of Change tool and Round the Clock tool used by the village leaders in their discussion.

**Sustainability of changes in behavior changes.** The evaluation used the local concept of child rights by picture, using the tool created called the Wheel of Child Rights and asked teens to assess the current situation of children in their communities and their perception of their attainment of child rights by giving a score of 1 to 5. The tool was helpful for teens to express their opinions on factors or reasons that may affect the attainment of children rights. The analysis includes determining whether these factors will affect the sustainability of behavioral changes created by the project in their communities.
The tool called the Wheel of Child Basic Child Rights is presented in Photo 2 which was based on Plan’s Bamboo Shoot Framework: Training Manual for facilitators of CCCD and Youth Group. Four Areas or “Basket” of Rights: 1) Right to Survival (right to have enough food and shelter and have a healthy body, Right to be looked after in difficult circumstances such as war or disasters); 2) Right to Development (Right to have good education, Right to be given opportunity for play and leisure); 3) Right to Protection (Right to be given protection against abuse, harm and violence, Right to be defended and assisted by the government; and 4) Right to Participation (Right to join clubs and meetings; Right to express views and opinions).

**Photo 2. Current perception of target beneficiaries on the achievements of child rights.**

| Hmong children in Kewlon assessing their achievements of child rights in their community | Scores of focus group of teens in Konxod (POD), Kewlom (PT) and Mueng (MM). |

- **Effectiveness and Emerging Issues**: In assessing the current situation in term of the achievement of basic child rights and the effectiveness of different interventions of the project, the Tool: Wheel of Basic Child Right was created by the consultant, to help children/teens to visually assess their community in relation to the achievements of the basic child rights using pictures and scores. Each child/teen is also given the chance to express his/her opinion in explaining why as certain score was given.
- **Validation of changes in relation to women’s workload**: Based on the mid-term review of the project, gender equality has been perceived to relate to the sharing of workload of women by men. To validate this change The Tool: Round the Clock was used to gather information from the community women and men.
- **Effectiveness of partnership and coordination**: In determining the opinion of partners in terms of the effectiveness of partnership and coordination of partners, the consultant used the Tool: Ten Step Ladder, to help the informant to have a visual tool to express change. In addition, the use of drawings or metaphors of partnership was implemented to help in their description and analysis of the issue. Examples of change were also collected from key informant interviews of implementing partners (Plan staff, LSDA, CAMKID, CORD).

In general, these visual tools were also helpful in the analysis and presentation of preliminary results of this evaluation to Plan’s staff and its partners.

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4 The Wheel of Basic Child Right used in the evaluation was based on the four main categories of child rights or “baskets” of rights. Reference: Bamboo Shoots, A training manual on CCCD/Child-led Community Actions for Facilitators Working with Children and Youth Group.
The field data collection was conducted for two weeks in October 2015, both in Vientiane and in the three districts of Bokeo Province. Annex C. presents the overall itinerary for the field data collection and Annex D. contains the folder for the different sets of questionnaires used in the key informant interviews and in focus group discussions.

Six villages (two per district) from the three districts of Bokeo, representing successful and struggling villages, were selected based on the criteria chosen by Plan and CAMKID staff. It was intended that promoting factors and hindering factors would be identified to learn from, both in the successful and struggling villages, respectively. Plan and CAMKID staff have nominated the villages for this evaluation based on the level of participation (an estimated average number of participants) of community members during their program implementation, as follows: Phonvilay, Konxod, Huay Phallam, Huay That and Torlae. Three of the villages are located in the high lands of Bokeo and 3 villages are in the mid land and one by the river, Huay Phallam. Major ethnic groups represented in the villages selected were Khmu, Hmong and Musear Khao, although in the three high school visited, many ethnic groups were represented (Khmu, Lamed, Lao, Lao Tung, Aka, Lao Lum, Kuy/Lahu, Lii, Ywan, Tai Dam). Table 2 presents a summary of descriptions for the six villages visited for the final evaluation.

Table 2. Characteristics of the six villages and high schools selected for the final evaluation.

<table>
<thead>
<tr>
<th>Description</th>
<th>CAMKID (Majority)</th>
<th>CAMKID and PLAN (Majority)</th>
<th>PLAN/LSDA (NFE)</th>
<th>PLAN/LSDA (NFE)</th>
<th>PLAN/LSDA (NFE)</th>
<th>PLAN/LSDA (NFE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Pha Odom</td>
<td>Pha Odom</td>
<td>Phak Tha</td>
<td>Phak Tha</td>
<td>Mueng</td>
<td>Mueng</td>
</tr>
<tr>
<td>Name of Village</td>
<td>Phonvilay</td>
<td>Konxod</td>
<td>Kewlom</td>
<td>Huay Phallam</td>
<td>Huay That</td>
<td>Torlae</td>
</tr>
<tr>
<td>Ethnic Group (Majority)</td>
<td>Khmu</td>
<td>Khmu</td>
<td>Hmong</td>
<td>Khmu</td>
<td>Muser Khao</td>
<td>Muser Khao</td>
</tr>
<tr>
<td>Landscape</td>
<td>High land</td>
<td>High land</td>
<td>High land</td>
<td>By the river/Midland</td>
<td>Mid land</td>
<td>Mid land (Not too far from district)</td>
</tr>
<tr>
<td>Type of Village and Criteria used in village selection</td>
<td>Struggling Low participation of people</td>
<td>Successful High participation of people</td>
<td>Struggling Low participation of people</td>
<td>Successful High participation of people</td>
<td>Struggling Low participation of people</td>
<td>Successful High participation of people</td>
</tr>
<tr>
<td>Presence of NFE</td>
<td>NFE-None</td>
<td>NFE-None</td>
<td>NFE</td>
<td>NFE</td>
<td>NFE</td>
<td>NFE-None</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>With Primary School in village</td>
<td>With Primary School in village</td>
<td>With Primary School in village</td>
<td>With Primary School in village</td>
<td>With Primary School in village</td>
<td>With Primary School in village</td>
</tr>
<tr>
<td>Facilitators of project activities</td>
<td>Remote Village Volunteer</td>
<td>Peer Educators &amp; Volunteer teachers in Pak Tha High School</td>
<td>Peer Educators &amp; Volunteer teachers in Mueng High School</td>
<td>Peer Educators &amp; Volunteer teachers in Mueng High School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As CAMKID did not use the peer education approach in its target areas, the high school visited in Konxod Cluster in Pha Oudom under CAMKID target area, was visited as a response to the request from the DESB office and the Konxod high school principal. Therefore, the Konxod Cluster scenario became a good case where both CAMKID and Plan have been implementing several activities together at the same time. In Konxod, CAMKID has been implementing activities related to life skills, while Plan has been implementing Early Childhood Care and Development (ECCD), Basic Education Program (BEP) and Water, Sanitation & Hygiene (WASH), but focusing on primary age groups. In Pak Tha and Mueng districts, Plan had implemented the peer education in two high schools (one per district), both were visited for this evaluation.

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5 Plan has been implementing other projects in Konxod but the life skill project was implemented here via CAMKID.
A total of 121 participants have participated in the evaluation as key informants, with 44% Females and 56% Males. Adult participants were mostly comprised of village leaders, elders, youth leaders, Lao Women Union leaders or LWU members and some other community men and women who were available in the village. Most teens were mostly students in primary and high schools and village volunteers. Key informants from partners included key staff of Plan, CORD, CAMKID and LSDA. See Table 3 for the composition of participants. Annex E. presents the list of participants to the final evaluation and their respective roles.

### Table 3. Summary of participants to the final evaluation

<table>
<thead>
<tr>
<th>Groups</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community People</td>
<td>21</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>General teens in school</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Peer educators</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Government</td>
<td>11</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Partners (INGO,NPA)</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Village Volunteers</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>General School Teachers</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Volunteer Teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>53</td>
<td>121</td>
</tr>
</tbody>
</table>

The evaluation had met the following limitations and constraints:

i. The timing of evaluation coincided with the harvest time and meetings were arranged mostly at day time, therefore the availability of common community members and youth who are not in school was limited in all villages visited. One village in Mueng, Huay That, had no one available, including the village chief. There was no out-of-school youth who had participated in the non-formal education who were available for interview, hence, most youth involved in the evaluation were youth in schools and some primary school children aged 10-13 years old (in Kewlom).

ii. The preparation time for the evaluation was very short making the logistical arrangement in Bokeo challenging (e.g. Authorization letters from Plan office to the Provincial Education and Sports Service (PESS) to DESB to village leaders were not all done on time). However, the PESS and DESB had tried their best to reach the selected village authorities by phone and within a short time. Hence, some village authorities were not available for meetings and the village Huay That in Mueng were not available for meeting at all.

iii. Limitation in the baseline information available (collected not in alignment with the log frame indicators for measurement) in order to do comparison and determine changes from baseline to end-line.

iv. NFE and life skills training curricula are all in Lao language, hence, this has limited the consultant’s analysis in relation to the messages communicated by the project to the target groups. Time was not sufficient to review all the curricula.

Despite these challenges, the data collection was considered meaningful for the purpose of this evaluation and participants were able to give their ideas and recommendations.

### 3. Findings & lessons

Findings of this evaluation are presented following the outline set in the TOR in Annex A and in considerations of the specific questions of interests by Plan, as presented in the Evaluation Design matrix in Annex B.

#### 3.1 Impact and outcomes attained and sustained
3.1.1 What is the local concept of rights and child rights?

Findings from partners at the provincial and district levels and village leader levels in relation to rights, particularly child rights, were generally mostly focused on the rights for both boys and girls to be in school to have education (right to education). This general perception of right of children to be educated as child right was also supported by both teens and community members and in villages where the evaluation took place. It was noted that teens from the primary school in Kewlom (Hmong ethnic group) was the one who mentioned strongly that children should be protected (right to protection) and village leaders in Konxod (Khmu ethnic group) have mentioned that hitting of children should not be condoned as part of child rights. Student peer educators from Pak Tha high school (all Lao and 1 Lao Tung) mentioned that both boys and girls have the same right to share ideas (right to participation). There was no mention on rights of children to have children’s right to survival. See Table 4 for some of the ideas mentioned by participants.

Counterparts from PESS and DESB highlighted that their projects on awareness raising on child rights were mostly focus on schools because the government’s plan is to share information through schools and to train the teachers to teach their students on gender, child rights and disabilities. There is good information sharing and awareness raising of primary and secondary school children on gender, effect of alcoholism and drugs on families, as there are peer educators and volunteer teachers in secondary schools and trained NFE teachers in primary schools. The government sees the importance of extending this message to those who are not in school to learn the child rights by children’s group through play, sharing group for adults, training parents if there is no group, use of intern and volunteer teachers, similar to the approach Plan Laos had in this project with DESB.

Table 4. Local understanding or concept of right, gender and gender justice

<table>
<thead>
<tr>
<th>Rights and Child Rights:</th>
<th>Gender and Gender Justice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners at PESS/DESB/LWU:</td>
<td>Partners at PESS/DESB/LWU:</td>
</tr>
<tr>
<td>- Girls have equal rights like boys or girls and boys have the same rights</td>
<td>- Improved the status of girls/women to be the same as boys/men</td>
</tr>
<tr>
<td>- Boys and girls can go to school</td>
<td>- Changes in the people attitudes towards helping each other, both men and women</td>
</tr>
<tr>
<td>- Give power to girls to work, make decisions, etc.</td>
<td>- Sharing roles, for example girls mostly do house chores and boys need to help at doing household chores before hunting.</td>
</tr>
<tr>
<td>Konxod Leaders (Successful Village):</td>
<td>Before, women work hard like going to the mountain to work, she needs to take her child with her and bring firewood back, then cook, do everything at home. Men only take his gun. Now men help in ding household chores and in carrying tools and firewood from the forest.</td>
</tr>
<tr>
<td>- No hitting the children and let children go to school</td>
<td>- Before, when there is a meeting in the village office, only husband attends, but now, husband and wife can decide who should attend.</td>
</tr>
<tr>
<td>Konxod Teens (Successful Village)</td>
<td>- Women used to be poor but now not so poor</td>
</tr>
<tr>
<td>- Has the same rights for boys and girls</td>
<td>Phouvilay: (Struggling Village)</td>
</tr>
<tr>
<td>- Child Rights: boys and girls can go to school. Some drop-off from school because they did not want to study and need to help the family.</td>
<td>- The same status for men and women and workload is to be shared, helping each other, e.g. before only women pound the rice but now men do also and before only women collect fire woods, now men too. (Note: Although they jokingly say that women look for real firewood and men use the old furniture as firewood).</td>
</tr>
<tr>
<td>Pak Tha Teens in high school (with Peer Educators)</td>
<td>Konxod: (Successful Village)</td>
</tr>
<tr>
<td>- Boy students replied that boys and girls should have the same level in terms of ideas, responsibilities, etc.</td>
<td>- Men and women should have equal participation and should help each other;</td>
</tr>
<tr>
<td></td>
<td>- Understanding the role in the family</td>
</tr>
<tr>
<td></td>
<td>Konxod Teens in High School (with no Peer Educators)</td>
</tr>
<tr>
<td></td>
<td>- Men do not feel that their status is higher than women</td>
</tr>
<tr>
<td></td>
<td>Huay Phalam Leaders (Successful Village)</td>
</tr>
<tr>
<td></td>
<td>- Parents do not feel that their status is higher than men</td>
</tr>
</tbody>
</table>

Kewlom primary school teens (Struggling Village) |
- Every children should be protected |
- Look after their siblings and care for them |
- Mum has many works to do than father so daughters want to help mother and daughter thinks that father should help mother too.
<table>
<thead>
<tr>
<th>Parents send both boys and girls to school</th>
<th>Separation of roles: girls do house chores like collect water, feed the animals, steam rice, clean the house, pound rice, take care of siblings, etc.; boys hunt, they work in the farm, cook, feed the animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kewlom Adults: (Struggling Village)</td>
<td>Now both husband and wife are helping each other to do the work in the family, like women carrying children when going to the jungle and men now help to carry tools and firewood. Unlike before where women carry children, tools and firewood from the jungle and men only carry their guns only.</td>
</tr>
<tr>
<td>Huay Phalam Leaders: Successful Village</td>
<td>Men and women have to help each other in the workload.</td>
</tr>
</tbody>
</table>

In general, the local understanding of rights/child rights and gender/gender justice in both successful and struggling villages are closely linked and people do not distinguish between the two. In high school where the project implemented peer education, as in Pak Tha, teens have better understanding of rights and gender as compared to teens in high school where there is no peer education, as in Konxod High school.

3.1.2 What is the local concept of gender and gender justice?

In Table 4 above, the evaluation revealed, that in general, participants have a concept of gender and gender justice mainly focused on men and women helping each other in sharing their workload and responsibilities to support the family. There has been a significant change in the attitude and practice of men towards the workload of women in the family. This has been strongly observed among families who mostly rely on forest products and mountains for their food and survival and for their livelihood. Changes in attitudes of boys or men towards women highlighted by boys in Pak Tha High School (peer educators), are as follows:

- When it comes to work, girls can also be what boys could be, for example they could do finance management or business;
- Men’s thinking have changed following the example in developed countries, for example they have women government leaders, and in Lao we need to change to have women leaders in high positions;
- Men can help in doing house chores, men can sweep the house, feed the animals and cook;
- Men can wash clothes like women;
- Men can do women’s work like catching fish, which is mostly done by women, men can do these too.
- Looking after children are mostly done by women, but men can do these as well.

Gender justice also highlighted the improved status of women as women are more economically capable of supporting the family and can participate in making decision at home (e.g. to sell stuff or to send children to high school), they now can participate in village meetings (in the past only for men) and can even be elected to higher position in village leadership (e.g. Vice Village Chief in Huay Phallam). In fact, PESS claimed that, in Bokeo, girls aged 15-24 have higher level of education than boys for the years 2006-2015, so there are more and more girls and younger women achieving higher education than before, which helped promote the status of women.

3.1.3 Impact by the project at individual and community levels

Impacts of the project were determined both at the individual and community levels from among direct and indirect beneficiaries who participated in the project. Annex F presents some examples of change and quotes highlighted by participants.

Exercise rights to education
Findings revealed that in all villages evaluated and in all focus groups, both boys and girls have been exercising their rights to education, especially their rights to be at the primary school level. Each village has a primary school built by the government and have received support from NGOs for repairs of school buildings and materials for the school. Nowadays, majority of children of school age are in school, however, in Konxod Primary School in Pha Oudom District (Khmu ethnic group), only 55 (33%) out of 166 primary students are girls but the school reported that there is no drop out of children every year. The decreased enrollment of girls as the level gets higher was due to the burden the family has given to teenage girls to help at home or in the farm. In Kewlom (Hmong ethnic group) in Pak Tha District, the Primary School Principal reported that all primary school age kids are now all in primary school, and many of them are girls (the primary school in Kewlom is now 9 years old). It started at 5 levels but they only have 3 rooms so they have to combine classes Grades 1 and 2 in one classroom and Grades 3 and 4 in one and Grade 5.

The evaluation also revealed that some parents, especially those who could afford, would really try for their children to have higher education beyond primary school (middle school, high school and technical school) so that they could access more opportunities to help in improving their family livelihood. In Phonvilay highland community, the closest high school is in Konxod Cluster. Therefore youth are sent there to study, most of whom stay in a “dormitory” which is just a hut of 5 m x 3 m where they put 15-17 students together. Currently there are only 13 roofs for girls’ dormitories and 12 roofs for boys. No toilet and water facilities available in the high school compound (see photo). Despite this condition for students, parents are happy to send their teens to high school. However, students, teachers and the high school principal see issues in putting these teens in this poor and tight living environment as a violation of child rights. However with limited funds of the school, they could not improve facilities, hence, they hope that Plan could also help in improving the housing for teens. In a more developed village like Huay Phallam in Pak Tha District, some children could even go to technical school in the province as parents are able to save money for the schooling of their children. For those who could not study further because of poverty and have no means to get a bicycle to go to the closest high school, like Torlae in Mueng (Muser Khao), youth will end up helping their parents to collect tea leaves and other forest products to sell to the Chinese company or work for the banana plantation owned by Chinese companies, like on Huay Phallam (Khmu).

The achievement of rights to education at primary school level for both boys and girls have been highlighted by all focus groups in both successful and struggling villages. However, in successful villages where there are more intervention from other projects from Plan, there was a higher level of educational attainment (beyond high school) such as in Konxod and Huay Phallam, both Khmu communities.

The Pha Oudom District Education and Sports Bureau reported that there were 14 villages in Pha Oudom that had the non-formal education component of the project for the out of school youth (13-23 years old) and other illiterate community members, mostly girls. There were a total of 166 NFE students (F:149 and M:17) who reached up to Book 3 in this district. In total, 164 passed the exams (F:147) with only 2 women who did not pass the exam. Everyone who passed the exam was given a certificate. Unfortunately, the evaluation was limited by the harvesting season and therefore most youth who have attended the NFE classes were away in the fields.
There was only one man (adult, more than 30 years old) from Pak Tha District who was available for interview and had shown the impact of being able to read and write Lao (see caption). The NFE teacher who is also the primary school principal is planning to continue the NFE education after harvest season for those who would like to study further. This is a good sign of sustainability for the NFE among the Hmong community in Kewlom. The Life Skills Project have used many primary teachers as NFE educators in villages and therefore the lessons on life skills have filtered down to the school through the teachers synergizing with the achievement of child rights to education.

The main promoting factor to this achievement of child rights to basic education was the change in the understanding and attitude of parents on the value of education for the future of their children and their family because even if children demands their right to education, parents’ attitude to education of children is a key factor in the achievement (or non-achievement) of child rights. This change was contributed also by the presence of the school in the village making access to school safer for little children (no need to go through forest fields to go to the closest school), parents following the government law to send children to school, awareness raising of parents on the value of education mostly through “lakon” or drama on child rights vs. child labor, training of school management and/or Village Education Development Committee (VEDC), provision of material support to poor children through scholarship and parents encouragement of their children to study. Chart 1 presents the summary of promoting factors to achievement of rights to education.

The main hindering factors identified to the achievement of basic child right to primary education, especially of girls are the following:

- **Poverty especially among women-headed household.** Poverty specially among women-headed households with many children (5-6 children as there was no birth spacing in the past) to raise all her children by herself, relying on forest products and forest fields for livelihood, has been identified as a big hindering factor. In struggling villages like Phonvilay (Khmu) and Kewlom (Hmong), despite understanding on the value of education to the family, the mother is usually...
forced to take all her children to help her find food and livelihood to support the family. The cost of education, for example they have to trade rice for a notebook or school supplies, is a big burden to the whole family. Therefore when the right to survival is in conflict with the right to education, parents have no choice but to prioritize right to survival or livelihood above education. The focus on women-headed household has not been addressed in the design of the project.

- **Water security as responsibility of girls and limited access to clean water for the family.** In highland communities, like Phonvilay and Konxod (mostly Khmu ethnic group), most primary school children, especially girls, have to collect water from the stream everyday, 2 x per day in Phovnily, which takes more than half hour one way down to the stream and longer time back to the house with 10 liters of water to carry, while in Konxod, girls have to carry water for more than half hour one way, longer time back to the house with 10 liters of water to carry for 6 x per day. This responsibility of securing safe water for the family has to be done before and after school time and lunch time, leaving girls no time to play or no time to spend social time with other children. The burden of girls for securing water for the family has been reported by village leaders in Konxod and Phovnily (Khmu, highland communities, both struggling and successful villages) as violation of child rights and issues on gender justice. However, due to lack of resources by families to improve access to safe water, this remains a challenge, especially to girls. In Phovnily (struggling village) which is CAMKID target area, the project did not address the issue on the role of girls in securing safe water, as CAMKID has no water and sanitation activities. In Konxod (successful village), although Plan has water and sanitation project in the same village, WASH has been implemented recently only in Konxod primary and early childhood schools but not in clustered High School nor in families. In addition, even though Plan has other projects that could complement the achievement of child rights, Plan has limited integration of project activities in its programming to support child right. An integrated programming approach within Plan and with other implementing partners (CAMKID) would help improve effectiveness.

- **Girls still carry more burden and responsibilities at home.** Especially in remote and upland communities relying on forests for livelihood, girls are still obligated by parents to help the family. In Kewlom (struggling village, Hmong, high land), the school principal reported mostly girls having a hard time to read and write because they have many work to do at home, have many responsibilities to look after their siblings and sometimes they are lazy to go to school or so shy, all affecting their performance in school. Focus group discussion among girls confirmed girls having compassion seeing their mother having to do so many work, both at home and in the field, and therefore felt obligated to help the mother despite their desire to study or to spend time with friends. Similarly boys, despite knowledge of their rights for education and play, felt compelled to prioritize obedience to parents to work over play as they do not want parents to be angry. Despite the acknowledgement of improved awareness of child rights, especially to basic education and play by both girls and boys in Kewlom (struggling village, Hmong community), achievements of rights to education and play are still hindered by lower awareness of parents on child rights as compared with their children. Most children and teens often mentioned having to obey or follow their parents to do house chores or field work instead of going to school despite their improved awareness of their rights to education. This is also observed in Torlae (successful village, Muser Khaao) where parents have to prioritize livelihood over higher education (teens being pulled out of high school) due to poverty. Where there is conflict between livelihood for survival and education, parents still have the influence in prioritizing survival over education. This highlights the role of parents in creating change and the need for Plan to focus on attitude and behavior change intervention towards parents and synergizing other Plan interventions to help reduce poverty.

In addition, in the implementation of the project, CAMKID has intentionally focused their activities on awareness raising of parents about child rights and gender justice in their target areas but in Plan and
LSDA target areas, interventions are mostly focused on children and teens. The evaluation also highlighted that some parents perceived that the life skill events conducted by peer educators in the village were meant to be for teens and therefore they only sent their children to watch.

**Access to information (IEC) on rights**

Findings revealed significant impact in the individual lives of youth who have participated in the program as peer educators or volunteers in high school. Most changes in the individual youth pertain to their confidence to be able to communicate the knowledge they have learned from the life skills training to other youth, using different ways or media like: acting in “lakon” or drama, leading a question and answer game show, singing, sports, speaking in public to share information about gender, the dangers of human trafficking, drug addiction, violence at home and child labor. The confidence they personally gained through the life skills training have also been evident in their performance in the school as they are now able to share confidently in class about what they have been learning, they are able to confidently share to their siblings and friends the lessons they have learnt on drugs and trafficking of children, and other gender issues. Some boys even reported talking to some youth in their school, whom they believe are in drugs.

Collectively, the peer educators have shown competence in working together and forging unity and cooperation to be able to create a drama show or other performances to communicate the lessons they wanted to impart to other youth, both in their school and in communities they visited. They were able to develop skills and creativity to impart messages through songs and dances and game shows. This shared experience of success by the youth had been strongly observed among peer educators and volunteers in Mueng High School, Mueng District. Peer educators showed high motivation in what they do as peers and volunteers. They also claimed to learn how to build friendship with other children from the villages they have visited. They recognize the value in their lives of their experiences, of seeing how other more disadvantaged children live in other communities, especially those who are not able to go to school.

The evaluation findings revealed two examples of peer educators, one that is struggling, like in Pak Tha High School, and one that is showing good practice and potential, as in Mueng High School. Chart 2 below presents the key promoting and hindering factors identified by the evaluation.
Perception of teachers and the school on peer education activities as integrated or not integrated in the school curricula could be promoting or hindering factors. In Pak Tha High School, the peer education activities are perceived by students, school and teachers as added extra activities and not integrated in the school curriculum or calendar. In this case, peer educators and volunteer teachers have to choose weekends or non-school days (holidays) to do prepare or practice and do their community events outside the school. Therefore there is a limitation on the amount of time they could prepare/practice and do event in communities. Children and volunteer teachers are also afraid that peers’ grades will be affected if they have to miss the school, due to long trips outside-the-school. Some parents expressed concerns to the school about going to remote communities in relation to their children’s safety. In addition, peer educators are mostly Lao and therefore found it challenging to communicate in other ethnic languages. While in Mueng High School, the school and volunteer teachers encouraged peers to practice and present their events in the school as part of the school event. The school gives public recognition on the achievement of peer educators in communities. Parents and District Education are supportive of the peer educators’ activities both in school and outside the school. Volunteer teachers are creating opportunities for peers to make presentations. Peers have diverse ethnic composition and therefore can relate to other ethnic students or children.

The role of peer educators from District High Schools as the key means to communicate child right and gender messages among children and teens in remote communities has not been effective. Despite adjustment during the implementation of the project, the experience in this project revealed that there is potential for the peer education activities to be replicated in other high schools to reach more teens in high school (as in Konxod Cluster) and only use the peer educators from High School to reach out to nearby communities, for cost-effectiveness. However, there is a need for a similar approach in remote communities but exploring the potential of the Youth Union or NFE students in the village to be trained as peer educators. There is also an advantage in using Peer Educators who have graduated from High School to be volunteer trainers or coach to the village Youth Union Peer Educators for Plan projects in the future.

**Life skills in making decisions and solving problems**

The evaluation revealed significant changes in the life skills of both girls and boys in matters affecting their lives, as presented in Annex F.

**Choice of higher education.** A major change highlighted by all groups refers to the improved participation of girls and boys in decision-making regarding pursuing higher education, even if it means girls have to study in another village or town for a longer period of time. The participation of youth in decision making on pursuing higher education had been validated by parents and village leaders, revealing parental support for higher education, especially for families who are able to cover the cost of higher education. In addition, some women have also indicated that some wives can also make decision now in relation to sending their children to school, not just the husband.

**Getting Married.** Another major change refers to girls delaying getting married because they wanted to be in school and being able to choose whom to marry. Girls reported that they would like to “do work” in school rather than doing work at home. Girls claimed that nowadays, girls marry at around 18 years, while 3-5 years ago some girls used to marry early: in Konxod Cluster (from 3-4 ethnic groups), they used to marry between 10-16 years old, in Phonvilay and Lakah, they used to marry at 15-16 years old, in Donkhham, they used to marry around 16-17 years old, in Kewlom, in the past they usually have a boyfriend or girlfriend at the age of 11 or 12 and married at the age of 13-14. These claims that girls can choose to marry later and that girls could decide to choose who to marry was validated by men and women’s focus groups highlighting that, nowadays, parents and children discuss
together the issue of marriage and who to marry. Boys also confirmed that they are also able to choose the girl they want to marry. Expressing opinions by girls and boys on when and who to marry has been a significant improvement from the Baseline information stating that children arguing with adults, talking too much and expressing their opinions in the family are practices prohibited by parents for their children to do. This change has already been reported as emerging in the Mid Term Review but seen strongly at the end of the project.

The trend to marry later was seen in 4 villages (Khmu and Hmong ethnic groups) except in Torlae (successful village, Muser Khao) where girls claimed that now youth marry earlier (about 16-17) than later (used to be 18), despite their awareness on child rights. This is because, nowadays, youth could see each other, and if they like each other, they could also choose to marry and they like to marry early too. Youth also mentioned the story of two lovers in their village who both killed themselves because parents forced them to marry someone else. This incidence led to parents being more lenient with their children on choosing the person they want to marry. A major contributing factor to this earlier marriage of teens in Torlae is their families’ lack of financial means to support their teens to higher education (high school) in Mueng town. People in Torlae perceived that their village is too far to walk, hence requiring a bicycle or a means of transport to go every day, but it is also too close to send their teens to a boarding facility (if it exists), like in Konxod Clustered school. After primary school, therefore, teens have nothing much to do to keep them occupied other than collecting forest products. This activity is usually done by teens in groups. This unexpected reversal of trend could also indicate the weakness in the life skills training received by village volunteers focusing more on reproductive health and hygiene (highlighted by village volunteers in focus group) but weak in terms of personal aspirations and long term dream or vision for a better family. This lack of vision for personal development, compounded by no opportunity for higher education, could lead to early marriage. Early marriage may be addressed by providing scholarship and educational support (bicycle) for very poor teens to go to high school and by strengthening the content of the life skills curriculum that relates to a personal vision and aspirations for a better future.

However, youth in Torlae also mentioned that, among Muser Dam ethnic group, parents still forced a decision on whom to marry on their children, unlike Muser Khao. In addition, two Aka girls in Mueng District who are peer educators mentioned that Aka children still do not have the right to participate in decision making in matters affecting their lives, like choosing who to marry, especially if adults have already made decisions (two Aka girls from Ban Phonsawang).

Pregnancy. In addition to the change in the trend of getting married later than before, girls also claimed that, nowadays, girls want to have babies at 21 years old because girls have been made aware of the negative impact on their health of early pregnancy and the effect of early pregnancy on their looks (having children early make women look old faster). This has been a change from the Mid Term Review which highlighted the need for the life skills to include lessons on reproductive health to help address the issue of early pregnancy. In Konxod High School, however, girls reported knowing some unmarried girls who got pregnant (23 years old). The project needs to strengthen its intervention among high school students, especially in clustered communities, where teens are living away from home in dormitories and are at risk of early sexual activities in teenage.

Violence towards children. There has been a reduction in violence towards children as reported by village leaders and elders in remote highland villages of CAMKID target areas, like Konxod (successful village, Khmu) and Phonvilay (struggling village, Khmu). This was confirmed by the youth in focus group discussions in Konxod High School who mentioned reduction of violence against children by their parents. However, the focus group discussion with children in Hmong community in Kewlon (struggling village, Plan target area) still mentioned the occurrence of violent practice of parents towards their children. Two boys who did not want to talk much but were able to point out the picture
of an adult beating a child expressed that the beating had broken their heart and had discouraged them. This highlights the need to continue to strengthen mainstreaming of child protection in Plan’s project and to step up a deliberate effort to increase awareness of parents that violence towards children is a violation of their rights through effective communication messages.

Health, hygiene and sanitation. All participating groups in the evaluation highlighted the significant change in their lives in the area of hygiene and sanitation: making sure the surroundings are clean, boiling their water before drinking, sleeping under a mosquito net, cleaning their children before sending them to school. However, there is a high need in the high land communities (Pha Oudom) for water and sanitation, as the absence of these are affecting children (e.g. the same villages where girls are the ones with the responsibility to collect water). There is still a challenge with regards to having toilets, especially in high land communities. In Phonvilay, only the village chief has a toilet, while, in Konxod (where Plan has many activities), the village leaders reported 38 out of 55 (69%) of households have no toilet. In Konxod High School, where 228 students from 8 villages live in their “thatched roof housings”, the high school director reported that they do not have any toilet at all, nor water filter. On the other hand, Plan provided a toilet and a water filter to the primary school and the pre-school in the same village. The evaluation showed that there was limited coordination among Plan project staff implementing WASH and CAMKID staff implementing Life Skills project in the same village. The Life Skills project design did not also include the potential synergistic effect of other Plan projects, like WASH or education, implemented in the same village. Plan needs to improve its project design process and to consider how other Plan projects or Plan’s partner could be well coordinated or integrated in the same target areas for improve effectiveness and impact.

During the visit to the upland village of Phonvilay, it was observed that people do not usually use mosquito nets to sleep. People claimed that there is no malaria occurrence in their village but they reported a very high occurrence of Tuberculosis in their community. It was also observed that in addition to weak sanitation in Phonvilay, people usually spit everywhere and there seems to be less awareness on the possible transmissions of communicable disease among families, like Tuberculosis, especially to children. People drink from the same cup without washing, even though there is a family member who is known to have a “cough”. In Konxod village, this problem was not as strong as in Phonvilay and most people in Konxod sleep under a mosquito net as people claimed that an NGO (Concern) had distributed mosquito nets to the people and had helped some to build toilets. Although these issues were only mentioned because the consultant asked, this also indicates some weakness in the Life Skills project in relation to implementing rights-based approaches and building up the capacity of the community members to address issues affecting them and their children.

Planning for the future. Group leaders, elders, men and women focus group, especially in high land communities of Phonvilay and Konxod (Khmu ethnic group, CAMKID target areas), highlighted a change in families’ planning for their future. Husbands and wives now discuss if they want to have children or do birth spacing. They claimed that, in the past, they only used to think of what to eat for the day and not about the future but people now know how to plan their lives and not just living for the day. This change was also evident among the high school students met in Konxod Cluster.

All the above changes were achieved due to several contributing factors, with “lakon” or drama as the most effective source of learning mentioned by all the groups. The “lakon” helped the people to see themselves in the portrayed stories and helped them to think about what choices to make for their lives. This was strongly seen in CAMKID target areas where “lakon” was a key means of communicating messages. Showing stories by discs and posters, with asking questions at the end, were reported effective by the implementing partners and community members in Plan target areas. Other contributing factors included the influence of community youth by peer educators, parents, leaders and teachers, either by the project, the government, health center staff and doctors. There was
limited indication on the effectiveness of village volunteers in promoting life skills where there were no peer educators.

**General Traditional Attitudes and Practices in the Community by Adults**

**Workload of men and women.** Key change reported by all in relation to traditional practices was in relation to the role of men and women in the family. In Bokeo, most families rely on forest products and farming for survival and livelihood. In highland farming families, both men and women are both involved in working in the field. A major change claimed was the change in the attitude and practice of men toward helping their wives in carrying heavy stuff back and forth to the field. In the past, women had to carry everything when going to the field (baby, food, water and tools) but their husbands only carried their gun. When they come back from the field, wives had to carry firewood too. Now they help each other in carrying stuff. In Phonvilay (Khmu, high land community), removing weeds in the field used to be only women’s task. If there were more weeds and less rice, then women were responsible and blamed. But now, men and women do the same work when they farm, including weeding, harvesting rice and clearing the land. The baseline information stated that dry rice farming is seen as a woman’s top priority job and cultivating vegetables and fruits and forest clearance as men’s major job. The findings revealed that husbands and wives now share the work in the field, and that no significant distinction was observed by the evaluation, except that weeding is continued to be seen more as women’s job on a farm.

It is still generally claimed that it is the wives’ responsibility to do household chores like cleaning the house, cooking rice, feeding the animals, and looking after children. The evaluation findings showed some changes in the attitude of men to help their wives in these activities, especially if wives are sick. Although the baseline study only mentioned laundry as men’s 5th priority in terms of household work, helping in doing other household chores was strongly observed among boys of younger generations, claiming that “Men can help in doing house chores. Men can sweep the house, feed the animals and cook. Men can wash clothes like women and men can also look after children.” However, it is still commonly perceived that collecting water is the women or girls’ job. The change in the attitude and practice of men towards doing household chores was observed strongly among teenage boys in high schools. This was a significant result of the project among peer educators on gender justice and roles.

**Decision making in the family.** One significant change highlighted by the participants, especially among the Hmong ethnic community in Kewlom, was the participation of wives in making decision for the family. Now, about 30% of wives can make a decision with husbands, while, before, there was no participation at all of wives in decision making in the family, they only wait for their husbands to decide. This decision pertains to selling products from the field or sending children to school, which used to be only husband’s decisions. The baseline information on household decision making is not available, however.

**Participation in community meetings.** Women now have improved participation in community meetings and events. Nowadays both husbands and wives can decide who will attend a community meeting. In the past, in contract, attendance at community meetings was only perceived as men’s duty. Meetings are usually conducted in the Lao language and not in the local ethnic language, however, which makes it difficult for women to actively participate.

**Giving birth.** Another major change in traditional practices includes women giving birth to their child in the health center, in the presence of a birth attendant. Before, they used to give birth at home. This was the case in Khmu and Hmong communities alike, especially where a health center is built in or near the village (Huay Phallam and Kewlom). Girls gained awareness both from the life skills sessions and a health center on the danger of early pregnancy, home-based delivery and negative effects of having many children to women’s body. Therefore, the presence of other Plan’s project (e.g. Health...
Project) in the same village where Life Skill Project was implemented had a synergistic effect towards the achievement of change in attitude and traditional practices for women and young girls in relation to reproductive health, birth spacing and facility-based delivery. The synergy and integration of Health and Life Skills messages in the future project should be considered.

**Drinking and social events.** Most village leaders, elders and community men and women claimed that, in the past, men used to drink a lot but nowadays men tend to drink less, and usually during events and social gatherings only. They also tend to help women at home, and therefore reported reduction in occurrence of domestic violence against women and children.

**Decision to marry.** As explained above, women/girls can now decide whom to marry, especially among Hmong ethnic group. Before, parents forced them or arranged them to marry. Traditionally, it was accepted that a boy/man who loves a girl/woman would take her away, and she would be forced by her parents to be married to him. Now, the girl can decide whether to or not to marry the boy. Likewise, men could have 6 to 7 wives among Hmong ethnic communities, as there was no law that sets a limit to the number of wives. But now, they can only have 2 wives (the law came into effect in 2006). Now, the first wife has a say before her husband is allowed to have the second wife. This change has implication on domestic violence at home.

**Domestic violence at home.** Significant change was reported on the reduction of domestic violence in the family in all the six villages. This reduction was also validated by the youth who participated in the evaluation. In Phonvilay, only 2 families now have beating at home, caused by husbands’ drinking alcohol. In Konxod, 3 families have fighting because the husband has another wife, while about 10 families used to have violence before. In Lakha, there are about 4 families who still have beating because they do not help each other in their work and the husband drinks a lot. In Donkham, the cases of domestic violence, triggered by drugs, have declined from 5 to 3 families. In Kewlom, domestic violence dropped from 30% of families in the village to only 2 families. This is because people have learned to prevent violence at home, and because husbands have only 2 wives unlike before.

Participants claimed that all these changes were brought by the knowledge that women have rights and that they can do better and that women have the ability and capacity to grow. Men have realized that they need to change their attitude towards women. These changes in attitudes and practices were attributed mostly to the sessions on gender and gender justice, domestic violence and other life skills. In particular, the following approaches were found most effective: communication of messages through “lakon” or drama, training of parents, village leaders, elders and mediation committee and through the training and work of the peer educators and volunteers in the villages and the availability of counselors/counseling in the communities.

CAMKID established a mediation committee in its target area, if it is non-existent, provided them with training in the area of gender and child rights and supported them to function. In Phonvilay (struggling village), the mediation committee provided counseling, which helped reduced violence at home. Teens from Phonvilay confirmed this reduction in domestic violence and reported that it was only those who did not want to see the counselors that continued to have violence at home, mostly when husband is drunk. CAMKID’s approach in establishing and training the mediation committee has proven effective in reducing domestic violence. Plan should learn from the experience of CAMKID in this area and design the project with intent to help address domestic violence against women and children.

In Plan target area, it was part of the role of the Lao Women Union (LWU) to establish and train the village mediation committee. LWU reported that the training they conducted for village leaders, elders, LWU and Youth Union members on counseling on domestic violence or family problems had
restricted effectiveness, as a time was insufficient in the last year of the project implementation. In addition, training sessions were short, and delivered in Lao, using lectures with little application of adult learning principles. Although the structure has been already established in most target villages to address grievances and family problems and support victims of violence, some villages are still in the process of selecting the members for this committee (e.g. Kewlom, Hmong, struggling village). There is a need to continue to strengthen the committees mandated by the Lao government to address family problems and protection of women and children. Moreover, this structure may be complemented by establishment of a reporting mechanism on child protection issues in high school-based youth groups.

3.2 Sustainability of behavior changes among target groups

3.2.1 Child Right to Survival (meeting basic needs)\(^6\)

The youth and children in Konxod High School, Kewlom Primary School-level 5 and Mueng High School rated their situation in their community as having low attainment of their child right for survival: for having nutritious food, safe housing, clothing, caring family, health and sanitation.

Out of 15 high school students interviewed in Konxod Cluster (representing different communities), 5 youth gave 2 in a range of scores of 1-5 on having limited food in the village, not having enough clothes in winter and no medicine when sick. Another 5 students gave a score of 3 on not having caring family and no medicine in the community. 4 students scored 4 for not having medicine in their community when sick and only 1 student claimed 5 given that children have all their child rights attained in her community.

In Kewlom, a Hmong ethnic community in Pak Tha, 4 out of 9 students scored 4 because they do not have enough medicine when sick and they do not enough food to eat. 5 students scored 5, claiming they have all their basic needs for survival met in community.

Out 12 high school peer educators in Mueng District (Aka, Lao Lum, Kuy/Lahu, Lao Tung, Lii, Ywan, Tai Dam) 2 students from Ban Tongpabat scored 3, claiming no quality food in their village and they have a health center but no medicine and materials in the health center to cure people and many people still used traditional medication. The majority, or 10 students, scored 4 on the ground that poor families do not have enough clothes and when they are sick medicine and materials in the clinic are not enough.

In general, the findings revealed that children’s rights for survival are still threatened by the lack of basic needs such as needs for sufficient food, medicine and clothes to keep them warm during winter, especially in the highland communities of Pha Oudom. The children’s burden and responsibilities in collecting safe water for the family in the villages of Phonvilay and Konxod, as explained in the previous section, is also an added threat to the achievement of rights for child’s survival in Pha Oudom. Analysis of the previous findings on rights to education already highlighted that parents prioritize meeting the need for survival (food and livelihood) over attainment of children’s right to education and play. Despite awareness of child rights among both parents and children, in addition, extreme poverty may compel parents to engage their children in domestic and/or agricultural labor in the growing banana

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\(^6\) Based on Plan’s Bamboo Shoot Framework: Training Manual for facilitators of CCCD and Youth Group. Four Areas or “Basket” of Rights: 1) Right to Survival (right to have enough food and shelter and have a healthy body, Right to be looked after in difficult circumstances such as war or disasters); 2) Right to Development (Right to have good education, Right to be given opportunity for play and leisure); 3) Right to Protection (Right to be given protection against abuse, harm and violence, Right to be defended and assisted by the government; and 4) Right to Participation (Right to join clubs and meetings; Right to express views and opinions)
plantation sector. A future project should address families’ need for survival, especially among the poorest, as this is the root cause of child rights not being unattained. This is where integration with other Plan programs (nutrition, health, WASH) or other Plan partners’ projects (CAMKID’s agriculture and handicraft projects for livelihood) would complement rights awareness and life skills among adults and children and help sustain their behavioral changes. There is also room to strengthen awareness of child rights among parents and enable them to fulfill child rights as duty bearers.

### 3.3.2 Child Right to Development

The child right to development (intellectual, social and moral development) has been assessed by the same group of youth and children, using the wheel of child rights as a tool. Out of 15 students in Konxod Cluster, 4 youth scored 2 in the achievement of child rights to study but not to play with others or to play sports. 6 youth scored 3 because they can study, they can play some sports and have food for physical development. 5 students scored 4 because they can study, enjoy sports and food for physical development.

Out of 9 Hmong children of Kewlon, Pak Tha, 4 students gave a score of 4 claiming that they do not have a time to play because they have to help parents to work at home. 5 students scored 5 because they can all go to school and have a time to play with friends.

Out of 12 students in Mueng High School, 7 youth peer educators scored 4, claiming that they do not have a time to play with friends because they have to work and help parents in the field. Parents are not happy when they go out with friends and they do not feel comfortable to socialize with friends unless parents allow them to. 5 students scored 5 because they can all participate in sports and can study. They are also of the opinion that most children are in school, play sports in school and can manage their time well.

In general, the child right to development, especially to education and play, is still threatened by the youth/children’s obligation to help their family to earn livelihoods. This is similar to the findings above that changes in the awareness and practices of parents and children/teens will not be sustained unless the family’s need for survival is addressed in their communities. Although the project focused on life skills for boys and girls and awareness on gender and child rights for parents, there was limited indication that the awareness raising have sufficiently addressed prioritization by parents of children’s, particularly girls’, obligations to support their family in conflict with their rights to education and play.

### 3.2.3 Child Right to Participation

In general, the child right to participation in decision making and problem solving on matters affecting their lives (e.g. marriage, schooling vs. work) was scored above the rights to survival and development.

In Konxod High School cluster, 6 out of 15 students gave a score of 3, claiming that they can decide for themselves if they want to study. 9 students gave a score of 4 because they can also decide on the choice of who to marry and to study.

In Kewlon, all the 9 students gave a score of 5 claiming that they fully enjoy the right to participation. It should be noted, however, that they are the youngest age group interviewed of 10-13 who are still in primary school, and that they refer to their participation in school.

In Mueng high school, a score of 4 was given by 2 Aka girls from Ban Phonsawang out of 12 students, claiming that Aka girls do not still have the right to take part in decision-making and that parents are
not willing to listen to children, especially if adults have already made decisions regarding marriage. While 10 students scored 5 because they have the knowledge to think and participate in decision-making, and are able to participate in school and express their ideas by themselves without being pushed by others.

The evaluation revealed that the rights to participation of children in decisions affecting their lives have been mostly achieved in relation to their education, but there is still room to strengthen life skills and expand a scope for child participation. A future project needs to strengthen awareness of parents so that they would allowing their children to more fully participate in matters affecting their lives. e.g. decision on their marriage.

3.2.4 Child Right to Protection

When it comes to protection, youth were asked on how safe they feel in their own communities from the dangers of drugs, child labour, domestic abuse, human trafficking and migration.

In Konxod, a score of 3 was given by 2 girls out of 15 students claiming that they work hard in the forest and do not feel safe to be in the jungle and that girls have to carry rice from the field to the house. 11 students gave a score of 4, highlighting that they had seen some fighting among their parents. 2 students gave a score of 5 claiming they have no problem and feel safe and protected. All the students claimed that there are no problems on drugs in all their villages.

In Kewlom, 5 out of 9 students gave a score of 4, claiming that their fathers hit them, curse them and hurt their feelings, according to 2 students, and that children have to work hard for the family, according to the other 3 students. 4 other students scored 5 claiming they feel safe in the family and have no problem in the family.

In Mueng, 7 out of 12 students gave a score of 4, claiming that some children are hit by parents, with 2 students further adding that when they get sick, no medicine is available to protect them from sickness. 4 students gave a score of 5, reporting no sexual abuse, no child labour, or no unrest or war in Laos.

Children/youth are still not fully safe from the dangers of child labour, especially when they have to work in the forest, from the danger of abuse/beating from their own fathers, or from the effect of domestic violence within the family/parents, despite the project’s interventions to reduce domestic violence. This brings us back to the importance of addressing survival needs to reduce parents’ reliance on children’s labor. There is also a need to strengthen the role and capacity of community members as duty bearers to ensure that children are safe and protected at home and in communities. The establishment and strengthening of the mediation committee is aligned with the government mechanism for protection. At times, however, the government mandated mediation committees perpetuate traditional gender norms and settle protection issues in a way that further victimizes women and girls. Mobilization of youth groups for protection and incidence reporting should be considered for future programming.

In general, the evaluation findings supports the underlying assumption that strengthening civil society, especially for ethnic girls and boys, contributes to the attainment of all four basic child rights in a community. The evaluation found, however, that the unrealized right to survival is acting as a barrier to the attainment of the 3 basic rights to social development, protection and participation and in sustaining attitudinal and behavioral change already created by the Life Skill project. There is a need to integrate gender and child right or child protection into poverty reduction interventions, with a view to strengthen civil society, especially among ethnic women and girls in Bokeo. Future
Interventions require careful design and deliberate strategies (appropriate to a local context) to directly influence key players and duty bearers so that the project will continue to create sustainable change in attitudes and practices among ethnic communities to impact ethnic girls and boys. Chart 3 below is a simple representation of the Theory of Change for a child-centered community development on the basis of the evaluation findings, which may be adopted by Plan in future projects.

Chart 3 below is a simple representation of the theory of change for a child-centered community development as produced by the evaluation findings.

3.2.5 Threats of emerging issues in rapid economic growth and regional integration

The Government of Lao PDR’s pursuit of economic growth and increasing regional integration has been reported by partners and communities to pose threats to the impact of the project, particularly in the district of Pha Oudom and Pak Tha. Interviews with government partners and focus group with village leaders, elders and men and women validated these threats. However, the evaluation findings revealed that the Action has not fully prepared the target groups and their communities for the impact.
of the current issues in the province, especially in relation to the impact of banana plantations, drugs and internal migration. There are also emerging issues faced by the target communities in relation to relocation of communities affected by the dam construction.

**Rubber and Banana Plantations**

Rubber plantations in the area are reported as mostly owned by local farming families as family businesses. They are reported to be natural, so they do not use chemicals, unlike banana plantation.

In Pha Oudom District, banana plantations have recently increased in number, mostly contracted by Chinese companies. DESB reported some teenagers above 15 years, some women and mostly men work there. According to DESB, those youth who completed primary education or NFE have a desire to support their families economically and earn money. In the absence of alternative livelihoods, some find employment in plantations. In Phonvilay there are about 5 workers in a banana plantation, and they work from 6 a.m. to 7 p.m. with only 1 hour break for lunch, at a daily rate of 70,000 Kip for 12 hours’ work. Even when they are sick they cannot take a day off. Village leaders also heard that, elsewhere in Bokeo, 8 workers died of chemicals and 15 are very sick, bearing symptoms of throwing up and feeling dizzy, yet without any medicine to cure them, when brought to the provincial hospital. CAMKID reported that there are about 24 banana plantations in Huayxay alone, of which only 1 is owned by Lao, and the rest on rent to Chinese companies. No plantation is reported to be present in Konxod.

In Pak Tha, DESB reported that banana plantations have been creating negative impact on health and safety of people, especially in villages with the highest number of plantations: Ban Hong Meng, Ban Paodom, Ban Dan, Ban Huuyhat, Ban Haksa. In Huayphallam, students have to walk through a plantation to go to school, so they are at risk of inhaling the chemicals. In Ban Hong Meng, the whole family had reportedly worked in a banana plantation and died. The other 4 villages near the streams have been also affected negatively, as they cannot catch fish as most fish died. Bananas produced in plantations are not allowed to be sold in Laos but go straight to China.

In Mueng, DESB recognizes that banana plantations have a lot of negative impact on youth and reported that the government is addressing this issue and that there are less youth who go to work in plantations as a result of awareness of the chemical effect on their health.

The Provincial Government issued a decree to stop banana plantations. The government declared that the companies may continue only until the end of their current contracts but no new contract or renewal would be issued from this year on. In some areas, land preparation for banana plantations was halted. The decree was passed down to the District and to the Village Chief. It is now up to the Village Chief to implement. Most contracts with landlords in villages are for 3-5 years. Most contracts are now in their 3rd year. The government reported that it is mainly Hmong and Lao Tung, and some Khmu (like in Huay Phallam) that are working in banana plantations, because these communities are not aware of the impact of chemicals on health.

Despite the government decree, most contracts will not be terminated immediately and banana plantations will continue in Bokeo for about 3 years or more, with negative impact on communities, especially youth. Therefore, it is important to continue to raise awareness, especially among ethnic workers, on the danger of banana plantations on health and safety of children. Plan and CAMKID should also educate people on the legal right to compensation (if any) and how affected communities can claim compensation. In the absence of such a legal right to claim compensation from private

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7 Source: Pak Tha DESB interview during evaluation, Mr. Thongvan.
companies, then Plan should advocate for this legislation. Plan may establish linkages with other NGOs supporting livelihoods, and encourage youth to engage in alternative livelihood activities.

**Hydro-electric Dam Construction**

Phonvilay will be significantly impacted by a hydro-electric dam currently under construction in the area. The village leaders reported that the whole village would have to move near Konxod in the coming years before completion of the dam. Nonetheless, the village has not been clearly informed of how the community will be affected by the dam, except for vague information about imminent impact of the dam. Villagers perceive this change as a big challenge, because Phonvilay’s history goes back to the pre-war period and villagers establish their livelihoods on this land. The village chief himself was a teenager in the village during the war. The only positive new to them now is that a new area to be allocated for their relocation will bring them closer to Konxod, and to the high school there, shortening the distance from 3.5 hours to 2 hours’ walk.

Similarly, Konxod leaders are aware that the dam construction in the district will definitely affect the area of Konxod, but they are not sure exactly how they will be impacted. Although Konxod leadership was informed by the government regarding the impact of the dam on the village, however, they still claimed that they were not given clear information on how they would be affected.

According to explanation given to villagers by the DESB staff who accompanied the fieldwork for the evaluation, the government estimated that the dam will be completed by 2020. The negative impact of the dam will be felt by communities by the rivers of Konxod and Kem Fong as these two rivers will be joined together to form a triangle to the dam. The water level will be definitely higher than the village, when the dam is full. As a result, Phonvilay will be submerged, so villagers will have to move. Although Konxod is a little farther, the rise in the water level in the river of Konxod will cause flooding of villagers’ low fields. Therefore the dam construction will pose a threat, not just to children, but to the whole community of Phonvilay and the neighboring villages of Konxod.

This is a potential area of engagement by civil society to advocate for the affected communities. Similar to banana plantations, CAMKID has been already discussing with local leaders on how to ensure that they are aware of the government plans for relocation and policies on just compensation. There is a need for Plan to help facilitate dialogue between the Bokeo authorities and affected communities to have clarity on the plans and timing, so that affected communities will be well prepared and systematically planned to mitigate adverse effects on people. Plan also needs to find out if the government has done a thorough impact assessment and if possible to share the report of this assessment among NGOs and village leaders. This needs to be taken into account in planning for the future projects in these affected communities. During the evaluation, the potential future relocation site for Phonvilay was pointed to the consultant. However, there was no sufficient time to assess the location as to how it will adversely affect Phonvilay in the future, e.g. a source of water for family use, land for cultivation, space for housing, exposure or sheltering from hazardous weather conditions, etc. This relocation will definitely create an adverse effect on livelihoods and well-being, including child rights situations. Hence, Plan needs to ensure that resources will be mobilized for this specific purpose in the future, whether it is within Plan projects or in partnership with other actors.

**Mining Company**

There is a Chinese mining company in the area of Konxod. Leaders reported that the mining company in the area had not taken local people as staff or workers in the mining activity. However, some land plots on which people used to grow corn and rice were given to the mining company in the area. The village leadership of Konxod are now in consultation. The mine has a contract of two years only and
the contract will finish soon this year. They will check again about what would happen to the land that they have lost to the mine.

Migration

Migration was not perceived to be a strong threat to children and youth in the three districts evaluated. The district partners and village leaders reported very little migration, mostly migration of youth to nearby town or Vientiane to study, usually after primary school or middle school. Some youth also continue to study in high school or vocational/technical school in another province. This migration is perceived to be good for their families because the parents support them to go so that in the future they will be able to help their family when they get a job. In the long run, communities would benefit from a decline in unemployment and skill transfer from youth who have retuned back with higher or technical education.

On the receiving end of youth migration, however, the Konxod high school principal reported a total of 228 students enrolled (girls: 124; boys: 104) from 7-8 villages, with an drop out of 3-4 students in each year on average. Some students get married, others are poor and drop out to earn money to support their families. In other cases, parents have many children and could not support higher education. The youth who live in high school is facing challenges: e.g. dormitories are not enough, especially for boys. There have only about 12 roofs for all the boys and 13 roofs for all the girls. Each roof is 5m x 3m size. They usually have about 17 boys per roof, so students have to sleep with their feet curled up together. The dormitories have no mosquito nets and students have no clothes for the winter season and they do not have water filter to treat drinking water. There is no toilet for the high school at all and hey said that it is not safe for girls to go to the forest to relieve themselves. Despite Plan’s presence in Konxod, there is no intervention so far in the high school except for the participation of students in a drama show. This is the same high school where girls reported some cases of unmarried girls getting pregnant. Most students go back to their villages on Friday. They have to walk back to their village and help their parents in farming for the weekend and then have to walk back to the high school on Sunday afternoon.

In Mueng district, DESB reported only about 4-5 of teenagers, mostly boys, are known to migrate to Thailand for labour in the mountain. While PESS reported no migration of girls to Thailand, however, the provincial LWU reported that some girls had gone across the river to Thailand to sell sex, cheated by traffickers (mostly people they trust or they know) who lied to them to provide a good job but ended up in the country without any money. These victims of trafficking are mostly ethnic girls. The LWU counselors in the province reported a case of a Vietnamese teenager who went out with her Lao boyfriend to a guest house and as a defense, she stabbed the guy onto his heart and died. The cousin of this man was hunting to kill her, so PLWU had to protect her and instead of putting in jail, PLWU helped facilitate her deportation to Vietnam.

There is a high tendency for youth to migrate both locally and internationally in pursuit of higher education and/or to better job opportunities. Plan should incorporate safe migration in the life skill project in the future. This could be done using the current approach to life skills, including use of lakon and interactive information sessions both in school and communities. It is recommended that some awareness raising sessions on the risks of migration and how to keep them safe in migration should be also undertaken in primary school, before the students continue onto higher education away from their own villages. The topics may include the following: what is migration and safe migration, what do teens need to know if they migrate to a place outside their village, what possible dangers or threats they may face, who and how to approach the right people if they do not feel safe, how to live in town or in cities, what documents they need to have before they go. ILO produced a very good, interactive life skills training manual on safe migration in partnership with World Education in Cambodia to
educate youth seeking employment in factories or service industry in cities. There may be something similar in Laos that Plan needs to explore.

**Drug**

Most village leaders reported that there are no drugs in their village because the villagers do not want it and they hate people who are under the influence of drugs. When there is an event and one is obvious to be in drugs, they do not want to invite them again. The village leaders have become aware of the impact of drugs on families from the information received from the project. However, PESS reported that, of 44 high schools in Bokeo, 9 schools have problems of drugs. There are about 700 youth in drug addiction in Bokeo, mostly in Pha Oudom. Even some teachers are in drug addiction. Drugs come from everywhere but mostly from Thailand and Myanmar.

The project has significantly improved the awareness of youth and community members in the target areas on the danger of drugs. However, the root cause of the problem could be compounded by the lack of sense of meaning and direction for the future among youth. Youth, especially if they are not in school, will have a lot of time in their hands, either to help parents to work or spend time with friends who are also not in school. Therefore they could become an easy target for drug users or drug pushers. The project should consider harnessing the energy, time and creativity of youth for good purposes. Hence the role of youth group in community or in school should be strengthened not just for life skills development but also for human resource in helping their community.

**3.3 Effectiveness and appropriateness of interventions and approaches**

Previous section on impact of the project have highlighted the specific skills and competencies strengthened among the target group. Examples on how they were able to apply these skills in their personal lives and at the community level are also presented in Annex F.

In general, the evaluation revealed the effectiveness of the use of “lakon” or drama in facilitating attitudinal and behavioral change among the participants. Messages and information communicated through “lakon” or drama have crossed ethic languages and cultural barriers. The “lakon” was seen as culturally appropriate and effective. The questions and answers sessions following the “lakon” or drama reportedly helped the target group in their reflection and in facilitating change of attitudes. The use of posters and VCDs/DVDs was also mentioned, mostly by the partners, as helpful in their communication and training.

The evaluation also highlighted the effectiveness of CAMKID’s approach to involving parents in facilitating change of attitudes and behaviors in relation to child rights: especially the right to education of their children (right to development), right to participation and right to protection. This has been strongly observed in the target communities where CAMKID is working. CAMKID’s activities and trainings have intentional focus on parents, village leaders and elders. However, it was observed that CAMKID has limited activities integrated in this project that addressed other needs, such as the needs for survival, even though CAMKID has other organizational competencies that can be utilized for this purpose, e.g. agriculture and livelihood or handicraft.

At the youth personal level, the training of peer educators also contributed effectively to development of skills and competencies among youth who served as models in their schools and in their own families. This peer education approach has been found effective among youth in school. Volunteer teachers from the secondary schools acknowledged that peer educators were more effective in reaching out to youth as youth may perceive sessions run by adults as boring. In the life skills sessions in Hmong communities, peer educators presented posters, pictures and other IEC materials to parents.
and children in Lao, and facilitated questions and answers discussion in their ethnic language, which was found helpful. Nonetheless, the time for raising awareness in communities was so short. Sometimes they only had half-day session and sometimes they did not have enough information. The shortage of time was also raised by the LWU with reference to counseling training for women in communities that took place only in the last 6 months of the project. Therefore, the future design of adult learning sessions and activities should provide several options for facilitators or trainers to flexibly adapt the delivery based on the time and availability of participants. It should also allow trainers to deliver short sessions more frequently so that participants could digest the message. The design of lessons and curriculum should be tailored, by including small group discussion of topics in their local languages, use of local case studies, and/or introduction of a session with a discussion starter or a problem poser.

However, the delivery mechanism for peer education was not logically designed in that the peer educators from towns were to reach out to very remote villages. It was very challenging to implement especially in very remote villages where peer educators are unfamiliar with different language and culture. Despite the interest and willingness of the peer educators to go to remote villages, the students’ safety was a concern for their parents and teachers, as roads are bad, dangerous and villages are remote. Although parental consent had been obtained in advance, upon hearing the students’ experiences of the visits, their parents were very worried to let them go again (Note: participants in focus group discussion with peer educators in Pak Tha were mostly Lao). Child protection was not mainstreamed into the project implementation by Plan, and this needs to be taken into account in the project design in the future. In Mueng District, however, the high school is closer to the target villages and peer educators also represent diverse ethnic groups (See potential good practice in Mueng High School peer educators). Peer education has a strategic value for high schools both in Pak Tha and Meung, and may be replicated effectively, if peer educators are selected from a variety of ethnic groups. Peer educators may be also selected locally from village volunteers or youth union members, using a contextualized approach.

Although many children and youth mentioned learning child rights from their teachers. These were mostly primary school teachers who are based in the communities and involved in the project as NFE teachers. The project did not attempt to reach high schools in the target communities, other than the high schools in towns and volunteer teachers involved in peer education (only 2 volunteer teachers to help the peer educators per high school and the project worked with only 4 high schools in Bokeo). It was a missed opportunity, as highlighted by the comments from the Konxod cluster high school, that the project didn’t strategically involve over 228 youth from 7-8 villages (Khmu, Lamed and Lao ethnic groups represented) whom could potentially have positive influence in their own communities. Although Konxod was the target area for the both organizations, neither Plan nor CAMKID implemented rights awareness or life skills activities for the high school in Konxod. The project could have extended life skills training to more high school teachers and included local high schools where youth come from diverse ethnic groups representation or the whole cluster, so as to achieve and sustain greater impact.

The findings also revealed the limited integration and coordination of Plan’s resource and activities to create synergistic effect on the same target communities for the well-being of children. In Konxod, for example, children, especially girls, have to carry water 6 times per day, constituting a child right and gender issue. Plan implements activities like WASH, ECCD and BEP in the same community. Lack of coordination was also observed between activities implemented in the same target community directly by Plan staff and in partnership with CAMKID.

This evaluation had a limited opportunity to gather firsthand information on non-formal education. However, interviews of DESB, NFE teacher and NFE student have indicated the value of NFE to out of
school youth. In addition, focus group discussion among children mentioned primary school teachers, who had the training as NFE teachers and had been involved in this project, had also led to unintended benefits to primary school students in improving their awareness on child rights (as mentioned in the previous section on attainment of child rights to education) but not necessarily on gender and other protection issues. Therefore, it is important that content of NFE education should incorporate messages on gender and gender justice, human rights and other child protection issues to make the NFE intervention mainstreamed and synergized with the gender and child protection objectives of Plan.

The findings highlighted some challenges faced by the NFE component: language barriers and retention of NFE knowledge. One of the NFE teachers interviewed, who is also a primary school principal in Kewlom, rated the value of the capacity building of NFE teachers as 4 out of 5, due to the skills and experience he gained in teaching adults through the 5-day ToT on NFE. He also confirmed that students have knowledge now and they can teach and read Lao books to their own children. However, the NFE teacher recognized that it was difficult to teach the NFE curriculum in Lao to Hmong community, requiring more time than planned for students to understand the lessons. He was not sure how effectively the students have acquired literacy, especially beyond the completion of the project. The NFE student confirmed that, while his knowledge was strong during the time of study, he has subsequently forgotten most of the lessons and now struggles to read Lao. On the one hand, the NFE teacher recommended that it would be good to have the lessons conducted in the Hmong language as well. But on the other hand, DESB maintained that the Lao government wants all Lao people to learn how to read and write Lao, although they also recognized the challenges of teaching the NFE curriculum to ethnic groups. DESB recommended that Plan produce a Dictionary for Lao-Hmong and other ethnic languages to aid in formal and non-formal education for ethnic students.

For future programming, the production of Dictionary for Lao-other ethnic languages is worth considering. In addition, the mainstreaming of gender and child protection topics could be added in the Dictionary and in the NFE curriculum as mentioned above. The use of adult learning principles and different learning styles of students should also be considered in the design. Furthermore, NFE teachers should also learn facilitation skills for adult learning to make them more effective to out of school youth and adult learners. It is also recommended to encourage NFE students to take part in activities with the youth union, or engage in peer education on life skills in their communities, so as to create opportunities for NFE graduates to continue to strengthen the skills learned in NFE and sustain attitudinal and behavioral changes in the wider communities.

CAMKID seems to have been more effective than Plan in working with Lao Women Union to establish and train the village leadership on gender and rights. Even before the start of the project, CAMKID had had a prior experience and competence in working with the local village structure, especially on gender issues. CAMKID sets communication as one of the main areas of organizational competence, and are therefore able to communicate new or different messages well. In contrast, Plan staff had limited competence in this area and relied mostly on the partners like DESB or LWU. However, the evaluation did not have the time to study in more depth how the approaches between Plan and CAMKID differ in terms of training of village leadership. The Plan staff also mentioned that approaches were different between the districts based on the partners and staff involved. In the future project, it would be valuable to facilitate joint reflection on and cross-pollination of approaches among implementers across the districts.

The district leaders and village leaders and other participants to the district meetings valued the opportunities to participate in cross-district meetings. Village leaders found it beneficial to learn from other participants about their experiences of success and progress in their communities. The partners also found the meeting beneficial as an opportunity to share success, progress and challenges.
In general, the evaluation found effectiveness of “lakon” and drama and other visual communication materials and performances in peer education as promoting gender and gender justice, child rights, impact of drugs, human trafficking and domestic violence in families. However, there was limited indication of effectiveness with regard to application of adult learning principles, “learning by doing” and/or participatory approaches in the non-formal education and in the life skills sessions for youth and adults in communities. There is a need to improve the content and delivery of training to suit the local context of ethnic communities. There is also a need to improve the skills of peer educators, village volunteers, trainers and the project staff in the area of facilitation of learning.

3.4 Participation in community

The findings of this evaluation confirmed the generally low level of participation of community members during the project implementation. Village leaders confirmed that participation was limited especially when activities were conducted at day-time. People who usually struggled to participate were those with little children, those who have to go to work in the farm or field, those who have to collect forest products or hunt and those who are busy to do house chores. Village leaders noted that community members are not available in the months of January, February and March as they have to prepare the soil for planting, June when they have to plant and from November to December when they have to harvest. Therefore it is only in the month of April, May, July, August, September and October that villagers have a time for other off-farm/forest activities such as events or meetings. This confirmed the challenges in implementing project activities during the year, which was also aggravated by the rainy season, making some villages only accessible by boat and walking. The project had tried their best to adapt the schedule of meetings to people’s availability. Participation could be improved by mainstreaming gender and child rights into other projects, e.g. integrating gender and child rights with ECCD, health education or WASH activities for young parents. In addition, the contents of the sessions should be adapted to the target audience and the local context, and delivery of the sessions should employ good facilitation methods in line with adult learning principles, to make the learning interesting and attractive to participants.

Use of the Round the Clock Tool with villagers illustrated an example of a normal day of men and women in communities (see Annex G). In general, most women and girls in upland and mid land communities are spending more than 15 to 16 hours per day, working at home and in the field during farming season. Despite the reported changes in attitudes and practices among some men, which have eased the workload of their wives, women have little time for other social engagement or learning activities for their own development, during the farming season. As in the baseline information, women’s attendance at community meetings was perceived as 4th in order of priority (1st: dry rice farming; 2nd eating at a friends’ house; 3rd looking after children and elderly).

In order to be strategic in reaching women (as well as men) and out of school youth in communities, barriers should be overcome and gaps be filled:

- Barrier in relation to time: meetings or sessions in the evening was reported as effective, as villagers are more available at night time than at daytime during the farming season.
- Barrier in relation to season: Organize activities for men and women in the non-farming season and for youth and children in school during the farming season
- Barrier in relation to communication, language and a low level of education: use of the local language and more visual tools, “lakon”, role plays in events and meetings was effective. Application of adult learning principles and methods, including learning by doing, reflection, case studies, stories and group discussions would ease understanding. Incorporating topics that are relevant to the participant.
• The local authorities, teachers, elders and relevant stakeholders in communities also played a role in mobilizing people to participate in activities.

The evaluation revealed that CAMKID’s approach to field work, spending several nights in remote villages to do their training, meetings and awareness, has been found effective and appropriate in remote villages.

3.5 Quality and effectiveness of partnership and coordination

The evaluation findings highlighted the importance of partnership in the overall achievement of impact and specific goals of the project as illustrated in Chart 3 in previous section and based on the reflection of partners as in Annex H. There is a big gap and ineffectiveness in the management of the whole project and in the management of partnership. There is a lot of room for improvements and for lessons learning as explained below, using Plan International’s Partnership Guidelines as basis of the analysis.

3.5.1 Value of NPA in Partnership

The strategic value of having NPA in partnership with Plan were in general considered by Plan, CAMKID and CORD as beneficial for the following reasons:

• NPAs have more freedom in working in their local target area better than Plan and NPA is like a middleman between International NGO and the government. NPA can sustain and continue the impact once International NGOs are gone.
• NPA live in the area so they get good quality results because they know the language and people well.
• There are more benefits working with NPA such as CAMKID. They are based in the community, they know how to speak the language of the local people, they know the situation in the area, culture and how to engage the people. It is more sustainable.
• Plan, being an INGO and an outsider, can best play its role in strengthening NPAs so that NPA will be strong to continue once INGOs leave. NPA, if strengthened, will be there community for a long time.
• The history of establishing NPA in Laos had experienced many issues, so it is a good chance to have a new way to support NPAs. For international and big organization, they have a different organizational culture that may not necessarily be the same as the NPA, e.g. finance system and different way of working that is based on the donor system, that NPA may or may not have. Plan can support the capacity of local NPAs because Plan cannot do everything by itself. By having local partner, Plan will initiate a new way of implementation and also for sustainability. We know that in the future international organization will have to go and the NPA will continue to stay so it is a good sustainability approach to work with partners.

The implementing partners recognized the added value of working with NPAs. However, the evaluation findings revealed many gaps and challenges in the area of partnership coordination by Plan with Implementing Partners. This project has been the first experience of Plan Laos implemented in partnership with other agencies, therefore, there are many lessons learnt generated by this shared experience, both from the good and bad circumstances that the project has been through.

3.5.2 Quality of Partnership Relationships

The evaluation revealed that the project was started, initially, with limited clarity on the expectations among key implementing agencies involved in the project. There was a relationship of working together to achieve the common goal but there was no real “partnership” in a strict sense of the word “partners together”. Pictures and metaphors of the relationship generated by the participating partners include the following:

CORD’s Picture: Three adults and children inside a heart. CORD has worked for 2 years with Plan, LSDA and CAMKID and CORD hardly used knowledge in working with partners because they have the knowledge to do the project by themselves, but CORD has opened its heart to them. It is the heart aspect that helped built up the partnership together.

PLAN’s Picture: A body with three hands actively working together but there was no head, no clear direction.

PLAN’s Picture: Lao Style teacher and student metaphor where Plan acts as a teacher and the CAMKID acts as the student. They just do the implementation together but no clear objectives of the activities.

CAMKID’s Picture: Partnership circle, with LSDA as the lead, but the circle is broken. CAMKID sees that Plan, CORD and CAMKID as connected well and trained together but the relationship stopped with LSDA (half broken lines which is a very important part of the partnership and could not understand why until now).

CAMKID’s Picture: Mountains and rice fields. The partnership is like mountains that go up and down which is sometimes good and sometimes bad and sometimes not connected to each other as in the rice field.

LSDA’s Picture: A flower Plant. The flower has 3 petals representing LSDA, CAMKID and CORD and Plan as the stem of the flower. The three petals represent the three partners of Plan but Plan was distant.

Using the Ten Step Ladder Tool (where step 1 was low and 10 highest), key partners gave a score of 2 and 5 to start with and 7 to 10 to finish with, on the quality of the partnership. The low score to start with were due to the challenges mostly in the communication between LSDA and Plan, especially the poor quality and lack of clarity of the message which affected the effectiveness of the project, for example, unclear message on budgeting and financial transfer and information was not on time and there was no explanation on why the information or transfer was not on time (whether due to the funds or about staff). If there was a problem with LSDA, Plan has already made actions without consulting with LSDA and Plan staff did not work with LSDA to solve the problem but CORD did. There was lack of clear plans between LSDA and CORD to start with so had some problems in the beginning. The staff of CAMKID and Plan reported to had sat down together one time per year and CAMKID was not involved in the project design stage so they were not aware of the details of the project to start with. CAMKID also learned from LSDA and the two organizations had a good relationship. However, towards the end of the project, the quality of partnership has improved due to working together like a team at the end (Plan, CAMKID and CORD), had clear plan of activities and had partnership contract. CAMKID did not participate in the proposal writing in the beginning of the partnership but in 2014-2015 CAMKID has participated with Plan in planning activities towards the end of the project and in planning for the future (early 2015) for the concept note. All partners have understood the EU role and funding better towards the end.

The partnership of Plan with LSDA showed a big gap in relation to the Partnership Principle No. 1 “Mutual respect and listening”, wherein decisions were made by Plan and not by all partners together. There was limited communication and listening to each other’s point of view before decisions were made, especially with partners concerned, and therefore partners perceived that decisions were made with limited understanding of both sides, which wears down trust. The Principle No. 1 highlighted that mutual listening is important in building trust.

The partnership with Plan, CAMKID and CORD was also started as a sub-contractual arrangement which also highlighted the perception that Plan brings the money and other partners are implementers, hence, Plan was seen as the one with more power. It was perceived by all the partners
that attitudes and practices of Plan staff reinforced this imbalance of power (especially on matters related to finance), which made them feel alienated, as highlighted by the flower metaphor in the picture above.

For improvement in the future, Plan needs to make all Plan staff and partners aware of the Partnership Principles of Plan even before entering into formal stage of partnership so that all partners involved will be guided by these Principles.

3.5.3 Coordination of Grants

Partners (Plan, CORD and CAMKID) gave a score of 2, 3, 6, 7 and 10 in the effectiveness of coordination and management of the partnership and sub-grant/contracts of partners by Plan. Score 2 and 3 referred to unclear management of partnership. Score 2 was given because there was no contract with CAMKID to start with. Score 3 was given because in the beginning, LSDA was expected to manage the partnership and project implementation but when Plan took over the project management, the Project Manager role was not replaced but the Plan staff who took over was given a Coordinator role following Plan’s organizational structure. The Coordinator had unclear job description in the area of management of grant/funds and the management of funds was moved to Plan’s grant office who had limited knowledge of the project. This change in functioning within Plan was not well communicated to the other partners hence also led to confusion on who is doing what, and how decisions are made. This showed a big gap in the area of management of partnership by Plan.

Score 6 referred to the good documentation and good quality of implementation but there was a gap in communication on decision-making. In addition, questions related to finance issues were not answered on time or documents seem to disappear. Also Plan usually gave a 6-month fund transfer but the transfer was late by 1 term so the program implementation was affected and late, leading to late achievement of activities in the limited time available. Score 7 referred to the initial phase of the project, with LSDA designed the activity and CORD helped built the capacity of CAMKID, Plan did not help CAMKID much on how to understand the project but CORD and LSDA came to help CAMKID. In 2013-2014, LSDA did not join the project and there was no clear explanation given to CAMKID why LSDA has stopped. Plan staff in Bokeo only related face to face with CAMKID only recently, e.g. in 2015 CAMKID had participated in proposal development with Plan. Score 10 was given because Plan had a contract with CORD.

The above-mentioned challenges based on experiences with the partners also highlighted the weakness in the implementation of the Partnership Guidelines No. 2. “Knowing your partner” by Plan. The finance management issue mentioned above indicates weak “due diligence” check of partners (especially LSDA to start with) by Plan. LSDA has commitment and organizational competencies that are rights based and relevant to communities. However, LSDA operates like a family in terms of leadership style and follows an organizational culture high on participatory approaches, but as NPA, had weak financial management and systems in place to manage an EU project with high standards and requirements for compliance. On the other hand this experience was Plan’s first partnership project that requires participatory approaches to work well. Plan has better capacity than LSDA in terms of financial management experience and used to high standards of compliance requirements by international donors but Plan has not been used to participatory approaches. Mutual appraisal was not done in the area of leadership, values and management capacity before the project was implemented. The experience greatly showed clashing of organizational culture.

The experience above also highlighted weakness in relation to Partnership Guidelines No. 3. “Clearly defined objectives and non-negotiables”. The clashing of organizational culture in relation to addressing finance or grant management issues could have been addressed or reduced if partners are made aware on the “non-negotiable requirements” of Plan, especially if it is the first time for local
partners to establish partnership with an international NGO or international donors with high standards and requirements. This then could be one of the major focuses for orientation and capacity building of the local partner before the partnership is formalized. The orientation before partnership signing would help the local partner to assess itself or even self-select itself into the partnership. If local partners agree to the requirements for non-negotiable, then Plan needs to have a workshop or dialogue on how this non-negotiable apply in practice. Part of the orientation should include case studies or scenarios highlighting the demand on the local organization to comply but also the mutual benefit of achieving shared purpose and goals of the partnership.

Based on the lessons learnt, CORD, CAMKID and Plan have provided the following recommendations for future considerations by Plan, following the framework of project cycle management:

**Pre-Partnership Phase/Preparatory Phase:**
- a. Conduct an action-learning workshop with partners, similar to what CORD had done. A workshop is recommended to clarify ideas and expectations of each partners involved and how to operationalize the terms in the contract. Need to have documentation of the workshop.

**Project Design Phase:**
- b. For all the partners to design the project together and make clear plan and budget together, this will make easier for all to achieve the objectives;
- c. Plan should open to partners the EU format for financial management and accountability, e.g. code and budget line should be allocated per project partners;

**Project Implementation and Monitoring Phase:**
- d. To have Project Manager as a focal point for reporting, budgeting and management;
- e. Reports should be combined at the country level and not at the Belgium level
- f. Partners need to understand clearly the project documents and budget and each activity and code. The finance/grant staff should know also the coding for the project.
- g. If possible not to have too many staff changes, and if Plan have to change the staff, this should be communicated to the partners.

**Partnership Management:**
- h. For Plan to focus on improving the coordination among partners
- i. Have to communicate with each other better and coordination better. If there is a problem they should discuss with each other openly.

**Other urgent recommendation related to Grant Management:**
- j. Address fund management, especially in the 5 months extension, they have not received their funds affecting the implementation of activities and they have to use their own funds for now. In the future, this has to improve.

The implementing partners’ recommendations above were relevant in addressing issues based on previous experiences. The practical recommendations on project design, implementation and monitoring phases are in line with Plan’s Partnership Guidelines No. 4. “Sharing responsibility” and No. 5. “Learning from each other”. Partners should discuss the risk of the partnership and share this risk together and then allocate time to learn from the experiences of each other.

### 3.5.4 Capacity Building of Partners

The capacity building of partner, LSDA and CAMKID, by Plan via CORD was rated between 7-9 by partners, in terms of their perceptions of CORD’s effectiveness in building up the capacity of LSDA and CAMKID. Change in the relationship between CORD and LSDA has improved over the years as the capacity builder. CORD have observed the improvement in the financial systems of LSDA over the years, although CORD perceived that there was misunderstanding between Plan and LSDA on different financial systems, standards and requirements between NPA, INGO and a donor agency. The management and the M&E system of LSDA were clear and open to improvement and computerized. Organizational culture of LSDA is like a family and the leader is open to his team about decision-making
and he is considered like a father by the team, however, this is perceived differently in the INGO culture.

Although CORD had a good relationship with LSDA and CAMKID, which helped CORD in the capacity building of both NPAs in specific areas in the project objectives, however, some staff perceived that CORD had a limitation in providing assistance to CAMKID and LSDA in helping them improve their management systems to be able to comply with donor requirements like EU. CORD had limited input to LSDA in the area of grant management and EU donor compliance. For example, CORD was able to make a narrative and financial report following the EU format but LSDA and CAMKID, had not been trained or able to produce reports following the same EU format which put a strain on Plan to re-adjust activities and budget items to the EU format, hence, delay in the financial transactions for project implementation. On the other hand, it was also not made clear who should be the capacity builder of partners on grant management, was it meant to be CORD or Plan. This should have been clarified in the beginning of the partnership between Plan and CORD.

Capacity building of local partners should result with improved performance of the organization as a whole at the end of the partnership. Change in the capacity of the organization could be sustained well if the capacity building need was identified and owned by the local partner and delivered in a way that is appropriate and relevant to the local organization. Therefore, the organization should have a “health check” against a standard of a “healthy organization” so that they can determine themselves the area that needs improvement. This health check and standards for a healthy organization were introduced in this evaluation by the consultant as a tool for both LSDA and CAMKID to recognize their areas of best improvement and the greatest area of need for continuing capacity building in the future. Below is the picture of the LSDA and CAMKIDs self-assessment results in picture.

The organizational capacity assessment conducted by LSDA (with score of 5) at the end of the project highlighted that the greatest improvement in LSDA was in the area of organizational vision, mission and purpose and a strategy that is relevant to the needs of the poor and marginalized. It has a competent financial staff and clear and transparent financial management system and an annual audit. LSDA has a very good relationship with other local organization (better than with INGOs) and it has very good project cycle processes that are participatory and relevant to the poor and marginalized. Projects created and implemented by LSDA are sustainable. This greatest area of capacity improvement has been verified by the achievement of the objective of this project for LSDA. However, the greatest area of needs for future improvement was also due to the consequences of this EU project partnership.

- Planning and management: Because LSDA lost many staff from the project, LSDA is not facing limited human and financial resources to implement its strategy and long term goals.
- HR management: Although it has HR policies and systems established it does not have a sufficient number of staff to do the job.
- Administrative system: it has a weak filing system and its external communications are limited by the lack of English language with key staff. LSDA capacity to obtain bigger resources/grants or mobilize resources is low. Capacity in advocacy is limited and its objectives are hard to achieve due to these limitations above.

<table>
<thead>
<tr>
<th>LSDA</th>
<th>CAMKID</th>
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CAMKIDs greatest area of capacity improvement was in the following:

- Financial system and reporting that meets proper financial accounting standards, and annual audit.
- Its projects reached the most marginalized and are suitable and respectful of local practices and culture.

Its greatest area of need is in the functioning of its Governing Body or Board. Since Plan has already made plans to continue partnership with CAMKID, there is a need to follow up on the capacity building areas that CAMKID has identified as the weakest and still weak.

3.5.5 Coordination of partners at provincial and district levels and community levels

The evaluation revealed strong unhappiness among the Bokeo PESS in relation to the transition of management of the partnership project. They claimed that the project has initially worked and related with them in year 1, through the Director of LSDA, but since Plan took over, Plan directly related to the DESB and they only received a letter of invitation from Plan about activities in Year 2. The last invitation received from Plan was on closing the project in Year 3. PESS claimed that they have not received any information from Plan and no information from the district given to the province regarding the project since then. Therefore, they cannot give any information to the MOES. The unhappiness was also compounded by the unfulfilled commitment by the project to give to PESS the 2 computers promised in the letter signed by LSDA at the end of the project. However, during the consultant’s meeting with DESB, the claim of PESS was discussed and three DESB claimed that they reported to PESS on the progress of the project during monthly, quarterly, six-monthly and annual meetings. However, there was no clarity on this issue, as we were not able to meet the key person in PESS. Below are some recommendations from PESS on how to improve partnership:

- Improve participation of PESS in the project, have a clear MOU. Before signing the MOU, make the plan together and follow the plan they made together and then sign the MOU with the province.

Emerging Good Practice of Coordination by Plan:

The Plan District Team (WASH, ECCD, PEB, CP/CR) is based in the District Education Office and therefore they have a very good communication and coordination of activities in the field. There was an allocated DEB Staff, who was consistently accompanying them and therefore there was a consistent flow of information on both sides (like a focal point). In addition, the DLWU office is also next door to the DEB office. There was strong coordination and regular monthly meeting of DEB, LWU and Life Skill plan staff of their monthly activities before going to the villages. The DEB focal point also make the report of their progress to the Province, with the Plan Staff supporting him by being present there.
• To have better coordination between PESS and Plan Project. Should have communication with each other to understand difficulty and changes.

On the other hand, Plan’s relationship and coordination at the District level was more positive, especially in Mueng where the office of Plan is sitting in the same building as DESB (see text box). Plan has also got a separate MOU with PESS on Basic Education and ECCD programs. In Pak Tha and Mueng, DESB mentioned the need to improve in the following:

• Make the role and responsibilities of each stakeholder clearer, for example, there should be a quarterly meeting in the district and every year there should be annual meeting in the province and need to know who is responsible for these meetings.
• Plan should clarify the role and responsibilities of the people or staff and organization involved in the project/partnership with the government.
• Plan should know that staff could not go to community without the District staff. In Pak Tha, 80% are in the mountains and near the border of other country, foreigners cannot sleep in the village, Plan needs to understand that.
• Project is good already but sometimes the transfer of money is a little bit late so not able to do all the plans as in the schedule and the budget is low for the needs in the community (Mueng District)
• Would be good to know who are the stakeholders and to make plan together, including making plans with the youth (Mueng District)

In Pak Tha, the LWU reported that coordination was not so clear in terms of working with Plan. For example, the government (district) has already made plans to implement activities in the village and then Plan staff would change the time and so the government had to wait longer and when Plan staff were available, the government staff were not available. The LWU recommended the following areas for improvement:

• All partners to make plans together before making the agreement and signing
• The funds for implementation have to be on time. In the past, funds were received late, we had to use our own money and sometimes we did not have enough. We had to wait for 2-3 days to receive the funds. Sometimes the money was there but the staff were not available so we have to wait for one month, because people are busy. LWU has got some training and if we have the funds, LWU can do the training directly without Plan staff and LWU can submit a report.
• The government made plans and Plan gave the money (e.g. 2 million Kip in the budget) but we were not clear how much money was received and how much money had been spent.
• When we work for one day, we received 70,000 Kip but sometimes we stayed overnight because we need to do the training at night time but we have not received compensation for the overnight stay.

Management of partnership at provincial and district levels indicates similar weaknesses as with other implementing partners above, therefore, recommendations on partnership applies to them.

4. Conclusion and Recommendations

The project has generated significant impact and outcome to the target groups and communities despite the challenges faced in the implementation of the project and in the management of partnership. Major lessons learnt have been gathered from partners that would help strengthen Plan in its future implementation of its country strategy in Lao. The project is worth continuing based on the lessons learnt from this evaluation and for future effectiveness and wider impact.

The narratives have presented many valid and detailed recommendations based on the partners experience in implementing this project and form the evaluator’s analysis. This section will focus on wider recommendations on approaches for the future for Plan Laos to consider.
4.1 A future strategic direction on child protection, child rights and women’s rights beyond this Action

1. **Strengthen child-centered community development approaches in the future project.** It is recommended that Plan Laos strengthen its child-centered community development approach in its future programming of a similar project. It is important that the staff in the field could understand this concept well and to understand what it means to have a child-focused activities so that activities and services will be aligned towards the well-being of children. The section describing Chart 3 in the narrative, simple representation of the theory of change for a child-centered community development as produced by the evaluation findings, helps explain this recommendation. This Theory of Change will put sectorial approach on project (MCH/Health, ECCD, PEB, WASH, CP and Gender) within the context of child-centered community development approaches. Recommended steps and process are as follows:

   a. Facilitate Plan staff to have a workshop on the following:
      i. To have a reflection on what approaches have been implemented by Plan Laos in the past that were successful vs. challenging in the Lao context (to identify good practices developed by the organization in Laos).
      ii. Select case studies (e.g. Konxod case) to highlight the problem of lack of coordination and synergy in projects within one context. Facilitate a group discussion on what are the root causes of lack of synergy and the cost-effectiveness and how to address these issues.
      iii. Introduce the general shift in relation to the core values of Plan and the new strategy and introduce new approaches needed to achieve this: CCCD and the improved Theory of Change.
      iv. Facilitate discussion on how future projects should be aligned: use the Project Cycle Process as a framework for discussion.

   b. Each Project to introduce the results of this workshop in project re-design stage. If necessary adjust the design for the life skill project part 2.

   It is ideal to have one overarching Theory of Change for the organization and not necessary for each project in order to achieve synergy.

2. **Strengthen the continuum of care and services for the achievement of wellbeing of children in the life cycle of children.** For Plan to strengthen the understanding of its staff towards holistic and integrated approach for the wellbeing of children, families and community. In addition, there is a need to strengthen the focus on what project will target children and women following the life cycle of the child so that activities, services and interventions are provided and aligned, e.g.

   a. Age 0-5 (maternal and child Health Care and Early Childhood Development, WASH, Livelihood, Child Protection and Gender, Life Skills) greatly relevant to and will affect Right to Survival of children, focus intervention among women and mothers and duty bearers and meeting basic needs for parents.

   b. Age 5-13 (Primary education project, Child Protection and Gender, Life Skills) greatly relevant to and will affect Right to Development and Right to Protection, focus intervention on parents ensuring children are in school, for teachers and VEDC to ensure children receive quality education and are safe in school.

   c. Age 14-23 (Higher education and NFE, Life Skills, CP and Gender) greatly relevant to and will affect Right to Development, Right to Participation, Right to Protection, focus interventions on parents, teachers, local authorities and teens.

   d. Adults (Highlight importance of Good Parenting as a core to the achievement of all basic rights of children, being Duty Bearers in Communities and being protector of children).
Strengthen existing mechanisms like Parents Groups, Mediation Committee, VEDC, Youth Union, Women’s Group, Village leadership, etc., focus intervention on leadership and accountability as adults, as parents and duty bearers for the well-being of children and the attainment of child rights.

Having this recommendation 1 and 2 as perspectives among Lao staff will help influence and change attitudes of staff and should strengthen their ability to discern issues relevant to children in the field during their implementation and monitoring and should be able to include these issues in reporting. This will also help the staff in in their analysis of the monitoring data collected in the field and in future design of project, considering that there is 10-15 years commitment in each target area, sufficient to impact life cycle of children. This perspective will also address issues highlighted in the evaluation in relation to coordination and integration of activities.

3. **Strengthen synergy of intervention to attain child right focus, especially in relation to the right to survival.** Building on the top two recommendations, Plan need to strengthen the understanding of the staff on how to embed child rights in the design, monitoring and in analysis of situations of target in communities. In this evaluation, the tool Wheel of Child Rights has highlighted the gap in relation to focus on child right to survival, especially in villages that CAMKID\(^9\) is in operation. This project was designed to focus on the achievement of child rights to development (intellectual and social), child rights to participation (life skills and peer educators) and child rights to protection (life skills and counseling services). However, if there is a gap on the achievement of basic rights to survival (basic nutrition and food, access to safe water, vaccinations, sanitation, etc.), the negative impact on the child welling being would be greater.

Therefore, it is recommended that Plan, together with partners like CAMKID, should sit together to find synergy between organizational competencies and design the project together to identify what areas of child rights in the life cycle of a child, each partner should focus on and to complement what is not there. For example, in CAMKID village, if CAMKID has no intervention on WASH or Nutrition, then Plan should complement what is lacking in CAMKID for the wellbeing of children in the same community. In this evaluation, there are still issues on early marriage in Torlæe, one way to address this is by provision of scholarship and educational support (bicycle) for very poor teens to go to high school.

4. **Continue the focus on ethnic girls who are not in school.** The evaluation revealed, over the years, the increasing number of primary school aged girls who are in primary school. However, there are still other teens, especially among ethnic minority groups, who missed school. They may have done NFE or not, but most of them are already involved in working in the field. These teens will become future mothers of children too. Therefore, it is recommended that NFE be strengthened to focus on these out of school youth. However, content of training should follow the local context and should incorporate lessons on child rights and child protection, gender, etc. and should be facilitated using adult learning principles or learning by doing. Barriers mentioned in the narrative should be overcome: NFE should focus on conducting the class during non-farming season, using a simple topic to teach but relevant to them (e.g. integrating life skills in literacy like how to keep their body healthy, clean and safe, how to develop themselves, etc.). The use the local language in addition to the use of Lao curriculum should be encouraged and incorporated in the design of curriculum if possible. This is where the dictionary will be helpful.

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\(^9\) It was noted that in CAMKID villages, CAMKID only implemented life skill component as in the plan and it did not implement livelihood, despite livelihood being one of CAMKID’s organizational competency.
5. **Continue promoting rights, gender and gender justice.** It is recommended that the use of “lakon”, questions and answers and groups discussion be prioritized. In this way, the project will build on previous success. The focus should be on the capacity building of youth volunteers in the village or by working via Youth Union. The project may utilize the graduate of peer educators who have come of that community as the local trainer or local volunteer for the project. In this way, the high school graduates who have not yet find a job in the banana plantation can also be utilized and in the way they will find avenue to use their knowledge to help other youth from their own people. Events should be catered during community events and holidays to maximize participation. Plan staff do not need to worry to be working during holidays as the events will be done by the local youth.

6. **Continue the peer education in high school.** It is recommended that the peer education approach be more tailored to the need of students in the high school and to aim for a multi-ethnic group and multi-high school levels, to strategically train future peer educators in ethnic communities. In villages close by, inter school events or competitions or talent shows that would highlight the messages on child rights, gender and other issues be promoted and funded. Winner could also be invited to special provincial events to continue to encourage young creative peers. Previous graduates could be used as local trainer for the Youth Union as mentioned in section above.

7. **Continue the establishment and training of community leaders as duty bearers and to provide services for child protection and gender based violence in the community.** The training by Lao Women’s Union of local authorities, key women and youth on counseling and the approach of CAMKID in establishing the local village mediation committee to support community members who are victimized by domestic violence had only been done for six months and therefore not yet able to function well as duty bearers. It is recommended that PLAN and CAMKID share experiences and lessons learnt for synergy and cross-pollination of approaches on this area. Strengthen awareness and skills of duty bearers, including parents, to fulfill their duties and responsibilities for the well-being of children. Synergize the activities with other projects of Plan and its Partners in the same target area.

8. **Continue what has been started by the project and re-design the project based on the evaluation findings.** It is recommended that the project be continued with a stronger design in considerations of the recommendations above. The future design should address the issue of:

   a. Focus on women-headed households and address barriers towards their attainment of rights for their children, including access to safe water.
   b. Continue to focus on ethnic girls and boys (age 13-23), both in school and out of school;
   c. Replicate good practice on peer education in other high school, especially where there is clustering of community groups.
   d. Strengthen NFE and Youth Club for out of school youth in communities, work with Youth Union;
   e. Consider provision of scholarship or bicycle for teens to continue higher education in villages that are not clustered but near enough to High School facilities.
   f. Revised Theory of Change to follow recommendations in this evaluation.
   g. Integration of activities (MCHC, ECCD, BEP, WASH, CP/Gender) in the same target village
   h. Finding synergy among the competencies and skills sets of partners implementing activities in the same target group (Plan, CAMKID, DESB, LWU and involve the Youth Union)
   i. The role of family and community need to be strengthened as duty bearers to help provide a safety net for children. Strengthen the mediation committee established by LWU.
j. Continue to create awareness on gender justice and address the status and workload of women, especially young mothers, continue the awareness raising of both boys and girls on how to keep themselves safe and healthy and to promote local values that would provide safety net to children and teens (this is where “lakon” and “selapak” could be used as an effective communication tools.

k. Strengthen partnership with stakeholders following the Partnership Guidelines and the lessons learnt from this experience on partnership.

4.2 Partnership and capacity building approaches

9. Strengthen Partnership with Key Partner. It is important that Plan acknowledges the value and need for partnership to fulfil its objectives. To foster real partnership and not “benefactor-beneficiary” relationship, Plan must uphold mutual respect and use sensitivity in its relationship with NPAs and civil society. In addition, the both parties should define the common understanding and principles of partnership, mutual expectations for and roles of partners before the partnership is formalized. Therefore it is recommended that Plan’s Partnership Strategy be known to current and potential partners, whether they are NPA or government partners. Plan may share the strategy in a participatory way, keeping in line with the adult learning principles, so that it will not be seen as an imposition of Plan’s Partnership Strategy on the partners. Introduction of the partners to Plan’s Partnership may involve case studies and lessons learnt based on practical experiences with partnership (as per findings in section 3.5 Quality and Effectiveness of Partnership Coordination), and group discussion on how to work together better in the future, informed by Plan’s Partnership Strategy. This can be done in a half-day workshop, following the process proposed in Recommendation 1. The partners will have good, clear understanding of partnership with Plan before the signing of the partnership agreement, and may refer to Plan’s Partnership Strategy as a guide in navigating partnership.

10. Facilitate capacity self-assessment for partners before making a project proposal together. It is evident that most NPAs have lower organizational capacity than Plan. It is important that Plan encourage partners to conduct self-assessment of their overall organizational health following standards, facilitated by a third party or a capacity builder, so that partners will be able to identify its own needs for capacity building. Hence, the approach to capacity assessment and development will be driven by NPAs themselves, and not Plan-driven, and in effect, it will ensure ownership and sustainability of capacity building efforts. An example of this self-assessment tool was introduces by the consultant to LSDA and CAMKID during evaluation: Assessing the Health of your organization.

11. Establish partnership with a potential partner through dialogue. Plan may contextualize the Partnership Strategy and adapt the Partnership Guidelines in individual relationships with partners. Plan may establish partnership with potential partners, through the following process, ensuring good facilitation and application of adult learning principles.

a. Orientation of Plan Staff and Potential Partners on the Purpose of the Partnership Strategy and Guidelines. Potential partners are asked to reflect on current understanding and expectations of partnership, by creatively using role plays and/or case studies based on real scenarios, and then build common understanding of partnership and the value and purpose of partnership. At the end, Plan may present its purpose and expectations for partnership, and provide opportunities for potential partners to ask questions.

b. Definition of Partnership and Types of Partners. Explore different types of partnership they have been already engaged in, draw out lessons learned and good practices based on the
previous partnership experiences, and identify stakeholders in partnership. Use sharing of experiences and lessons learnt, be creative on methods of sharing. Plan may then give its own definition of partnership and types of partners, and provide opportunities to ask questions and clarification.

c. **Clarify each partner’s role in partnership, especially agreeing to a decision making process, regular meetings and reporting.** Introduce this topic by role-play of a dysfunctional partnership scenario in the country (highlighting common issues similar to issues raised in this evaluation). Discuss what lessons can be learned from this role-play. Then present roles and decision-making process needed by all partners to make this partnership work. Set regular meetings and reporting for continued monitoring of partnership.

d. **Clarify higher objectives and non-negotiable in the partnership.** Introduce this topic by asking partners to identify higher objectives shared by the partners. Affirm shared objectives and added value of partnership. Then highlight that knowing the non-negotiable before entering partnership will help strengthen the partnership and build trust. Use the financial management in partnership and how to address issues together as a topic or a case study. Ensure partners are able to express their concerns that may breach standards and policies (e.g. low capacity in financial management). Let partners define their areas of weakness and affirm that Plan will contribute to organizational capacity building.

e. **Conduct mutual assessment on organizational health and partnership suitability.** Identify areas for organizational capacity building based on self assessment. Let partners define how they want this to be addressed. Give suggestions only if they have not considered as part of capacity standards.

f. **Define terms of partnership MOU together, before finalizing it together.** When partner’s suitability for partnership is confirmed, define the terms of partnership MOU together. Review input and finalize MOU together.

g. **Design projects for implementation together and define roles and responsibilities of each partner in the implementation and monitoring, reporting, budgeting and accounting for expenses.** Follow recommendations made by partners in this evaluation. Arrange a logical framework based on partners responsibilities and identify which activities are shared by all and which activities are to be done by each partner. Include who is doing what in completing finance and narrative reporting.

h. **Launch Project Together.**

i. **Ongoing listening together and aim to build trust.**
5. Annexes

Annex A. TOR for the end of the project evaluation
Annex B. Evaluation Design Matrix
Annex B.1 List of documents reviewed
Annex C. Itinerary for the Field Data Collection
Annex D. Folders of questionnaires used for the fgd's and key informant interviews
Annex E. List of participants to the evaluation
Annex F. Examples of change among target group
Annex G. Workload of Men and Women in a Normal Day
Annex H. Compilation of Reflection and Recommendations from Partners

Selection of photos during evaluation:

<table>
<thead>
<tr>
<th>Phonvillay Leaders, Men and Women</th>
<th>Konxod tees in high school</th>
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<td><img src="image1.png" alt="Image" /></td>
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<tr>
<th>NFE Teacher, student &amp; village leaders in Kewlom</th>
<th>Village leaders in Huaphallam</th>
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<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
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Peer Educators in Pak Tha High School

Village Volunteers in Torlae
Term of Reference for Final Evaluation

Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents

Funded by European Union (EU)

I Introduction

Plan, one of the world’s largest children’s INGOs, started its operation in Laos since 2007. Under the country strategic plan 2014-2019, Plan Laos implements four major sector programs – Early Childhood Care and Development (ECCD), Basic Education Programme (BEP), Water, Sanitation and Hygiene (WASH), and Maternal, Neonatal and Child Health and Nutrition (MNCHN), with Child Protection and Gender cutting across all the programs. Child Centered Community Development (CCCD) approach guides Plan’s approach to programming and advocacy globally. In Laos, Plan maintains field presence in 3 provinces, namely Bokeo, Oudomxay and Saravane, and actively engages in coordination and policy and technical discussion with the Government of Laos, Lao civil society and Development Partners at the local and national level.

With support from the European Union and a matching grant from Plan Belgium, Plan has been implementing the Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents project in three Districts of Bokeo Province, with a view to contribute to strengthening of Lao Civil Society in order to support the fulfillment of the rights of ethnic girls and women in Bokeo. The Action sets forth two specific objectives:
1) To build the institutional capacity of the 'Life Skills Development Association (LSDA)' and other grass-roots Lao Non Profit Associations in Bokeo
2) To empower rural, ethnic girls aged 13-23\(^1\) to exercise their rights to participate in decisions affecting their lives and to increase protection from abuse.

The MoU for this Action was signed with the Ministry of Education. The implementation commenced in February 2012, led by LSDA as an implementing partner, and CORD as a capacity building partner for local civil society. Since April 2012, the partnerships under this Action were expanded to include another local civil society organization, CAMKID, as implementing partner via a sub-contracting agreement. In the original design, Plan intended to work through LSDA to deliver this Action. Plan was obliged to revisit this partnership

\(^1\) 13-18 years’ age group originally proposed as a target group was extended to include youth at the age of 13-23 years, as a result of the baseline survey that indicated difficulty in reaching the target number of beneficiaries in very small, remote villages.
arrangement in July 2012, however, in light of lack of progress. Through negotiation, it was decided that Plan would take over the project management responsibility from LSDA, whose role would be reduced to training and production of IEC materials. LSDA resumed implementation in January 2013. The original end date of this Action, December 2014, was extended to June 2015 to make up for the slow start-up in the beginning.

The following summarize key facts of the Action.

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<th>Target groups²</th>
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<td><strong>Main target group:</strong></td>
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<tr>
<td>460 Girls, aged 13-23 who are out of school, Bokeo Province (selected villages in Meung, Pha Oudom and Paktha districts).</td>
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<tr>
<td>Life Skills Development Association (LSDA) and CAMKID.</td>
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<tr>
<td><strong>Secondary target groups:</strong></td>
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<tr>
<td>400 Boys, aged 13-23, Bokeo, (selected villages in Meung, Pha Oudom and Paktha districts)</td>
</tr>
<tr>
<td>128 peer educators aged 15-23 (secondary school students from Bokeo, 85 girls, 43 boys)</td>
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<tr>
<td>150 Local authorities (Nai Ban, village police, elders)</td>
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<td>40 Lao Women’s Union (LWU) representatives</td>
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<th>Final beneficiaries³</th>
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<td>All inhabitants of the targeted villages, approximately 6,200 adults.</td>
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Estimated results

Result 1: LSDA and CAMKID have sound financial and administrative management capacity, transparent and accountable governance and leadership and clear and realistic strategies and plans to further contribute to the promotion of human rights in the Lao PDR.

Result 2.1: Ethnic girls are able to exercise their right to education

Result 2.2: Ethnic girls have access to information about their rights, their culture, the outside world and issues that affect their lives

Result 2.3: Ethnic girls have improved life skills and are more capable to make decisions and to solve problems in their own lives

Result 2.4: Inappropriate (harmful traditional) practices and attitudes are reduced in the targeted area

Main activities

1) Capacity strengthening, training, mentoring and coaching of LSDA and other grassroots Lao Non Profit Associations (CAMKID)

2) Non-formal education of ethnic girls in literacy, numeracy and basic social sciences

3) Capacity building of ethnic girls in life skills and how to apply the skills in relation to key issues that affect their lives

4) Dissemination of information about child rights, women’s rights and issues affecting local communities and the lives of girls and women

² “Target groups” are the groups/entities who will be directly positively affected by the action at the action purpose level.

³ “Final beneficiaries” are those who will benefit from the action in the long term at the level of the society or sector at large.
5) Advocacy and awareness raising to promote attitude and behaviour change of all community members in order to fulfil the rights of girls
6) Activities promoting positive traditional cultural practices, music, dance and indigenous knowledge.

The baseline was undertaken by LSDA in July 2012, and the external mid-term review was commissioned by Plan Laos in September/October 2013. The mid-term review confirmed emerging signs of change in awareness and attitudes among girls, women, boys and men, and highlighted a need to expand interventions to address a persistent pattern of early marriage and pregnancy and domestic violence. At the operational level, the review also identified a challenge in ensuring consistent participation of target groups and opportunities to build cross-fertilization and linkages across Plan staff and the partners.

For Plan Laos, this Action has had a strategic value in that:

- This was the first project in which we have partnered with local Non-Profit Associations, while we conventionally work through the government counterparts to deliver, be it education, WASH or MNCH. The current Country Strategic Plan (CSP) explicitly aims to strengthen civil society engagement approach as part of CCCD, nurturing emergent Lao civil society and strengthening their capacity to represent the interest of the marginalized groups in coordination and policy forums at the higher level.

- This Action has allowed us to gain hands-on understanding of vulnerability of ethnic girls and women, and an initial experience with addressing protection issues. Plan aspired to do so in a gender transformative way, in line with Plan’s Gender Equality Policy and recognizing intersections between child protection and gender mainstreaming. While this Action has taken a form of non-formal education and built on our strong partnership with the Ministry of Education & Sports (MoES), it is more closely aligned with Plan Laos’s yet to be funded child protection strategy to prevent all forms of harms and violence against children.

Building on the experience of the past 3 years, Plan Laos is currently applying for the European Instrument for Democracy & Human Rights (EIDHR) call for proposals in partnership with CAMKID and CORD. Recognizing new forms of vulnerability that arise from modernization and regional integration in the border province of Bokeo, the new proposed Action seeks to realize gender justice, labour rights and cultural rights for ethnic communities, particularly women, girls, children and those affected by commercial plantations. Further refining the current partnership approach, Plan will deliver the proposed Action by combining interventions at the grassroots level with strategic actions to strengthen the space and role for civil society as a credible actor on social change.

II Objectives of the Final Evaluation

Plan seeks to engage consultancy to undertake an end-of-project evaluation of this Action. The central question that the evaluation will inquire into: how ethnic girls, boys, women and men in the target areas have perceived the value and appropriateness of this Action and if and how they experienced the benefits from it. Such benefits may include changes in their lives and perceptions of their status, roles and positions. While the evaluation will be guided the original project design and framework, it will not limit itself to pre-determined outcomes and indicators, and aspires to bring ethnic communities’ voices and perspectives, particularly those of girls and
women, to the fore. By relating impact felt and experienced by communities, or lack thereof, to how the Action has been adapted and delivered in practice, the evaluation will validate “learning by doing” generated through the process of implementation, and articulate key factors that have contributed to/constrained the impact in a given context.

Beyond the changes at the community level, the evaluation will also critically assess if, how and to what extent these changes are deeply embedded into the system, institutions, norms and culture. The evaluation will identify factors that will sustain impact attained at the community level, and assess how purposefully the Action has addressed those factors during the project life time. In particular, the evaluation will give an in-depth look at how effectively Plan has coordinated with MoES and other stakeholders at different levels, has partnered with LSDA and CAMKID and built their capacity on the job and via CORD. In doing so, the evaluation will validate and challenge the underlying assumptions to partnership with and capacity building for local civil society, facilitate reflection on Plan’s role and ways of working vis-à-vis external actors, and consolidate key lessons to be taken forward. The evaluation will recommend practical ways to contextualize Plan’s global guidelines on partnership to Laos, and lead to refinement and operationalization of Plan Laos’s new partnership strategy for 2014-2019.

While the Action comes to an end, the lessons from this evaluation will inform the new EIDHR proposal development and will help us to revisit key features of Plan’s CSP, particularly in relation to child protection, gender mainstreaming and partnership approaches.

Keeping in line with the above objectives, the evaluation will specifically address the following questions among others:

- To what extent has the Action contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence (identified in the mid-term review)?
- Will the impact of this Action be sustained in the face of new, emerging issues in the rapid economic growth and regional integration? To what extent has the Action prepared the target groups to meet emerging challenges and risks, such as an increasing trend of migration of ethnic laborers into the growing plantation sector with unsafe, exploitative working conditions?
- What specifically were the skills and competencies strengthened among the target groups by the life skills/non-formal education curriculum and accompanying IEC materials? How have they been able to put the life skills and competencies to use in real life situations at the household and community levels? What are enabling or constraining factors for the target groups, particularly ethnic girls, to act on their learning? How could this Action have more systematically supported practice of the newly gained skills and competencies?

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4 The evaluation may refer to “Strong and United: Towards Lasting Joint Efforts”, Plan Asia’s regional analysis of analysis focusing on enablers for CSO sustainability.
5 This may be partially captured by a number of concerns/reported cases of alleged violence affecting girls and boys raised and addressed by the target groups.
• What are the causes and consequences of a persistent pattern of low participation in community level activities\(^6\)? What are the characteristics of non-participants as compared to participants? How could the activities have been adapted to suit their interest? What were the relative effectiveness/importance of different activities organized in the communities (e.g. life skills/non-formal education sessions, drama shows, mass awareness activities) to achieve the intended outcomes with different target groups? How did a combination of activities with different target groups complement each other?

• How participatory/empowering have these activities been from the perspective of different groups of participants\(^7\)? How effectively has the Action medicated participation of boys and girls, men and women, and adults and children?

• How have the approaches taken by Plan and its partners been culturally appropriate? To what extent have we used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions? How effectively have we engaged “key informants” in the communities and capitalize on their role? What is the local concept of rights, gender and gender justice?

• What is the current level of capacity and commitment of peer educators? What role can/will they play in their communities after the end of the project? What have we learned about making the peer education model work\(^8\)? How do peer educators, participants, district officials and Plan staff see pros and cons of different approaches tried?

• At the community level, how has the Action on life skills and competencies been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights? What has been the gaps identified in and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

• How has the Action been implemented differently across 3 districts and between Plan/LSDA supported areas and CAMKID’s areas? What are the strength and weakness of different approaches implemented? What have the district staff found useful about sharing between the districts?

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\(^6\) A low level of participation in community level activities was a challenge from the early phase. Plan staff changed the timing of those activities from the day time to the evening hours, after people return from the field. But participation level continued to remain low. In consultation with the village authorities, Plan staff introduced more creative ways to facilitate peer education, such as games, Q&A sessions and drama shows, and started to provide small incentives for participants such as soap, shampoo, toothpaste, and/or toothbrush. The number of participants increased, but quality of their participation remained low. Plan & LSDA staff changed the delivery of sessions, by organizing small group discussions and using visual IEC materials on child rights, gender and risks of drug abuse. To balance men and women’s participation, the team decided to divide women and men into different groups for small group discussion, and assign a peer educator or a village volunteer to translate the discussion into their an ethnic language, considering lack of Lao language skills particularly among women.

\(^7\) Quality of participatory actions may be measured using Plan’s principles and ethics of children’s participation as appropriate.

\(^8\) Training of peer educator originally took a cascaded model of organizing TOT for Plan and the government counterpart staff from the province and districts, who subsequently trained peer educator to organize life skills and non-formal education activities at the community level. The project staff found that the provincial and district staff got knowledge from the initial ToT at about 80%; the trained peer educator got knowledge from the district trainers at about 50 % and the participants got knowledge from the peer educators about 25%. This model was also costly. Plan abandoned the cascaded model of the peer education, and directly organised the training to peer educators in each district, and spent more time in the target communities to follow up on activities with the peer education team. The team observes this model has worked better.
• How do CAMKID and LSDA assess quality of their partnerships with Plan? How effectively has Plan managed partnership and sub-grant/contracts with the partners? How do the partners perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
• To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
• What was the strategic value of working with the local partners in this Action? What is it that the Action has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?
• In what way has the Action been aligned with Plan Laos’s CSP in practice? What lessons can Plan learn from this experience that are of relevance to its long-term ambition to develop a standalone child protection programme on the one hand, and to address gender and ethnic disparity and strengthen civil society across all programs on the other hand?

III Target Audiences

The final evaluation will be primary used by parties involved in the action: (a) Plan staff in both national offices and country office, (b) LSDA, CORD and CAMKID staff, c) government partners at all levels (MOE, PESS, DESB), and (d) delegation of the EU in Laos.

IV Methodology

The consultants will be expected to do a document review, interview a number of key informants: project management and field staff- both Plan, the partners and the government counterparts (PESS, DESBs), Lao Women Union, village authorities, peer educators, teachers, girls, boys, women and men in the target villages who have and have not participated in the activities. Observing CCCD principles, the evaluation will use participatory tools/approaches to bring out ethnic communities’ voices, particularly from girls and women who tend to be shy. The evaluation will be also undertaken in compliance with Plan’s evaluation standards.

The applicants are requested to propose methodology and plan, with clear rationale for choices made. Upon selection, the consultant will develop the methodology and tools further based on the initial interviews with the project staff and document reviews. The field work is expected to last for 2 weeks at the least.

V Expected Outputs

All the outputs will be produced in English. Translation support will be provided by Plan.
1) An inception report with the refined methodology, tools and plan within a week of signing of the contract. Commencement of the field work is pending Plan’s approval of the report.

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9 The Action predates the current CSP, which covers the period of 2014-2019.
10 Methodology could include focus discussion groups and stories of significant change (both successes and challenges).
2) A presentation of the preliminary findings at a stakeholder workshop in Bokeo province for validation of findings and consensus building on recommendations. The consultant is encouraged to use creative means, other than powerpoint, to present key findings and facilitate discussion on findings and recommendations. The presentation materials need to be sent for translation into Lao in advance depending on the length.

3) An evaluation report within 30 pages excluding appendices, along with the evaluation tools and raw data and analysis. A draft version of the report will be sent to Plan Laos/Belgium for feedback. The final version of the report is due within the one week after the receipt of the feedback.

- Executive summary
- Description of the project design and implementation
  - Coverage (area and beneficiaries)
  - An overview of the project design
  - A trajectory of the project and major changes in the original design/management structure
- Methodology of the evaluation and constraints
- Findings & lessons
  - Impact and outcomes
  - Effectiveness and appropriateness of interventions and approaches
  - Sustainability of impact attained
  - Quality and effectiveness of partnership and coordination
- Recommendations
  - A future strategic direction on child protection, child rights and women’s rights beyond this Action
  - Mainstreaming of gender and inclusion
  - Partnership and capacity building approaches

VI Timeframe

An estimated timeframe is 34 days, including field visit in Bokeo province. The evaluation will take place between July-August 2015.
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Days</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document review</td>
<td>2 days</td>
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</tr>
<tr>
<td>Refine methodology, tools and plan</td>
<td>1 day</td>
<td>Inception report</td>
</tr>
<tr>
<td>Meetings in Vientiane</td>
<td>1 day</td>
<td></td>
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<tr>
<td>Travel from Vientiane to Bokeo</td>
<td>1 day</td>
<td></td>
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<tr>
<td>Training for data collectors</td>
<td>1 day</td>
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<tr>
<td>Field work in Bokeo</td>
<td>10 days</td>
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<tr>
<td>Preparation for the presentation workshop</td>
<td>1 day</td>
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<tr>
<td>Presentation of the findings in Bokeo</td>
<td>1 day</td>
<td>Presentation</td>
</tr>
<tr>
<td>Travel from Bokeo to Vientiane</td>
<td>1 day</td>
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<tr>
<td>Draft report</td>
<td>8 days</td>
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<tr>
<td>Finalize the report</td>
<td>3 days</td>
<td>Final report</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>30 days</strong></td>
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</table>

**VII Qualifications, skills and experiences of a consultant**

1. At least a Masters degree or demonstrated equivalent experience in a social science area
2. At least 5 years senior experience in monitoring, evaluation and research, particularly on gender transformative programming, child protection/rights, and youth empowerment
3. High level of analytical skills
4. Familiarity with qualitative and quantitative/participatory methods
5. Experience with partnership, capacity building and civil society strengthening
6. Prior experience in Laos an advantage
7. Excellent report writing skill in English

**Child Protection:** Plan does not tolerate child abuse. All Plan staff and consultants are selected and employed in line with the conditions of Plan’s Child Protection Policy. These include appropriate reference and background checks.

**VIII Submission of Proposal**

Plan invites interested applicants to submit a detailed proposal with the following components:

- A maximum of 3 pages of the proposed methodology and approach for the consultancy
- An indicative work plan with time frame
- An indicative budget with a daily rate and any additional travel costs
- A consultant CV

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11 If a consulting firm or company, a company profile with: a company name, registered office address, physical address, telephone numbers, date of registration, registration number, copy of registration certificate, names of directors/proprietors and name of contact person.
Building civil society from the village up: participants, rights and gender equity for ethnic adolescents
Evaluation Design Matrix- Revised by Plan
Submitted by
Emelita Santos Goddard

1. Introduction

In order to achieve the key objective of this evaluation and in order to address specific questions in the TOR of the Final evaluation, the consultant has rearranged the order of questions to suit the common themes of the evaluation. The Evaluation Design Matrix will give the details of the proposed methodology, approaches and participatory tools to be applied in the evaluation.

2. Evaluation Design Matrix

<table>
<thead>
<tr>
<th>Specific Objectives and Key Questions</th>
<th>Approaches</th>
<th>Tools to be used</th>
<th>Target Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Impact attained and sustained</td>
<td></td>
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</tbody>
</table>
| 1.1 What is the local concept of rights, gender and gender justice? | • Focus Group Discussions | • Follow Up Question  
                                                                 • Round the Clock Tool | • Girls  
                                                                 • Boys  
                                                                 • Men and Women |
| 1.2 Impact at community level (Changes in their lives, perceptions of status, roles and positions.) | • Focus Group Discussions  
                                                                 • Key Informant Interview | • The Tree of Change | • Girls  
                                                                 • Boys  
                                                                 • Men and Women  
                                                                 (Parents) |
| To what extent has the Action contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence (identified in the mid-term review)? | • Focus Group Discussions  
                                                                 • Key Informant Interview | • The Tree of Change | • Girls  
                                                                 • Boys  
                                                                 • Men and Women  
                                                                 (Parents) |
| 1.3 Promoting and hindering factors to the achievements/non-achievements of expected impact | • Focus Group Discussions  
                                                                 • Key Informant Interview | • The Tree of Change | • Girls  
                                                                 • Boys  
                                                                 • Men and Women  
                                                                 (Parents) |
| **Note:** Validate “learning by doing” generated through the process of implementation. |            |                  |                     |
| 1.4 Will the impact of this Action be sustained in the face of new, emerging issues in the rapid economic growth and regional integration? To what extent has the Action prepared the target groups to meet emerging challenges and risks, such as an increasing trend of migration of ethnic laborers into the growing plantation sector with unsafe, exploitative working conditions? | • Focus Group Discussions  
                                                                 • Key Informant Interview | • The Wheel of Basic Child Rights | • Girls  
                                                                 • Boys  
                                                                 • Men and Women  
                                                                 (Parents) |
| 2. Effectiveness and appropriateness of interventions and approaches |            |                  |                     |
| 2.1 Effectiveness of Action (Life Skills, NFE, IEC materials, drama shows, etc.) | • Focus Group Discussions | • Happy Faces (Rating) | • Girls  
                                                                 • Boys |
groups by the life skills/non-formal education curriculum and accompanying IEC materials?
- How have they been able to put the life skills and competencies to use in real life situations at the household and community level (see footnote in TOR)?
- How participatory/empowering have these activities been from the perspective of different groups of participants (see footnote in TOR)?
- How effectively has the Action medicated participation of boys and girls, men and women, and adults and children?
- What are enabling or constraining factors for the target groups, particularly ethnic girls, to act on their learning?
- How could this Action have more systematically supported practice of the newly gained skills and competencies?

- What is the current level of capacity and commitment of peer educators? What role can/will they play in their communities after the end of the project?
- What have we learned about making the peer education model work (see footnote in TOR)?
- How do peer educators, participants, district officials and Plan staff see pros and cons of different approaches tried?
- How has the Action been implemented differently across 3 districts and between Plan/LSDA supported areas and CAMKID’s areas?
- What are the strength and weakness of different approaches implemented?
- What have the district staff found useful about sharing between the districts?

2.2 Appropriateness of Action (Program Implementation)
- How have the approaches taken by Plan and its partners been culturally appropriate?
- To what extent have we used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions?
- How effectively have we engaged “key informants” in the communities and capitalize on their role?

- What are the causes and consequences of a persistent pattern of low participation in community level activities (see footnote in TOR)?
- What are the characteristics of non-participants as compared to participants?
- How could the activities have been adapted to suit their interest?
- What were the relative effectiveness/importance of different activities organized in the communities (e.g. life skills/non-formal education sessions, drama shows, mass awareness activities) to achieve the intended outcomes with different target groups? How did a combination of activities with different target groups complement each other?

<table>
<thead>
<tr>
<th>Groups by the life skills</th>
<th>Focus Group Discussions or Key Informant Interview</th>
<th>Ten Steps and follow up questions</th>
<th>Interviews</th>
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<tbody>
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<tr>
<th>Men and Women (Parents)</th>
<th>Peer Educators</th>
<th>Remote Village Trainors</th>
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<th>Peer Educators</th>
<th>Remote Village Trainors</th>
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<tr>
<th>Village Trainors</th>
<th>DEB officials</th>
<th>LSDA/CAMKID</th>
<th>Plan Staff</th>
<th>Local authorities</th>
<th>LWU</th>
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<tr>
<th>Educators</th>
<th>Girls</th>
<th>Boys</th>
<th>Men and Women</th>
<th>Peer Educators</th>
<th>Remote Village Trainors</th>
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<thead>
<tr>
<th>Village Informant Interviews</th>
<th>Focus Group Discussions</th>
<th>Happy Faces (Rating)</th>
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<tr>
<td></td>
<td></td>
<td>Interview</td>
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<th>Girls</th>
<th>Boys</th>
<th>Men and Women</th>
<th>Peer Educators</th>
<th>Remote Village Trainors</th>
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2.3 Participation in community
- What are the causes and consequences of a persistent pattern of low participation in community level activities (see footnote in TOR)?
- What are the characteristics of non-participants as compared to participants?
- How could the activities have been adapted to suit their interest?
- What were the relative effectiveness/importance of different activities organized in the communities (e.g. life skills/non-formal education sessions, drama shows, mass awareness activities) to achieve the intended outcomes with different target groups? How did a combination of activities with different target groups complement each other?

<table>
<thead>
<tr>
<th>Groups by the life skills</th>
<th>Focus Group Discussions</th>
<th>Wheel of Basic Child Rights</th>
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<tr>
<td></td>
<td></td>
<td>Interview</td>
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<tr>
<th>Educators</th>
<th>Girls</th>
<th>Boys</th>
<th>Men and Women</th>
<th>Peer Educators</th>
<th>Remote Village Trainors</th>
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2
2.4 Quality and effectiveness of partnership and coordination (Plan, MOES, LSDA, CAMKID)

- **Description of Partnership**
  - How effectively Plan has coordinated with MoES and other stakeholders at different levels, has partnered with LSDA and CAMKID and built their capacity on the job and via CORD.
  - How do CAMKID and LSDA assess quality of their partnerships with Plan? How effectively has Plan managed partnership and sub-grant/contracts with the partners? How do the partners perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
  - To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
  - What was the strategic value of working with the local partners in this Action? What is it that the Action has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

**Note:** Validate and challenge the underlying assumptions to partnership with and capacity building for local civil society, facilitate reflection on Plan’s role and ways of working vis-à-vis external actors, and consolidate key lessons to be taken forward (see footnote in TOR).

- At the community level, how has the Action on life skills and competencies been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?
- What has been the gaps identified in and new demand created for child protection services?
- What are the good practices and challenges in ensuring coordination and linkages?

<table>
<thead>
<tr>
<th>Focus Group Discussions or Key Informant Interview</th>
<th>Ten Steps and follow up questions</th>
<th>DEB officials</th>
<th>LSDA/CAMKID</th>
<th>Plan Staff</th>
<th>CORD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5 Lessons Learnt (especially on child protection, gender mainstreaming and partnership approaches)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peer Educators</td>
</tr>
<tr>
<td>- In what way has the Action been aligned with Plan Laos’s CSP in practice (see footnote in TOR)?</td>
<td>- Workshop with staff</td>
<td></td>
<td>Multiple (including presentation of results from the field)</td>
<td></td>
<td>Plan staff-Vientiane</td>
</tr>
</tbody>
</table>
Annex B.1. List of Documents Reviewed for Final Evaluation

1. Concept Note and Project Proposal: “Building civil society from the village up: participation, rights and gender equity for ethnic group adolescents” submitted to European Instrument for Democracy and Human Rights (EIDHR) - Country-Based Support Schemes (CBSS) Lao PDR.

2. Baseline Data Collection procedure and summary of results: Project to Strengthen the Rights of and Equality between Men and Women, 20 April – 30 May 2012 by (LSDA)

3. Mid Term Review: Building civil society from the ground up: participation, rights and gender equity for ethnic group adolescents. Mid term review, December 2013 by Consultant, Dr Linda Malam.


6. Structure of peers and village volunteer for life skills activity and training (Plan part only), by Soulinphone

7. Target Villages for LSDA Project, 7-5-12.

8. Annex C. Project Logframe, Final


12. GLO- CCCD Standards-Guidance-Final-IO -Sept 14

13. GLO-CCCD Standards-IO-English-Nov13
Annex C. Agenda for final evaluation on 11-21/10/2015 in Bokeo province

Building civil society from the village up: participants, rights and gender equity for ethnic adolescents

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Place</th>
<th>Participant</th>
<th>Vehicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10/2015</td>
<td>Travelling from VT-LNT-HX</td>
<td>Waitai airport</td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Air plane and car rent</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Meeting with PES</td>
<td>PES office</td>
<td>Ms. Emelita, Ms. Boualai, PES Plan staff</td>
<td>Car rent</td>
</tr>
<tr>
<td>10:10-11:00</td>
<td>Meeting with PLWU</td>
<td>PLWU office</td>
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</tr>
<tr>
<td>11:10-12:00</td>
<td>Travelling from HX-Houyxainoi (CAMKID office)</td>
<td>HX</td>
<td>Ms. Emelita, Ms. Boualai, Plan staff</td>
<td></td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Work with CAMKID</td>
<td>Houyxainoi (CAMKID office)</td>
<td>Ms. Emelita, Ms. Boualai, CAMKID team</td>
<td></td>
</tr>
<tr>
<td>3:00-3:40</td>
<td>Travelling from CAMKID office – PT</td>
<td>Houyxainoi</td>
<td>Ms. Emelita, Ms. Boualai, CAMKID team</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>Meeting with PT DEB-POD</td>
<td>PT</td>
<td>Ms. Emelita, Ms. Boualai, Plan staff of PT CAMKID staff</td>
<td></td>
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<tr>
<td>13/10/2015</td>
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<tr>
<td>8:30-9:00</td>
<td>Meeting with DLWU</td>
<td>POD</td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Car rent</td>
</tr>
<tr>
<td>9:30-9:00</td>
<td>Leave the stuff in Plan POD office and travelling to work</td>
<td>POD</td>
<td>DLWU, Plan staff of POD</td>
<td>Boat rent</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity + Location</td>
<td>Person(s)</td>
<td>Method of Travel</td>
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</tr>
<tr>
<td>14/10/2015</td>
<td>8:00-10:00</td>
<td>Continue work in Phonvilay if any more work to do</td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Walking</td>
</tr>
<tr>
<td></td>
<td>10:00-9:00</td>
<td>Travel to work in Khonsod village</td>
<td>DLWU, Plan staff of POD CAMKID staff</td>
<td>Walking</td>
</tr>
<tr>
<td>15/10/2015</td>
<td>8:00-10:00</td>
<td>Continue work in Khonsod if anymore</td>
<td>Ms. Emelita, Ms. Boualai, DLWU</td>
<td>Walking</td>
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<tr>
<td></td>
<td>10:00-5:00</td>
<td>Travelling back to POD</td>
<td>Plan staff of POD CAMKID staff</td>
<td>Walking, boat rent and Car rent</td>
</tr>
<tr>
<td>16/10/2015</td>
<td>8:00-5:00</td>
<td>Travelling to work in Kewlom village - PT</td>
<td>Ms. Emelita, Ms. Boualai Plan staff of POD</td>
<td>Car rent</td>
</tr>
<tr>
<td>17/10/2015</td>
<td>8:00-8:30</td>
<td>Meeting with PT DEB</td>
<td>Ms. Emelita, Ms. Boualai DEB DLWU Plan staff of PT</td>
<td>Car rent</td>
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<tr>
<td></td>
<td>8:35-9:10</td>
<td>Meeting with LWU</td>
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<tr>
<td></td>
<td>9:20-10:30</td>
<td>Meeting with volunteer teacher and peer educator in school</td>
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<td></td>
<td>11:00-5:00</td>
<td>Travelling to work in Huyphalam village-back to PT (meet with the authority, parents and target group)</td>
<td></td>
<td>Plan Boat</td>
</tr>
<tr>
<td>18/10/2015</td>
<td>8:00-5:00</td>
<td>Travelling from PT-HX-MM</td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Car rent</td>
</tr>
<tr>
<td>19/10/2015</td>
<td>8:00-8:30</td>
<td>Meeting with DEB</td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Car rent</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Participants</td>
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<tr>
<td>8:40-9:10</td>
<td>Meeting with DLWU</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai</td>
<td></td>
</tr>
<tr>
<td>9:20-10:30</td>
<td>Meeting with volunteer teacher and peer educator in school</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai, DLWU, Plan staff</td>
<td></td>
</tr>
<tr>
<td>10:40-5:00</td>
<td>Travelling to work in Houyhat and Torlae villages (meet with the authority, parents and target group)</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai, DEB, DLWU, Plan staff</td>
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<tr>
<td><strong>20/10/2015</strong></td>
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<tr>
<td>8:00-5:00</td>
<td>Travelling from MM-LNT province</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Car rent</td>
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<tr>
<td><strong>21/10/2015</strong></td>
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<tr>
<td></td>
<td>Travelling from LNT - VT</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai</td>
<td>Car rent</td>
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<tr>
<td><strong>16/11/2015</strong></td>
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<tr>
<td>2:00-4:00</td>
<td>Interview of LSDA Director in Vientiane</td>
<td></td>
<td>Ms. Emelita, Ms. Boualai, Achan Phoxay, Chanthavongsa</td>
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</tbody>
</table>


Tool A. Ten Steps
1. **Identity and Purpose**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. Sense of Purpose</td>
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<td>2. Clear and Relevant Strategy</td>
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<td>3. Equity</td>
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2. **Leadership and Management**

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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Leadership</td>
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<tr>
<td>2. Governing Body</td>
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<td>3. Planning/Management</td>
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<tr>
<td>4. Financial</td>
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<tr>
<td>5. Participation</td>
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### 3. Systems and Structure

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<tr>
<th>Indicator</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>2. Administration System</td>
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<tr>
<td>3. Financial System / Reporting</td>
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<tr>
<td>4. Human Resources Management</td>
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<td>5. Human Resource Development</td>
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### 4. External Linkages

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<tr>
<th>Indicator</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Relationship with other organization</td>
<td>![1]</td>
<td>![2]</td>
<td>![3]</td>
<td>![4]</td>
<td>![5]</td>
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<tr>
<td>2. Capacity to Obtain and Mobilize Resources</td>
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<td>3. Advocacy</td>
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</table>
## 5. Planning and Implementation

<table>
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<tr>
<th>Indicator</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Beneficiary Participation</td>
<td></td>
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<tr>
<td>2. Projects Consider Traditional Practices</td>
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<tr>
<td>3. Benefits Reach the Most Marginalized</td>
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<tr>
<td>4. Monitoring and Evaluation</td>
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</table>

## 6. Impact

<table>
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<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Objectives are Achieved</td>
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<td>2. Projects Are Sustainable</td>
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<tr>
<td>3. Projects Are Replicated</td>
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</table>
## Rapid Capacity Self-Assessment (CASA) TOOL\(^1\) condensed by Emelita Santos Goddard

### Indicators of a Healthy Organization

<table>
<thead>
<tr>
<th>Identity and Purpose</th>
<th>Leadership and Management</th>
<th>Systems and Structures</th>
<th>External Linkages</th>
<th>Program/Project Planning and Implementation</th>
<th>Program/Project Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerful vision and mission shared by leaders and staffs. The purpose of the organization is derived from widely shared set of values and priorities.</td>
<td>The leadership is characterized by servant leadership. Leadership seeks to understand the current context for relevant planning and changes. Leadership delegates wisely, giving staff opportunities to grow, &amp; ensures there is sufficient professional information and analysis to make decisions.</td>
<td>The leadership has designed the size and structure of the organization, with clear lines of responsibilities and links between roles, and reviews these regularly for maximum effectiveness and best use of its resources. There is good coordination between units.</td>
<td>The organization tries to maintain contact at different level (local, national, govt. or NGOs). Maintains cooperation with other organization for sharing resources to minimize duplication of work and increase work effectiveness.</td>
<td>Beneficiaries are involved and their needs and priorities are reflected in the design, implementation and evaluation of projects to help increase their confidence and voice in society.</td>
<td>Organization monitors how the project is progressing towards achieving its objectives and feedback results into the project for increased effectiveness. Mid term Reviews and Final Evaluation are used to assess the extent to which objectives have been achieved.</td>
</tr>
<tr>
<td>Clear and realistic strategies and relevant to the needs of the poor and marginalized.</td>
<td>Board members are selected for their experience, capacity and commitment. Board roles are documented in the constitution. The Board functions effectively and ensures that the organization is well managed, not to manage it themselves.</td>
<td>The organization has a good filing system, documents are organized and accessible, internal information are communicated accurately and promptly to relevant staff; external communications are promptly dealt with by staffs; effective system is used for staff to comply with deadlines. Meetings are called with enough notice, clear agenda and minutes taken.</td>
<td>The organization has regular funding and support from variety of people, supporters, donors, and community members. The organization has developed relationships with them on the basis of shared values. The organization runs profitable and ethical income generating activities and fund raising events that are in line with its vision, mission, values and strategy.</td>
<td>Project design takes account of the strengths of beneficiaries and are sensitive to the local culture and practices and seek to use local resources rather than long term help.</td>
<td>Staff have understanding of the importance of motivation and active community involvement to ensure long term sustainability of projects. Projects promote learning processes and empowerment of beneficiaries, considering their skills and knowledge. Project seeks to use renewable resources, enhance the natural environment and not degrade or exploit natural resources.</td>
</tr>
<tr>
<td>The organization reflects a commitment to gender equality and fair treatment and participation of the powerless, economically poor and the marginalized.</td>
<td>The long term goals, programs/projects and activities are aligned with the organizations vision, mission and strategies and consistent with financial and human resources available. Long, medium and short term planning identifies clear, realistic and measurable goals and leadership monitors its implementations.</td>
<td>Financial reports are made promptly, comply with proper accounting standards, comprehensive and realistic. The organization’s accounts are audited annually to a high standard by a qualified external and independent auditors.</td>
<td>The leadership understands the role of advocacy in strengthening the impact of its work and the importance of empowering beneficiaries to articulate its own needs and increase their voice in local institutions. Staff know how to make use of advocacy effectively and able to network and collaborate with others to promote or defend common issues.</td>
<td>Project design focuses on the poorest and most vulnerable in the community, those who have least voice and access to resources and those who are experiencing inequality and discrimination. The organization uses monitoring and evaluation activities to ensure that the project benefits reaches the intended beneficiaries.</td>
<td>Projects are flexible and easy to replicate, they require very little technical competence or continued input from the organization.</td>
</tr>
<tr>
<td>Has a competent staff responsible for</td>
<td>The organization has the right number</td>
<td>M&amp;E activities assess both the</td>
<td></td>
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</table>

\(^{1}\) Condensed from the Tear fund UK CASA Tool (Contextualized in Cambodia)
<table>
<thead>
<tr>
<th>finance management and is able to give useful advise to the leadership. Organization’s financial management is transparent resulting to donor’s trust and confidence.</th>
<th>of people recruited based on their competencies and skills necessary to do the job. Job descriptions are clear and comprehensive. Staff performances are appraised annually and results documented. The organization has policies describing recruitment, termination and work rules and employment terms.</th>
<th>objectives and goals specific to the project and the wider development impact and takes into account gender roles in project implementation. Stakeholders are involved in the choice and definition of set of indicators (reflecting the quantity and quality of the project). Indicators are simple, relevant, easy to use and regularly reviewed. Project design and implementation are adjusted based on lessons learnt from M&amp;E results. Has skilled staff in M&amp;E.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Participation</strong> The leadership encourages participation of staff in meetings, sharing their views in project design and implementation, and receiving necessary information to become involved in the life of the organization</td>
<td><strong>5. Human Resource Development</strong> The organization encourages innovation, creativity and renewal in an environment that is open to sharing knowledge and provides opportunities to maximize the knowledge of staff. There is at least one staff elected as a representative for all staff to discuss staff issues with the leadership.</td>
<td></td>
</tr>
</tbody>
</table>
Interview Questions: Village LWU, Volunteer Teachers, NFE Teachers

Name of Village/School:
Name of District:
Name of Interviewee:
How many years in office:

Information needed:
a. Number of students:
b. Number of Female students:
c. Number of Male students:
d. Number of teen age in NFE: 13-23 years old
e. Number of counseling session conducted in one year:

1. Using Happy Face: What were the relative effectiveness/importance of different activities organized in the communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Capacity building of peer educators or remote village volunteers/village LWU</td>
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<tr>
<td>Why such score?</td>
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<tr>
<td>2. Capacity Building of Volunteer Teachers/NFE Teachers</td>
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<tr>
<td>Why such score?</td>
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<tr>
<td>2. Life skills sessions by peer educators or village volunteers</td>
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<tr>
<td>Why such score?</td>
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<tr>
<td>3. Drama, mass awareness activities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Why such score?</td>
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</tbody>
</table>
4. **Counseling by Counsellors**

Why such score?

5. **Cultural appropriateness of the approaches above.** To what extent have Plan used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions?

6. **Participation of Community in community events**

2. What are the causes of low participation in community in different project activities?
   a) Non-formal education of girls and boys
   
   b) Life Skills Events (drama, life skills events, awareness raising events, etc.)
   
   c) Training of Community Volunteers/Counselors
3. What are the characteristics of non-participants as compared to participants?

4. How could the activities have been adapted/improve to suit their interest?

5. At the community level, how has the life skills been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?

6. What has been the gaps and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

7. What activities or events have you observed to help people change or improve their lives?

6. Any recommendation for the future?
Interview Questions for Village Chief

Name of Village:

Name of District:

Name of Village Chief:

How many years in office:

Information needed:

a. Number of People in the village:

b. Number of households:

c. Number of Females:

d. Number of Males:

e. Number of teen age: 13-23 years old

f. Estimated Migration of youth:

g. Migration to where?

h. Migrate for what jobs or reasons?

i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):

Evaluation Questions:

1. What are the causes of low participation in community in different project activities?

   a) Non-formal education of girls and boys

   b) Life Skills Events (drama, life skills events, awareness raising events, etc.)

   c) Training of Community Volunteers/Counselors
2. What are the characteristics of non-participants as compared to participants?

3. How could the activities have been adapted/improve to suit their interest?

4. At the community level, how has the Action on life skills been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?

5. What has been the gaps identified in and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

6. What activities or events have you observed to help people change or improve their lives?

5. Any recommendation for the future?
Interview Questions for Partners

Name of Partner: Plan Laos (Central)
Name of Interviewee (Key Informant):
Positions in the organization:
Length of year of engagement with the project:
Date of Interview:

1. Using the Ten Step Ladder: How does PLAN see the quality of partnership with Partners? Why such score?

2. Using the Ten Step Ladder: How does Plan rate the Management of Partnership by Plan: How effectively has Plan managed partnership and sub-grant/contracts with the partners? Why such score?

3. Using the Ten Step Ladder Tool: Rate Plan via CORD’s effectiveness in the capacity building of LSDA and CAMKID. In what ways do you think CORD has built up the capacity of each partner over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?
   a. LSDA
   b. CAMKID

4. Using the Ten Step Ladder Tool: How do LSDA and CAMKID perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
   a. LSDA
   b. CAMKID

5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
   a. LSDA
   b. CAMKID
6. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

7. How has the Action been implemented differently across 3 districts and between Plan/LSDA supported areas and CAMKID’s areas? What are the strength and weakness of different approaches implemented?

8. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

9. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

10. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?

11. In what way has the Project been aligned with Plan Laos’s CSP in practice? What lessons can Plan learn from this experience that are of relevance to its long-term ambition to develop a standalone child protection programme on the one hand, and to address gender and ethnic disparity and strengthen civil society across all programs on the other hand?

---

1 The Action predates the current CSP, which covers the period of 2014-2019.
Interview Questions for Partners

Name of Partner: LSDA

Name of Interviewee (Key Informant):

Positions in the organization:

Length of year of engagement with the project:

Date of interview:

Note to Consultant: Success indicators are:
- sound financial and accounting system in place;
- improved management system demonstrated;
- planning for sustainable reflective learning processes developed
- clear and realistic strategies and plans for promotion of human rights developed
- transparent and accountable governance and leadership

1. Using the Ten Step Ladder: How does LSDA see the quality of partnership with PLAN? Why such score?

2. Using the Ten Step Ladder: How does LSDA rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with LSDA? Why such score?

3. Using the Ten Step Ladder: At the community level, how has the activities on life skills and competencies been coordinated systematically by PLAN with the existing actors (peer educators, volunteers, counselors, etc. on mechanisms and systems) for protection of children, women and their rights?
   
   a. Follow Up: What has been the gaps or new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

4. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by LSDA? How have they been introduced to these principles and supported to align their ways of working with them?
5. What was the strategic value of working with LSDA in this Project? What is it that the Project has been able to achieve by engaging LSDA, that could not have been achieved had Plan implemented directly?

6. Using the Ten Step Ladder Tool: Rate CORD’s effectiveness in the capacity building of LSDA. In what ways do you think CORD has built up the capacity of LSDA over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?

7. Using the Ten Step Ladder Tool: How does LSDA perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?

8. If you were to repeat this project again how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

9. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

10. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
Interview Questions for Partners

Name of Partner: CORD

Name of Interviewee (Key Informant):

Positions in the organization:

Length of year of engagement with the project:

Date of interview:

Note to Consultant: Success indicators are:

- sound financial and accounting system in place;
- improved management system demonstrated;
- planning for sustainable reflective learning processes developed
- clear and realistic strategies and plans for promotion of human rights developed
- transparent and accountable governance and leadership

1. Using the Ten Step Ladder: How does CORD see the quality of partnership with PLAN? Why such score?

2. Using the Ten Step Ladder: How does CORD rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with the partners? Why such score?

3. Using the Ten Step Ladder Tool: Rate CORD’s effectiveness in the capacity building of LSDA and CAMKID. In what ways do you think CORD has built up the capacity of each partner over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?
   a. LSDA
   b. CAMKID

4. Using the Ten Step Ladder Tool: How do LSDA and CAMKID perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
   a. LSDA
   b. CAMKID
5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
   a. LSDA
   b. CAMKID

6. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

7. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

8. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

9. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
Interview Questions for Partners

Name of Partner: CAMKID

Name of Interviewee (Key Informant): See notes

Positions in the organization:

Length of year of engagement with the project:

Partnership with Plan started to 2012-2015. LSDA has promised materials for Year 2 but they only

Date of Interview:

1. Using the Ten Step Ladder: How does CAMKID see the quality of partnership with PLAN? Why such score?

2. Using the Ten Step Ladder: How does CAMKID rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with CAMKID? Why such score?

3. Using the Ten Step Ladder: At the community level, how has the activities on life skills and competencies been coordinated systematically by PLAN with the existing actors (peer educators, volunteers, counselors, etc. on mechanisms and systems) for protection of children, women and their rights?

   a. Follow Up: What has been the gaps identified in and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

4. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by CAMKID? How have they been introduced to these principles and supported to align their ways of working with them?

5. What was the strategic value of working with CAMKID in this Project? What is it that the Project has been able to achieve by engaging CAMKID that could not have been achieved had Plan implemented directly?
6. Using the Ten Step Ladder Tool: Rate CORD’s effectiveness in the capacity building of CAMKID. In what ways do you think CORD has built up the capacity of CAMKID over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?

7. Using the Ten Step Ladder Tool: How does CAMKID perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?

8. If you were to repeat this project again how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

9. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

10. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
Interview Questions for Partners

Name of Partner: CORD

Name of Interviewee (Key Informant):

Positions in the organization:

Length of year of engagement with the project:

Date of Interview:

Note to Consultant: Success indicators are:
- sound financial and accounting system in place;
- improved management system demonstrated;
- planning for sustainable reflective learning processes developed
- clear and realistic strategies and plans for promotion of human rights developed
- transparent and accountable governance and leadership

1. In what ways do you think CORD has built up the capacity of each partner over the life of the project?:
   a. LSDA
   b. CAMKID

2. Using the Metaphor of a Healthy organization (See Tool 1. How healthy is my organization?), in what areas do you think the partner still needs to improve?
   a. LSDA
   b. CAMKID

3. If you were to draw a metaphor or symbol of CORD’s partnership in this project, what metaphor or symbol it would be? Why?

4. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time?
   a. LSDA
   b. CAMKID
Interview Questions for Partners

Name of Partner: Provincial and District Partners (Plan, PES, PLWU, DEB, DLWU)
Name of Interviewee (Key Informant): 
Positions in the organization:
Length of year of engagement with the project:
Date of Interview:

1. Using the Ten Step Ladder: How do you assess the quality of partnership among Partners at Bokeo/district level (PLAN/LSDA/CAMKID/PES/PLWU/DES/DLWU)?

2. Using the Ten Step Ladder: How does Plan Bokeo/District managed partnership and coordination with partners at provincial/district level? Why such score?

3. Using the Ten Step Ladder Tool: Rate effectiveness in the capacity building of the following service providers: Why such score?
   a. NFE teachers by Plan/DEBS
   b. Peer Educators by LSDA/Plan/DEB
   c. Teachers Volunteers by LSDA/Plan/DEB
   d. Remote Village Volunteers by CAMKID
   e. Village Volunteers-Counselors by LWU/PLAN

4. Using the Ten Step Ladder: What is the current level of capacity and commitment of peer educators?
   a. What role can/will they play in their communities after the end of the project?
b. What have we learned about making the peer education model work\textsuperscript{1}? How do peer educators, participants, district officials and Plan staff see pros and cons of different approaches tried?

5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?

   a. NFE teachers

   b. Peer Educators

   c. Teachers Volunteers

   d. Remote Village Volunteers

   e. Village Volunteers-Counselors

6. At the community level, how has the activity on life skills and competencies been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights? What has been the new demand created for child protection services?

\textsuperscript{1} Training of peer educator originally took a cascaded model of organizing TOT for Plan and the government counterpart staff from the province and districts, who subsequently trained peer educator to organize life skills and non-formal education activities at the community level. The project staff found that the provincial and district staff got knowledge from the initial ToT at about 80%; the trained peer educator got knowledge from the district trainers at about 50% and the participants got knowledge from the peer educators about 25%. This model was also costly. Plan abandoned the cascaded model of the peer education, and directly organised the training to peer educators in each district, and spent more time in the target communities to follow up on activities with the peer education team. The team observes this model has worked better.
7. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

8. What have the district staff found useful about sharing between the districts?

9. If you were to repeat this project again how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

10. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

11. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
Focus Group Discussion (FGD): Boys and Girls

Name of Village:
Name of District:
Successful Village: ___________; Struggling Village: ___________
Name of Implementing Partner: _______ Plan; _______ CAMKID
Number of FGD Participants: _______ Girls; _______ Boys

Introduction:
Show the Tree of Change (with 4 branches to represent the 4 key result areas) and explain that we would like to learn from the group on what changes have happened in their lives as a result of the project. Write on the piece of cut colored papers (fruit shape) their common answers.

1. Impact on Girls and Boys: Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below).
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

Table 1. Summary of impact or changes in the lives of girls and boys.

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th>Promoting Factors (Roots)</th>
<th>Hindering Factors (Worms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 2.1 Exercise Rights to Education</td>
<td>ER 2.2 Access to information (IEC) on Rights</td>
<td>ER 2.3 Life Skills</td>
</tr>
<tr>
<td>ER 2.4 Traditional attitudes and practices (activities)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Follow up:** What specifically were the skills and competencies strengthened among the target groups by the life skills/non-formal education curriculum and accompanying IEC materials?

2.1 *How have they been able to put the life skills and competencies to use in real life situations at the household and community level (if not mentioned above)?*

2.2 *How could this project have more systematically supported the practice of the newly gained skills and competencies?*

3. **Using Happy Face:** What were the relative effectiveness/importance of different activities organized in the communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-formal education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Life skills sessions by peer educators or village volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3. Drama, mass awareness activities
   Why such score?

4. Counseling
   Why such score?

5. Cultural appropriateness of the approaches above. To what extent have Plan used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions?

4. What is the local concept of rights, gender and gender justice?
5. Using the Wheel of Basic Child Rights: Show the picture and the wheel of basic child right, ask participants to put a score on the current situation of girls and boys in the attainment of their rights:

| Right to Survival: Nutritious food, safe housing, clothing, caring family; health and sanitation (physical survival) | Right to Development (Intellectual, Social, Moral)  
Note: physical development is put together with the right to survive for this purpose only. |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to Participation in matters affecting their lives (decision making and problem solving, e.g marriage, schooling vs. work)</td>
<td>Right to Protection: from the dangers of drugs, child labour, domestic abuse, human trafficking, migration, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Based on your assessment of the current situation on the Wheel of Basic Child Rights, what do you recommend so that children and youth will achieve their basic child rights?
Focus Group Discussion Questions for Peer Educators and Remote Village Volunteers

Name of Village/School:

Name of District:

Number of FGD Participants: ________ Girls; ________ Boys

1. Impact on Girls and Boys Peer Educators  Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below)
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th>Promoting Factors (Roots)</th>
<th>Hindering Factors (Worms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 2.1 Exercise Rights to Education</td>
<td>ER 2.2 Access to information (IEC) on Rights</td>
<td>ER 2.3 Life Skills</td>
</tr>
</tbody>
</table>

Table 1. Summary of impact or changes in the lives of girls and boys.
2. **Follow up**: What specifically were the skills and competencies strengthened among the peer educators by the life skills curriculum and accompanying IEC materials?

   2.1 How have they been able to put the life skills and competencies to use in real life situations at the household and community level (if not mentioned above)?

   2.2 How could this project have more systematically supported the practice of the newly gained skills and competencies?

3. **Using Happy Face**: What were the relative effectiveness/importance of different activities organized in the communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capacity building of peer educators or remote village volunteers</td>
<td></td>
<td></td>
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<td></td>
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<td>Why such score?</td>
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<tr>
<td>2. Life skills sessions by peer educators or village volunteers</td>
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<tr>
<td>Why such score?</td>
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<tr>
<td>3. Drama, mass awareness activities</td>
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<tr>
<td>Why such score?</td>
<td></td>
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</tr>
</tbody>
</table>
4. Counseling

Why such score?

5. Cultural appropriateness of the approaches above. To what extent have Plan used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions?

6. Participation of Community in community events

4. Using the Ten Step Ladder: What is the current level of capacity and commitment of peer educators?

5. What role can/will they play in their communities after the end of the project?
6. What have we learned about making the peer education model work (see footnote in TOR)? How do peer educators see pros and cons of different approaches tried?

7. **Using the Ten Step Ladder Tool:** To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?

   1. Peer Educators

   2. Teachers Volunteers

   3. Remote Village Volunteers

   4. Village Volunteers-Counselors

8. What is the local concept of rights, gender and gender justice?
# List of Participants to the Evaluation

<table>
<thead>
<tr>
<th>Field Day</th>
<th>Name</th>
<th>Responsibility</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mr. Somsanit Aliyavong.</td>
<td>☑ Chief of Provincial Sports and Arts. PEBS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mr. Saengsavane Joulnamany.</td>
<td>☑ Chief of Provincial NEF.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>1. Ms. Khounngen thoungkasaem.</td>
<td>☑ PLWU Counseling and Monitoring.</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Mr. Phonexay manyvongxay.</td>
<td>☑ Chief of CAMKID.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2. Mr. Neng Laow.</td>
<td>☑ Helping Coordination.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Mr. Somnit Xaythavongsit.</td>
<td>☑ Chief of District Education POD</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>2. Mr. Bounjun Sythajun.</td>
<td>☑ Chief of NFE.</td>
<td></td>
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<tr>
<td></td>
<td>3. Mr. SomPhone saengmany.</td>
<td>☑ Sports and Arts.</td>
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<tr>
<td></td>
<td>1. Ms. Noynilan Suvannavong</td>
<td>☑ Plan Coordination.</td>
<td></td>
<td>1</td>
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<tr>
<td><strong>Day 2</strong></td>
<td></td>
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<tr>
<td></td>
<td>Ban. Phonvilay nuea.</td>
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</tr>
<tr>
<td></td>
<td>1. Mr. Khounnouhuk.</td>
<td>☑ Village Chief.</td>
<td>3</td>
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<tr>
<td></td>
<td>2. Mr. Thongdy Ounmany.</td>
<td>☑ Secretary communities.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3. Mr. Suankham Phendara.</td>
<td>☑ Chief of youth.</td>
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<tr>
<td><strong>Day 3</strong></td>
<td>Workshop with Leadership and communities</td>
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<tr>
<td></td>
<td>(Ban.phonvilay) Woman: 8 peoples.</td>
<td></td>
<td>8</td>
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<tr>
<td></td>
<td>Man: 8 peoples.</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Workshop with Leadership (Ban.konsod)</td>
<td></td>
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<tr>
<td></td>
<td>Man: 3 peoples.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mr. Noui.</td>
<td>Former Life Skill Program Assistant.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Konsod high School.</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*Day 2* Ban. Phonvilay nuea.  
1. Mr. Khounnouhuk.  
2. Mr. Thongdy Ounmany.  
3. Mr. Suankham Phendara.  

*Day 3* Workshop with Leadership and communities (Ban.phonvilay)  
Woman: 8 peoples.  
Man: 8 peoples.  

Workshop with Leadership (Ban.konsod)  
Man: 3 peoples.  

Mr. Noui.  
Former Life Skill Program Assistant.  

Konsod high School.
<table>
<thead>
<tr>
<th>Day</th>
<th>Girls</th>
<th>Boys</th>
<th>General Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Day 5</td>
<td>1. Mr. Vilathep Xayjalern.</td>
<td>Parktha district DEB Deputy.</td>
<td>1</td>
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<tr>
<td></td>
<td>Workshop with Chief and Communities. (Ban. Kiwlom)</td>
<td>Second Village Chief Principal of primary school Kewlom</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Girls: 5 peoples.</td>
<td>Kewlom Primary School general students</td>
<td>4</td>
</tr>
<tr>
<td>Day 6</td>
<td>1. Mr. Thongvan</td>
<td>Parktha district DEB chief.</td>
<td>1</td>
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<tr>
<td></td>
<td>2. Ms. Saengkham Keodara.</td>
<td>Parktha LWU Livelihood for woman.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Girls: 2 peoples.</td>
<td>Peer educators Pak Tha High School</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Boys: 5 peoples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop with Chief and Communities. (Ban. Huayphalam).</td>
<td>Deputy Leader chief.</td>
<td>3</td>
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<tr>
<td></td>
<td>1. Mr. Yued Bounlong.</td>
<td>Forest Protection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Community woman x2 peoples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td>1. Mr. Somnuek Inthaphom.</td>
<td>Mueang Meng District director. DEB</td>
<td>2</td>
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<tr>
<td></td>
<td>2. Mr. Anousuck.</td>
<td>NFE District.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Village Volunteers</td>
<td>Village volunteers Torlea</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5. Girls = 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Boys= 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
✓ Volunteer teacher. | 1 | 1 |
| Workshop with peer educators. | Girls: 7 peoples.  
Boy: 5 peoples. | Meung High School Peer Educators | | |
| 9. Mr. khamkhueang | ✓ Plan staff. | | | |
| Pre-field | 1. Achan Chakrit Hankhampa  
2. Ms. Soulinphone  
3. Ms. Ting | CORD Senior Capacity Development Advisor  
Plan Life Skill Coordinator  
Plan Child Protection | | |
| Post-field | 1. Achan Phoxay Chanthavongsa | LSDA Director | 1 | |
| | | Total | 121 participants | 68 | 53 |

<table>
<thead>
<tr>
<th>Groups</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community People</td>
<td>21</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>General teens in school</td>
<td>12</td>
<td>12</td>
<td>24</td>
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<tr>
<td>Peer educators</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Government</td>
<td>11</td>
<td>5</td>
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<tr>
<td>Partners (INGO,NPA)</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Village Volunteers</td>
<td>4</td>
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<td>9</td>
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<tr>
<td>General School Teachers</td>
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<tr>
<td>Volunteer Teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>53</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>
**Annex F.** Below are quotes from participants on examples of impact and outcomes resulting from the project

<table>
<thead>
<tr>
<th>Exercise Rights to Education</th>
<th>Confidence in Speaking up on Rights by peer educators and volunteer teachers</th>
<th>Changes in Life Skills of primary target groups</th>
<th>General Changes in the traditional attitudes and practices in communities over the past several years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Konsod Village Leaders,</strong></td>
<td><strong>Phonvilay Village Leaders,</strong></td>
<td><strong>Konsod Village Leaders,</strong></td>
<td><strong>Phonvilay Village Leaders,</strong></td>
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<tr>
<td><strong>Elders and Men and Women (Struggling Village/CAMKID target area)</strong></td>
<td>Leaders and Elders (Struggling Village/CAMKID target area)**</td>
<td>Leaders and Elders</td>
<td>Leaders and Elders (Khmu Ethnic Group.) (Successful Village; CAMKID target area but with other Plan projects)</td>
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<td><strong>People sleep under the mosquito nets and village is now clean and people boil their water before drinking</strong></td>
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<td></td>
<td><strong>Less hitting of children by their parents now than before</strong></td>
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<td><strong>Before parents decide for the children on the person who their daughter or son should marry but now they can choose by themselves the person they want to marry.</strong></td>
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<td><strong>Before girls could get pregnant at the age of 18 but nowadays they wait until they are 21 before they get babies.</strong></td>
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<td></td>
<td><strong>No drug problem in the village.</strong></td>
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<td><strong>The role and work of men and women are different, nowadays, women still collect water for the house but the husband can sometimes help in looking at the steaming rice and help prepare the food.</strong></td>
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<td><strong>In the past, men used to drink while women do all the work, now they drink less and usually during events and social gatherings.</strong></td>
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<td><strong>Konsod High School Students (No Peer Education in HS)</strong></td>
<td><strong>Konsod High School Students (No Peer Education in HS)</strong></td>
<td><strong>Konsod High School Students (No Peer Education in HS)</strong></td>
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<td></td>
<td><strong>Regarding Domestic Violence:</strong></td>
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<td><strong>Konsod:</strong> 3 families have fighting because the husband has another wife. Before about 10 families have violence in the family. <strong>Lokha:</strong> there are about 4 families still have hitting because they do not help each other in work and the husband drink a lot...still the same as before. <strong>Phonvilay:</strong> Now only 2 families have hitting because the</td>
</tr>
<tr>
<td>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</td>
<td>Pak Tha High School Peer Educators (individual comments from boys and girls) (Plan target area)</td>
<td>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</td>
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<tr>
<td>Parents and children know the rights of children going to school and parents send them to school. Before parents did not understand the value of educating their children. They have learned the value of education from the teachers and the Volunteer Education Development Committee (VEDC).</td>
<td>Before we were shy, now we are confident</td>
<td>Before families did not know how to clean themselves well. Now they know about health and hygiene and to clean themselves. Have learned about health and hygiene from the school teachers and from the project;</td>
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<tr>
<td>Nowadays, girls marry at around 18 years old but 3-5 years ago some children marry early; in Konsod, they used to marry between 10-16 years old; in Phonvilay and Lkah, they used to marry at 15-16 years old, in Donkhm, they used to marry around 16-17 years old.</td>
<td>We have learned skills on how to make “Lakon” (drama, how to talk in public, how to lead a show how to tell stories and how to “Dj” (disc jockey or someone who is playing recorded music or emcee).</td>
<td>People now know how to plan their lives and not just living for today. Before, they only think of what to eat for the day and not the future.</td>
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<tr>
<td>They have changed in my idea and in my heart, for example I am now confident to answer questions in our class especially on mathematics and social issues.</td>
<td>I have changed in my idea and in my heart, for example I am now confident to answer questions in our class especially on mathematics and social issues.</td>
<td>Nowadays, girls marry at the age of 18 years, in the past they usually have a boyfriend or girlfriend at the age of 11 or 12 and married at the age of 13-14.</td>
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<tr>
<td>I have gained confidence in sharing ideas and in showing my work in school, for example I can do presentation or be a spokesperson for the group.</td>
<td>I have gained confidence in sharing ideas and in showing my work in school, for example I can do presentation or be a spokesperson for the group.</td>
<td>Women/girls can now decide who to marry, before, parents pushed them to marry. Also if a boy/man love a girl/woman he would steal the girl and take her away, then she will be forced by her parents to be married to him. Now, the girl can decide to accept or not to marry the boy.</td>
<td></td>
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<tr>
<td>I have learned the skills in good studying by showing, doing and thinking;</td>
<td>Have more confidence to talk about different subjects and issues in the class;</td>
<td>In the past, men could have 6 to 7 wives as there was no law about limits, but now they can only have 2 wives because the law was put in place in 2006. Also, now the woman can also decide to agree or not to agree before the husband can have the second wife.</td>
<td></td>
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<tr>
<td>Have skills and ability to answer questions in class</td>
<td>Have learned how to build unity “Samaki” in school with friends and also in families</td>
<td>Before they have about 30% of families in the village have domestic violence, now only 2 families have domestic violence. People have learned to prevent violence at home and nowadays they have only 2 wives so violence has also been reduced.</td>
<td></td>
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<tr>
<td>Language(s) for the “Iakon”.</td>
<td>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</td>
<td>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</td>
<td>Huay Phallam Leaders and Community Women (Khmu Ethnic Group) (Successful Village, Plan target area)</td>
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<tr>
<td>• in the past, most families in the community gave value to education of children but did not have a chance to send their children to study because the school was far and most people were poor. Most families could afford only one book and clothes. They used the piece of wood to write with chalk. Parents used to exchange their rice for notebooks for their children. Now all children can go to school.</td>
<td>• in the past, community leaders are able to share some information to the community members (information often shared are letter from the district office, rules of district office, village meetings, cleaning the village, etc.)</td>
<td>• in the past, parents send only boys to school because they are worried that if girls have higher education (like nurse or teachers) that they will find work in another place and they may also marry someone from another place. So their children will not have time to look after them when they are older. Now parents believe that having higher education for girls is better so that they can have a good job.</td>
<td></td>
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<tr>
<td>• There are children in the village who are able to go to higher studies. Two students are in Pak Ta learning to be a teacher and a nurse.</td>
<td>• they have improved knowledge about how to keep the home clean and hygienic. People boil water before drinking (only 2-3 families still drink without boiling). • The community’s understanding and ideas about work for men and women have changed: Before in farming, women have to carry everything (baby, food, water and tools) but the husband only carried his gun. When they come back from the field, the wife has to carry firewood too. Now they help each other to carry stuff.</td>
<td>• Before, in wedding events, the families of bride and groom have to eat first before the guests from the village. Now they all could eat together like Lao people because the world is getting modern and the old tradition is hard to follow.</td>
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</tr>
<tr>
<td>Muang HS Peer Educators (Plan Target Area)</td>
<td>• I have the confidence to ask questions and to answer questions in the village and in the school</td>
<td>• In the past, all household chores are done by the wife but now husband help in feeding animals, look after children and cook rice if wife had a baby. Both collect water.</td>
<td>• In the past, during wedding events, women have to cook and men kill the animal. Now men have to kill the animal, clean the animal and prepare and women only cook.</td>
</tr>
<tr>
<td>• I have the confidence to show what I can do to others, especially on sports</td>
<td>• I used to be very shy but now that I am a volunteer I can speak in public</td>
<td>• In the past, meetings could not go to village meetings because they were shy and have low knowledge and ability. Now, women have better knowledge and had trainings that they can participate in village meetings.</td>
<td>• Women used to give birth at home but now they go to the health center to deliver their baby.</td>
</tr>
<tr>
<td>• I have now the confidence to stand up in front of the community and to talk to people</td>
<td>• I have learned a lot and we know how to make drama show</td>
<td>• In the past, meetings could not go to village meetings because they were shy and have low knowledge and ability. Now, women have better knowledge and had trainings that they can participate in village meetings.</td>
<td>• Before, girls could not decide to choose their spouse but both parents of the couple have to talk together and agree and will ask the man to marry the daughter. Now girls can decide to choose their spouse.</td>
</tr>
<tr>
<td>Torlæe Village Volunteers/Teens (Successful Village, Plan target area)</td>
<td>• Boys and girls can choose themselves who to marry and this has been the same as before for Muser Khao and they can marry only one wife. In Muser Dam, parents still pushed their children who to marry, unlike Muser Khao. Before most youth marry at the age of 18 but now is much younger, about 15-16 they already get married. (However the youth could not explain why it is getting younger at first) but eventually they replied</td>
<td>• Family duties have been the same as before: women take care of family, feed the ducks, both men and women go to the field and do farming, men harvest the rice and pile the harvest in stacks, women collect the rice harvest and give to the men for piling.</td>
<td>• NO change in domestic violence from before, most people only argue with each other.</td>
</tr>
<tr>
<td>• Both boys and girls can go to school and same as before.</td>
<td>• Boys and girls can choose themselves who to marry and this has been the same as before for Muser Khao and they can marry only one wife. In Muser Dam, parents still pushed their children who to marry, unlike Muser Khao. Before most youth marry at the age of 18 but now is much younger, about 15-16 they already get married. (However the youth could not explain why it is getting younger at first) but eventually they replied</td>
<td>• If village volunteers see some family who are not clean, they give them advice and they also share about feeding animals and how to clean their pens.</td>
<td>• If village volunteers see some family who are not clean, they give them advice and they also share about feeding animals and how to clean their pens.</td>
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</tbody>
</table>
We have learned to work together and to show to the community what we have learned, for example we have learned unity “samaki” to work together in school and when we go to the community we can show and we can make more friends.

I become more confident to show to others how to talk and we learn cooperation and unity “samaki”

I have learned many knowledge like the impact of drugs on people

I have gained confidence on how to read a story in a big groups in the community

I have learned knowledge, now I am confident to sing a song and tell stories

I have the capacity and knowledge, confidence on how to make drama show and how to show the dram to others

I have learned a lot of knowledge about gender justice and I am confident to show to others what I have learned.

because nowadays they could see each other and if they like each other they could also choose to marry and they like to marry early too. Also mentioned about the story of two lovers who both killed themselves because parents pushed them to marry someone else.

Phonvilay Village Leaders, Elders and Men and Women: (Struggling Village/CAMKID target area)

- Training of parents by CAMKIDs, the government and by seeing awareness raising posters and “lakon”
- Parents often talk to their children, during meal time and while working together, about the value of going to school which helped children to be interested in going to school.

Phonvilay Village Leaders, Elders and Men and Women: (Struggling Village/CAMKID target area)

- “Lakon” or Drama shows
- Doctor from the health center

Promoting Factors (Roots)

Phonvilay Village Leaders, Elders and Men and Women: (Struggling Village/CAMKID target area)

- The training of people on gender and rights of women
- The “lakon” or drama show helped us to think of the bad results of violence and not sending children to school;
- Peer educators/volunteers and showing videos and comparing stories to the village life.

Konsod Leaders and Elders (Successful Village; CAMKID target area but with other Plan projects)

- Before parents did not have the chance to go to school because people have many children to raise and mostly they were very poor, cannot afford school materials to send them to school. They

Konsod Leaders and Elders (Successful Village; CAMKID target area but with other Plan projects)

- Concern distributed mosquito nets and medicine to treat mosquito nets;
- CAMKIDs showed the “lakon” or drama to show the bad impact of hitting in the family.

Konsod Leaders and Elders (Successful Village; CAMKID target area but with other Plan projects)

- CAMKID’s showed the “lakon” on the effect of drinking and hitting wife and children to their family.
- People have learned that domestic violence will cause the family to break apart so they need to prevent violence at home by finding solutions

ER 2.1 Exercise Rights to Education

ER 2.2 Access to information (IEC) on Rights

ER 2.3 Life Skills

ER 2.4 Traditional attitudes and practices (activities)
cannot study further even if they wanted to. Due to PLAN’s scholarship (other project) now some poor families can still send their children to school.

<table>
<thead>
<tr>
<th>Konsod High School Students (No Peer Education in HS)</th>
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<tbody>
<tr>
<td>• Parents see the value of educating their children</td>
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<tr>
<td>• Follow the law from the government to send their children to school.</td>
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<table>
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<tr>
<th>Konsod High School Students (No Peer Education in HS)</th>
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</thead>
<tbody>
<tr>
<td>• School Teachers, Parents and family</td>
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<tr>
<td>• From the Drama or &quot;lakan&quot;</td>
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<thead>
<tr>
<th>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</th>
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<tbody>
<tr>
<td>• Training of the School Development Committee on Life Skills (had two times training); BEP</td>
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<tr>
<td>• Support to have materials for students to be able to come to school-BEP</td>
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<tr>
<td>• Scholarship support for poor students-BEP</td>
</tr>
<tr>
<td>• Activity to take care of children (enough food and vaccine); Health Program.</td>
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<tr>
<th>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</th>
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<tbody>
<tr>
<td>• Posters on Human Trafficking and Prevention of Drug Addiction and explanation</td>
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</table>

Pak Tha HS Peer Educators: 

• Before becoming a volunteer, I have been thinking how I could help my parents, teachers and other children who could not study like me.
• I really wanted to change myself to be a better person and how I could help my friends too;
• I am an active person and the teacher helped me to be a volunteer so that I could help other people;
• I wanted to help and share my knowledge to others so I wanted to be a volunteer, I also wanted to learn from other schools and for them to learn from us, especially on knowledge about drugs;
• I thought about my brother who was a volunteer and my parents too, I also wanted to have the knowledge and information I never had before;
• Because I wanted to make other people have the knowledge that I have and I want to share to my friends and community people about what I know because they did not have the chance to study like me.
• I like to be funny and to show drama show and to learn new things.

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<thead>
<tr>
<th>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</th>
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<tbody>
<tr>
<td>• Health Center/Health Project</td>
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<tr>
<td>• Training on life skills, gender and gender justice</td>
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<tr>
<td>• Training on the negative impact of early pregnancy on women.</td>
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<tr>
<td>• Training on Children Rights</td>
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<tr>
<td>• Event organized for Children</td>
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<tr>
<td>• Drama show about the value of educating women/girls</td>
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<tr>
<th>Kewlom Village Leaders and Community Women (Struggling Village; Plan target area)</th>
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<tbody>
<tr>
<td>• Life skills training on family development, preventing domestic violence</td>
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<tr>
<td>• Training for counseling</td>
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<tr>
<td>• Training for peer educators and volunteers</td>
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<tr>
<th>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</th>
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<td>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</td>
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<td>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</td>
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<tr>
<td>Huay Phallam Leaders and Community Women (Successful Village, Plan target area)</td>
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**Successful Kewom: Konsod (area)**

- The primary school was built in the village through the help of NGOs. They built walls for the school, materials were provided to the school (e.g. chairs).
- Poor families could still send their children to school due to the support from sponsors from Plan International (sponsorship letters received and photos were produced for sponsors-BEP Project)
- Provision of school materials (pencils, bags, soap, tooth brush, etc.)-BEP
- There is an early child school in the village-BEP
- Training about child rights
- “Lakon” or Drama showing child labour and not going to school
- When primary school was built, some parents were able to save money for the children’s higher education. Also, the village has developed.

**Torlae Village Volunteers: (Successful Village, Plan target area)**

- Primary School was built in the village before Plan came in.

**Mueng HS Peer Educators:**

- Have the life skill project that helped in learning new knowledge and have changed in our lives
- We have the people to support us like the teacher volunteers in school and also the staff of Plan
- We have cooperation, unity and love for each other as a team
- We have experienced together how to share our knowledge on gender, Child Rights through drama and we all experience the success together in the showing the drama.

**Torlae Village Volunteers: (Successful Village, Plan target area)**

- When the project came, the village volunteers learned from them and they have seen the “lakon”/drama and learned lessons about the children who do not go to school, parents fighting and children in drugs.

**Torlae Village Volunteers (Successful Village, Plan target area)**

- Village volunteers learned the bad impact of early pregnancy on the mother

**Hindering Factors (Worms)**

**Phonvilay (Struggling Village/CAMKID target area)**

- Poverty in the family, people have no money to buy materials for schooling of children
- Female-headed household who is alone to look after and support children
- In the past, many families have many children and did not know how to plan the family so have many children to support (6-8 children) cannot send all children to school.
- High school is far from the village and only those who can afford can send to high school.
- Some husbands still drink alcohol but not much of a problem now.

**Konsod: (Successful Village; CAMKID target area but with other Plan projects)**

- Some poor families still do not fully understand the value of planning for their family to develop and also they could not help to stop hitting their wife;
- Some families could not follow the healthy eating practices and still drink water without boiling or eating uncooked food.

**Kewlom (Struggling Village; Plan target area)**

- Banana plantation will hire labourers from their village and the effect of chemical on the health of the people is high. Although it was reported that there is no banana plantation in their own village but there are plantations in the District.
<table>
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<tr>
<th>Torlae (Successful Village, Plan target area)</th>
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<tbody>
<tr>
<td>• Teens could not pursue higher education so after their primary studies, both boys and girls will end up collecting from the forest tea leaves and bamboos to sell to the Chinese company nearby. Most out of school youth have nothing to do so they end up also getting married earlier.</td>
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Annex G. Round the Clock Tool: Different activities women and do during their normal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Phonvilay (Khmus) Community Men and Women and Leaders</th>
<th>Kewlon (Hmong) Village Leaders and Community Women</th>
<th>Huay Phallam (Khmus) Village Leaders and Community Women</th>
<th>Torlæ (Muser Kho) – Youth Village Volunteers</th>
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<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
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<tr>
<td>Before Sunrise</td>
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<tr>
<td>4:00-6:00 a.m.</td>
<td>-Wake up at 5:00 a.m.</td>
<td>-Boil water</td>
<td>-Steam rice</td>
<td>-Feed the pig, chicken, ducks</td>
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<td>Early Morning</td>
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<td>6:00-9:00 a.m.</td>
<td>-Cooking -Eating -Wash the dishes -Wash clothes -Sweep the house -Go to the farm to work</td>
<td>-Help prepare food for breakfast -Eating -Go to the farm</td>
<td>-Collect water -Wash clothes -Help children to prepare for school</td>
<td>-Help collect water -Give dirty clothes to wife -Look after the cow</td>
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<td>Mid Morning</td>
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<tr>
<td>9:00-12:00 noon</td>
<td>-Continue work in the field</td>
<td>-Look after the children and go to do field</td>
<td>-Go to the field with wife (if there is a fight with wife, he goes first)</td>
<td>-Go to the field to work</td>
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<tr>
<td>Noon and Early Afternoon</td>
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<tr>
<td>12:00-3:00 p.m.</td>
<td>-Husband and wife and children help to cook in the field -Eat lunch -Rest a little bit</td>
<td>-Husband and wife and children help to cook in the field -Eat lunch -Rest a little bit</td>
<td>-Continue farming in the field</td>
<td>-Take a break -Prepare or cook lunch -Eat</td>
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<tr>
<td>Late Afternoon to Early Evening</td>
<td></td>
<td></td>
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<tr>
<td>3:00-6:00</td>
<td>-Pick vegetables for cooking for dinner</td>
<td>-Catch fish or find bamboo, hunting for food</td>
<td>-Continue farming; some Do croche and rest</td>
<td>-Continue to work until 4 p.m.</td>
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<tr>
<td>Early Evening to Evening</td>
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<tr>
<td>6:00-9:00 p.m.</td>
<td>-Feed the animals -Sweep the house -Boil the water -Cook food</td>
<td>-Come back from the farm -Cook dinner -Sweep the house</td>
<td>-Go back home -Take a shower -Cooking for dinner</td>
<td>-Go back home -Collect water -Feed animals -Take a shower -Cook food -Eat dinner</td>
</tr>
<tr>
<td>Late Evening to Midnight</td>
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<tr>
<td>9:00-12:00 midnight</td>
<td>-Soak rice for the following day -Prepare beds -Sleep</td>
<td>-Help children to learn or study -Sleep</td>
<td>-Go to bed at around 8 to 10 p.m.</td>
<td>-Go to bed -Eat -Rest and Sleep</td>
</tr>
</tbody>
</table>
Annex H. Compilations of reflection and lesson learnt, recommended by PESS, DESB and CORD for this evaluation:

Reflection on the project from PESS:
- It would be good to continue the project because the target groups are still not yet developed. Some children in NFE have got some certificates but not all have completed.
- Need help improve activities that would address drug addictions especially in Pa Odom;
- Need to have more activities to protect children from human trafficking and drugs.
- Continue to focus on ethnic children as they are still following traditional ways and have still low understanding and education

Reflection on the training conducted with LWU at the community level:
- It would be good to continue what Plan has started with LWU as it is just beginning to work in communities and the objectives are not fully achieved yet.
- If there will be new plans for the future, it would be good to have the training for district LWU staff before going to the village to implement the training learned, so it becomes learning and doing/practice.
- It would be good if the training was not containing too much lessons to teach the people in the village. The training time was short and people have limited understanding so it is better to use a different approach in the future, like asking questions about their real situations or case studies.
- Participation of women in the Counseling training was low due to language barriers, we needed to translate the lessons in the local language. Teaching was done in the Lao language and then divided in small groups so they could discuss in their own language and use pictures and posters for discussion. The counseling training was too short to have more participation and better understanding.
- Based on experience, participants in groups could discuss and write on the paper their discussion point in Lao language but it was hard to know if participants could really do the lessons in practice as they leaned in Lao a short time.
- The target participants could not understand the Lao language and some ethnic languages only have speaking/verbal and no written languages. So to have more women to participate, we need to have more frequent interaction and teaching with them for better understanding.

Reflection on the activities conducted with DESB:
- It would be good to have more activities about education and gender justice in the village as the project has just started to make a difference.
- Need to help the students and community people on how to remember well and not to forget the lessons. Learning by doing in practice is better to remember well. This should be done in school, NFE, Life Skills.
- Need to have a Dictionary from Lao to Ethnic Language and reverse so that the people will understand the lesson better
- Most kids are in now school and when they finish we need to help them to continue to develop their skills that would help in their livelihood, eg. Furniture making, feeding animals/raising animals, planting vegetables. Need to have this so that they can help the family.

Reflection by CORD:
- To launch the project in a better way:
  o Invite all partners to have a buy in and clarify together expectations and to learn together as a group (reflect on the learning and relationships) and not launching the project by power point presentation.
  o Build trust and understanding of each other and strengthen partnership
  o Review ourselves and understand ourselves first and then we can understand others.
- Knowledge management system of the project: allocate budget for knowledge management and banking and record lessons learnt. Make it outstanding for partners by collecting stories of success and use mass media like filming and narratives. Aim for youth media.
- Have capacity development for partners, e.g. strategy on knowledge banking, mobile unit to share experiences, learning how to work with government, etc.
- Networking: to facilitate an open space to share experiences and how to network with others on different issues.
Interview Questions for Village Chief

Name of Village: Torlae
Name of District: Muang Meung
Name of Village Chief: Mr. Cha Buthy
How many years in office: very new, less than 2 months

*Note: Due to limited time, the interview was made shorter after the FGD with village volunteers*

Information needed: (not so sure about the statistics yet)

a. Number of People in the village: 142
b. Number of households: 47
c. Number of Females: about 80 +
d. Number of Males:
e. Number of teen age: 13-23 years old about 46
f. Estimated Migration of youth: Only for higher high school, about 1% of youth go to study in Pak Tha. For families who are poor they could not send continue to support children to finish so they returned home. There is primary school in the village.
g. Migration to where?
h. Migrate for what jobs or reasons?
i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):
   - Project to support the production of bees
   - Project to support cow and pig
   - Plan Laos has helped built the village meeting room, supported materials for the primary school, loud speakers, support for pig pens and cows, helped fixed the school and built toilet in the school; Training related to gender justice done with the district with other villages, ECCD, BEP, Child protection training, show the “lakon” 2x per month

1. What activities or events have you observed to help people change or improve their lives?
   - The Training of Village volunteers were done in the District of MM. The training was done in the Lao language with discussion in the ethnic language. So they announced who can understand the Lao language and they were invited to attend the training in the district and so the participants became the focal points for the village. Village volunteers were mostly aged 13-19 years old. (Note: despite their age, most of them look mature physically than their age.)

5. Any recommendation for the future?
   - Plan has helped a lot in the village, for the future, the following are recommended:
     o The village chief is new, if Plan can help the village chief to support his training in the District so that he knows his role and responsibilities well;
     o There is primary school in the village and most children can finish at the age of 13-14, if they cannot study further they will end up doing to the forest to help parents collect tea and other food. If Plan can help provide scholarship or support to students for higher education, especially students who wanted to study but they are poor.
Interview Questions: Village LWU, Volunteer Teachers, NFE Teachers

Name of Village/School: Muang Mueung High School
Name of District: Muang Mueng
Name of Interviewee: Mr. Chan Aet. and Ms. Phimpha (have been supporting peer educators in school for one year already, before there were different teachers)

Information needed:
- Number of students:
- Number of Female students:
- Number of Male students:
- Number of teen age in NFE: 13-23 years old
- Number of counseling session conducted in one year:

1. In what ways Teacher Volunteers support students”
   - They told the students that if they become volunteers that this will help them become confident and they will have knowledge to share to others
   - They help them find ways and activities for the volunteers to do in school and other activities to make them motivated

2. Challenges they faced as Volunteer Teachers?
   - The school never had experience in working in communities, so to go to the village Chief and explain about what they could do in the village was a new experience. They went to 7 villages, in some villages they have been there 2 times and in others 1 time.
   - The road to go to the village as bad so they have to sleep in the village for 2 nights 3 days. Events are done during weekends
   - No parental problem as parents consent were given before the trip, if there are only about 6% of parents have some problems on students going to the village.

3. What makes it successful?
   - The school has full support of the Peer Education and the students and teachers are allowed to write a report and they also do a lot of activities in their own school. The school allows them to practice and to ask questions in school before they perform or go to the village.

4. Any recommendation for the future?
   - For the Trainor to come to the school and coordinate with the school teachers, preferable 3 x per month. The students are active and if there are no activity per month, sometimes the students lose interest.
   - Add more activities for peer educators
   - To have more practice before going to the village at least 3x per month.
   - Need tools or props for dram show, eg. If drama is about fishing, we need fish traps, etc.
Interview Questions for Partners

Name of Partner: District DLWU
Name of Interviewee (Key Informant): Ms. Manyvun Oudomsouk
Positions in the organization: MM DDLWU Chief
Length of year of engagement with the project: 1 year
Date of Interview: 18 October 2015

Note:
The person in DLWU who was responsible in the project was away.

1. What is your engagement with the project?
   • **Have joined the Counseling Training for the village leaders and helped built the counselling in villages**
   • **In implementing the project on gender, most women could not join much in activities because most ethnic groups don’t let their wives to come to meetings. Nowadays, women started joining but men are still more active in participation because most women do not know the Lao language**
   • **Participation among Muser Dam ethnic group is very low, if you can get about 7 to 10 people are good already, usually 6 women is already good enough and also with the presence of the 7 commitee elders, LWU and Youth leaders.**
   • **It was most difficult to work with Muser Dam because most of the villages are in the jungle, the whole family have to do farming. When schools opens, they send their children to school but if they do not have enough food, they will pull out the children from school to do work. Most of the children finished primary school and very little finished high school.**

2. Challenges met in the project?
   • **Participation of women in the Counselling training is low due to language barriers, needed to translate the lessons in the local language. So the teaching was done in the Lao language and then divide in small groups so they could discuss in their own language and use of pictures and posters;**
   • **The people in groups can discuss and write on the paper in Lao language but it is hard to know if participants could do the lessons in practice.**

3. What changes have you seen regarding gender?
   • **The role of men and women have improved a bit, now women can join in village events but still shy. Some women know Lao language but they are shy to talk.**
   • **In terms of decision making, sometimes women can join but mostly done still my men, for example, decision for children to go to school, sell products, women to stay at home, etc.**
   • **In the past girls and boys can choose their partner and parent cannot push them. Girls and boys can go together and elope and come back for their wedding party (mostly those who have less knowledge). Then at the age of 14 years, they could have babies. In terms of getting married, in the past, girls of age 12-13 year old can marry already, nowadays children marry still at the same aged but less in number than before because girls can study more and they have counseling to advise women on how to plan for their family’s future and make choices. However, it is still most difficult among Muser Dam. Muser dam can only have one wife.**

4. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
   • **The target participants could not understand the Lao language and some ethnic languages only have speaking and no written language. So to have more women to participate, we need to have more frequent interaction and teaching with them for better understanding. The counseling training was too short to have more participation and better understanding.**
Interview Questions for Partners

Name of Partner: District Partners: DEB
Name of Interviewee (Key Informant): Mr. Somnuek Intaphom.
Positions in the organization: MM DEB
Length of year of engagement with the project: have known the Plan project since 2011-2015.
Date of Interview: 19 October 2015

Note:
- PLAN has an MOU with DEBS and with PEBS.
- In MM there are 8 ethnic groups, largest is Lahu (Muser Dam, Muser Khao and Kui).

1. How do you assess the quality of partnership among Partners at the district level, (PLAN/LSDA/CAMKID/DES/DLWU)?

   The project is good because it helps teenagers in remote village to develop and have achieved good results despite short period of implementation.

2. How does Plan District managed partnership and coordination with partners at district level?

   Not much challenges experienced with the project. There has been good coordination and relationship with the Plan team.

3. To what extent have gender equality, child rights and child protection been internalized by the partners?

   People now have better understanding of and knowledge about gender and other general knowledge brought by the training program. DEBs have 28 villages and 8 of 28 villages have the life skills training implemented.

Most changed observed:
- Women used to give birth at home but now they go to the Health Center
- Children’s enrolment in school has increased because there are sponsorship for primary school children
- Men’s perspective about women have changed, e.g. now men understand that women can reach higher education and will help improve their status and roles.
- Men gave women some decision making power such as letting their girls to study to high school or even higher education. This the government has helped address as the government want both boys and girls to study up to high school.
   These changes were contributed by the training provided by the project, information and advertisement used to promote knowledge and the involvement of LWU and Youth groups in activities.

4. Impact of economic development and regional integration to these changes?

   - The banana plantation has a lot of negative impact to teenagers and the government is addressing this problem so now there are less teenagers go as they are aware of the chemical effect on their health.
   - Only about 4-5 of teenagers are known to migrate to Thailand for labour in the mountain, mostly boys.
   - Rubber plantation are mostly farmed by family and also natural, so they do not use chemicals.

5. What do you find helpful about sharing among district?

   - The sharing of experiences across districts and to be able to share the success and challenges to the provincial office.
• The meeting (3,6, 12 months) is also helpful in monitoring and planning together for the future in the project

6. Do you have other recommendations for PLAN?

• Now that most kids are in school and when they finish we need help to continue to help them have skills that would help in their livelihood, eg. Furniture making, feeding animals/raising animals, planting vegetables.
• Project is good already but sometimes the transfer of money is a little bit late so not able to do all the plans as in the schedule and the budget is low for the needs in the community.
• Would be good to know who are the stakeholders and to make plan together (including the youth).

Note: The Plan District Team (WASH, ECCD, PEB, CP/CR) are based in the District Education Office and therefore they have a very good communications and coordination of activities in the field. There is an allocated DEB Staff, NFE, who is consistently accompanying them and therefore there is a consistent flow of information on both sides (like a focal point). In addition, the DLWU office is also next door to the DEB office and therefore there is strong coordination. There are regular monthly meeting of DEB, LWU and Life Skill plan staff of their monthly activities before going to the villages. The DEB focal point also make the report of their progress to the Province, with the Staff of Plan supporting him by being present.
Focus Group Discussion Questions for Peer Educators and Remote Village Volunteers

Name of Village: Torlae
Name of District: Muang Meung
Number of FGD Participants: 5 Girls; 4 Boys

1. Impact on Girls and Boys. Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below)
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

   Table 1. Summary of impact or changes in the lives of girls and boys.

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both boys and girls can go to school and same as before.</td>
</tr>
<tr>
<td>• In the past, some parents took their children out of high schools because they did not want them to study because they did not have money to support them to study for materials and bicycle. Most of them finished 2 years in middle school and wanted to study but no support.</td>
</tr>
<tr>
<td>• Boys and girls can choose themselves who to marry and this has been the same as before for Muser Khao and they can marry only one wife. In Muser Dam, parents pushed their children who to marry, unlike Muser Khao.</td>
</tr>
<tr>
<td>• Before most youth marry at the age of 18 but now is much younger, about 15-16 they already get married. However the youth could not explain why it is getting younger at first but eventually they replied because nowadays they could see each other and if they like each other they could also choose to marry and they like to marry early too.</td>
</tr>
<tr>
<td>• Family duties have been the same as before: women take care of family, feed the ducks, both men and women go to the field and do farming, men harvest the rice and pile the harvest in stacks, women collect the rice harvest and give to the men for piling.</td>
</tr>
<tr>
<td>• NO change in domestic violence from before, most people only argue with each other.</td>
</tr>
<tr>
<td>• If village volunteers see some family are not clean, they give them advice and they also share about feeding animals and how to clean their pens.</td>
</tr>
<tr>
<td>• Village volunteers learned the bad impact of early pregnancy on the mother</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ER 2.1 Exercise Rights to Education</th>
<th>ER 2.2 Access to information (IEC) on Rights</th>
<th>ER 2.3 Life Skills</th>
<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Factors (Roots)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Primary School was built in the village before Plan came in.</td>
<td>• When the project came, the village volunteers learned from them and they have seen the “lakon”/drama and learned lessons about the children who do not go to school, parents fighting and children in drugs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Hindering Factors (Worms)           |                                              |                   |                                                       |
|-------------------------------------|                                              |                   |                                                       |
| • No problem related to drug addiction in the village             | • No involvement of youth in plantation   |
| • No involvement of youth in plantation                             | • No migration of youth to Thailand nor Myanmar |
| • After youth studies, both boys and girls, they collect from the forest tea leaves and bamboos to sell to the Chinese company nearby. Some families plant teas and also collect from the forest natural tea leaves. People also grow upland rice. They collect bamboos and wild vegetables to sell and to eat. They also grow chili pepper and sell. |

2. Follow up: What specifically were the skills and competencies strengthened among the village volunteers?
   • See above mostly on health and domestic violence, child labour and children in drugs.
3. Use the Round the Clock Tool: Ask participants (women and men) to list the different activities they do from the time they wake up to the time they go to bed and the estimate of time they do this. Put on the clock table below.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Sunrise</strong></td>
<td>• Wake up at 5 a.m.</td>
<td>• Wake up at 6:00 a.m.</td>
</tr>
<tr>
<td>4:00–6:00 a.m.</td>
<td>• Wash face</td>
<td>• Wash face/shower</td>
</tr>
<tr>
<td></td>
<td>• Steam rice</td>
<td>• Eat</td>
</tr>
<tr>
<td></td>
<td>• Feed animals (pigs, ducks, chickens)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cook food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Eat</td>
<td></td>
</tr>
<tr>
<td><strong>Early Morning</strong></td>
<td>• Go to the field to do upland rice</td>
<td>• Go to the field for upland rice</td>
</tr>
<tr>
<td>6:00–9:00 a.m.</td>
<td>• Harvest rice</td>
<td>• Harvest rice</td>
</tr>
<tr>
<td></td>
<td>• Hit the rice to remove grain</td>
<td>• Pile up rice</td>
</tr>
<tr>
<td></td>
<td>• Eat</td>
<td>• Hit the rice to remove grain</td>
</tr>
<tr>
<td><strong>Mid Morning</strong></td>
<td>• Continue in the field</td>
<td>• Continue in the field</td>
</tr>
<tr>
<td>9:00–12:00 noon</td>
<td>• Eat Lunch</td>
<td>• Eat Lunch</td>
</tr>
<tr>
<td><strong>Noon and Early Afternoon</strong></td>
<td>• Continue in the field</td>
<td>• Continue in the field</td>
</tr>
<tr>
<td>12:00–3:00 p.m.</td>
<td>• Eat Lunch</td>
<td>• Eat Lunch</td>
</tr>
<tr>
<td></td>
<td>• Continue in the field</td>
<td>• Continue in the field</td>
</tr>
<tr>
<td><strong>Late Afternoon to Early Evening</strong></td>
<td>• Continue in the field</td>
<td>• Continue in the field</td>
</tr>
<tr>
<td>3:00–6:00</td>
<td>• Continue in the field</td>
<td></td>
</tr>
<tr>
<td><strong>Early Evening to Evening</strong></td>
<td>• Come back home</td>
<td>• Come back home</td>
</tr>
<tr>
<td>6:00–9:00 p.m.</td>
<td>• Cook food</td>
<td>• Eat dinner</td>
</tr>
<tr>
<td></td>
<td>• Eat dinner</td>
<td></td>
</tr>
<tr>
<td><strong>Late Evening to Midnight</strong></td>
<td>• Sleep</td>
<td>• Sleep</td>
</tr>
<tr>
<td>9:00–12:00 mn.</td>
<td>• Sleep</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The data collection was conducted in October where harvest of rice is the main activity.
Focus Group Discussion Questions for Peer Educators

Name of Village/School: Muang Mueng High School
Name of District: Muang Mueng
Number of FGD Participants: ____7____ Girls; ____5____ Boys

1. What has been the best change that happened to them as a result of their participation as Peer Educator or Volunteer?
   Impact on Girls and Boys Peer Educators Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below)
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

   **Table 1. Summary of impact or changes in the lives of girls and boys.**

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the confidence to ask questions and to answer questions in the village and in the school</td>
</tr>
<tr>
<td>I have the confidence to show what I can do to others, especially on sports</td>
</tr>
<tr>
<td>I used to be very shy but now that I am a volunteer I can speak in public</td>
</tr>
<tr>
<td>I have now the confidence to stand up in front of the community and to talk to people</td>
</tr>
<tr>
<td>I have learned a lot and we know how to make drama show</td>
</tr>
<tr>
<td>We have learned to work together and to show to the community what we have learned, for example we have learned unity “samaki” to work together in school and when we go to the community we can show and we can make more friends</td>
</tr>
<tr>
<td>I become more confident to show to others how to talk and we learn cooperation and unity “samaki”</td>
</tr>
<tr>
<td>I have learned many knowledge like the impact of drugs on people</td>
</tr>
<tr>
<td>I have gained confidence on how to read a story in a big groups and in the community</td>
</tr>
<tr>
<td>I have learned knowledge, now I am confident to sing a song and tell stories</td>
</tr>
<tr>
<td>I have the capacity and knowledge, confidence on how to make drama show and how to show the dram to others</td>
</tr>
<tr>
<td>I have learned a lot of knowledge about gender justice and I am confident to show to others what I have learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ER 2.1 Exercise Rights to Education</th>
<th>ER 2.2 Access to information (IEC) on Rights</th>
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<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
</table>

   **Promoting Factors (Roots)**
   - Have the life skill project hat helped in learning new knowledge and have changed in our lives
   - We have the people to support us like the teacher volunteers in school and also the staff of Plan
   - We have cooperation, unity and love for each other as a team
   - We have experienced together how to share our knowledge on gender, Child Rights through drama and we all experience the success together in the showing the drama.

   **Hindering Factors (Worms)**

2. Using the Ten Step Ladder: What is the current level of capacity and commitment of peer educators?

These activities of the peer educators and volunteers have continued in the school and in community despite the end of the project, for example:
   - In school, they still do singing a song, play games, do drama show and questions and answers
   - In the village, they still do in the school and they go as a group together in the village
   - In their home village, they shared to others what they have learned
3. Challenges in going to the village to share:
   - Confidence is still not so full because they are not used to these kind of experience
   - Still shy
   - Have language barriers and communication challenge

4. Challenges in doing in the school
   - Knowledge is still limited to share to others (need more input)
   - Language and communication as there are many students in the school still coming from different groups.

5. Using the Wheel of Basic Child Rights: Show the picture and the wheel of basic child right, ask participants to put a score on the current situation of girls and boys in the attainment of their rights based on their perception of children in their own village.

<table>
<thead>
<tr>
<th>Right to Survival: Nutritious food, safe housing, clothing, caring family; health and sanitation (physical survival)</th>
<th>Right to Development (Intellectual, Social, Moral) Note: physical development is put together with the right to survive for this purpose only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:0</td>
<td>1:0</td>
</tr>
<tr>
<td>2:0</td>
<td>2:0</td>
</tr>
<tr>
<td>3:(2 students): no quality food in the village and no medicine and materials but there is a health center; people still used traditional way for medication (x2 from Ban Tongpabat)</td>
<td>3:0</td>
</tr>
<tr>
<td>4:(10 students): poor families do not have enough clothes; when sick medicine and materials in the clinic are not enough</td>
<td>4:(7 students): no time to play with friends because they have to work and help parents in the field; parents are not happy when we go out with friends and we do not feel comfortable to have social time with friends if parents do not allow because parents want us to work instead of play.</td>
</tr>
<tr>
<td>5:0</td>
<td>5:(5 students): they can all participate in sports events and can study; most children who are in school can do sports in school; Have achieved rights to development because we can manage our time well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right to Participation in matters affecting their lives (decision making and problem solving, e.g marriage, schooling vs. work)</th>
<th>Right to Protection: from the dangers of drugs, child labour, domestic abuse, human trafficking, migration, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:0</td>
<td>1:0</td>
</tr>
<tr>
<td>2:0</td>
<td>2:0</td>
</tr>
<tr>
<td>3:0</td>
<td>3:0</td>
</tr>
<tr>
<td>4:(2 students) Aka children still do not have the rights to join in decision making especially if adults have already made decisions (2 Aka girls from Ban Phonsawang)</td>
<td>4:(7 students) Some children are hit by parents; when they get sick, no medicine to protect them from sickness (x2);</td>
</tr>
<tr>
<td>5:(10 students) Have the knowledge to think and participate; no problem on this rights; they are also able to participate in the school by themselves without being pushed by others in saying ideas.</td>
<td>5:(4 students) No sexual abuse, no child labour, we do not have unrest or war in Lao;</td>
</tr>
<tr>
<td></td>
<td>Note: 1 student had to go for exam.</td>
</tr>
</tbody>
</table>

6. Recommendations
   - For the project to make a center for peer educators to be able to practice and participate well like in drama.
   - NO materials for drama to use in performance and no materials for other games
   - Need more training and lessons and good training to help them be better.
Interview Questions for Partners

Name of Partner: District Partners: DEB
Name of Interviewee (Key Informant): Mr. Somnit Xaythavongsit (Chief of DEBS), Mr. Bounjun Sythajun (Chief of NFE) and Mr. SomPhone Saengmany (Sport and Culture).
Positions in the organization: DEBS Sports and Culture
Length of year of engagement with the project:
Date of Interview: 13 October 2015

Note:
- Plan has 14 villages with life skills project, for teens age 13-23 old. This does not include the CAMKID villages (7 villages).
- There are 3 High School in Pa Oudom out of 32 High Schools with Life Skills activities.

NFE:
- NFE was implemented in 13 villages without literacy, goal was to have 30 students per village in 13 villages but did not meet as there are not enough students
- They have the lessons for Books 1,2,3
- Out of 166 NFE students (F:149; M:17); They have students who reached up to Book 3
- In total 164 passed the exams (F:140 and only 2 women did not pass the exam). The rest did not take the exam. Everyone who passed was given a certificate.
- In NFE, they focused on 13-23 years old, those who could not read and write.

Life Skills: When the project was started they had responsibilities for 14 villages. In the 14 villages they conducted both NFE and Life Skills Then they built the Peer Educators/Volunteers from the two schools in the beginning of the project. During the middle of the project they added one school, total of 3 High Schools. Then they took Peer/Volunteers from each school, total of 32 people and 2 Volunteer Teachers per each school for looking for information regarding gender justice, children rights, human/children trafficking and hitting of women and children.

Then they first trained the Peer Educators, Volunteer Teachers on issues like gender justice, children rights and impact of drugs on families. They built the awareness of communities in 14 villages, they gave them information and shared information by playing games, singing songs, posters, and they have questions and answers.

Secondly, they wrote the stories for drama and did drama shows to the communities. They trained the drama shows to Volunteer Teachers and to the 32 Peer Educators/Volunteers. They also showed the VCD about the impact of human trafficking, gender justice, then had asking questions with prizes for those who were able to answer correctly.

For 2013-2014, it was difficult for men and women to

1. What is your involvement in the project?
   - Provided life skills services in the 14 villages usually by games, “lakon” or role play, posters, questions/quiz, writing and showing drama, showing CDs with messages. Messages related to child rights, human trafficking, gender and other gender information. After each presentation, there are questions and answers and provided prices such as books, soaps. School materials, etc.

2. What is the local concept of gender and gender justice?
   - Girls and boys have the same rights
   - Boys and girls can go to school
   - Changes in the people towards helping each other, both men and women
   - Give power to girls to work, make decisions, etc.

Observations:
Changes in relation to Life Skills and Gender:

- Before the project came, the status of men and women are not the same, women are considered of lower status. Most women could not join or participate much in the community events. After the training in the community on issues on gender justice, CR and impact of drugs on families, they have seen the changes in the community. For example,
  - In the family, men use the women to work hard and they have arguments in the families. Now husbands and wife help each other to work.
  - In the 14 villages, the remote villages have more problems in drugs, now all these issues have changed a lot.
- In the community events, using CD or “lakon” women came and participate more, before mostly men join the events.
- Boys and girls who are now with improved knowledge and skills would like to help in solving their family problems and to help the family to develop but they need some skills to earn income to improve their living standard.
- Early marriage has happened in the past, but now children do not get married fast because they know their rights and they are able to decide and make choices. They have learned that early marriage is bad for their health if they give birth too young and they want to study more. So early marriage is not much of a problem now.
- Domestic Violence (Family Problem) has also reduced because people learned about the negative impact on the family of drinking beer or alcohol, hitting of wife and children.
- People can identify symptoms of drug addition and youth try to help other youths to prevent drug addiction through drama or “lakon”. Youth in drug addiction are catch by the police to keep them in the rehabilitation center, there is limited service for the treatment of youth in drugs.

3. Will these changes be sustained despite economic development and regional integration of Lao?

- Banana Plantation: In the past, there was no plantation in the district. Recently banana plantation companies from China came. Some teenagers (15+ years old) and some women work there too, but mostly men who are strong and can work hard. Those kids who have finished the primary education/NFE wanted to earn to help the family, some have found work in the plantation.
- No migration but only going out to study in Vientiane to study (e.g. driving), study in Techda Center and to study in Pak Ngo, usually after primary school or middle school. Some youth also continue to study in high school or vocational/technical school in another province. This is good for their families because the parents support them to go and in the future, they will be able to help back to their family when they get a job. It has good impact because this help reduced the unemployment problem and they are able to teach/show to others in the community the skills they have learned.
- For those who have learned skills will be able to help start a small family business, for example, the raising of animals and growing vegetables, and they can help others to learn.

4. To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?

- All approaches used in the project helped internalized gender equality, CR and CP. However, it was observed that the “lakon” or drama show or the VCD showing because they can see the story and they can think at that moment and they can compare the stories in their real life. These have been helpful in creating change in people’s understanding, attitude and practice.
• Then the training helped them to have a new idea to think and they have noticed the changes in the participants, especially the gender justice and the work-load of men and women.

• The 2 to 3 months village meetings at the District helped them to share experiences and knowledge to each other.

• Every six months they have meetings for 3 Districts of Plan, with CORD, Camkid for exchange of knowledge and experiences.

• Every month they have reporting of their work in the village.

• Every 3 months, they have a summary report to present to the District meeting (what is good and what needs to improve and the process to improve)

5. At the community level, how has the activity on life skills and competencies been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights? What has been the new demand created for child protection services?

• Note: the DEB lower staff mentioned that Konsod is only CAMKID village and not Plan village. However, the senior leader corrected them that if there is life skill project in the village, this is also DEB responsibilities.

• The District DEB and LWU have services to help address needs created by gender injustice and child protection.

6. What have the district staff found useful about sharing between the districts?

• The 2-3 months meeting with other District has helped in sharing experiences and in reporting.

Note: The Consultant verified with the District the claim of the PEBS that there was no information given to PEBS on this project. However, the District mentioned that there is monthly meeting (attended by CAMKID, CORD too) which also share reports including report to the PEBS. In addition, there is a 3 month and 6 month report to PEBS from the district providing them with the % of success also.

7. Challenges encountered and Recommendations

• The problem in the past were about early marriage, the problem of bad road, and health of the people who work hard or women who give birth early. The government has a department on health and hygiene to explain the negative impact on their health so there were changes on these.

• Other changes:
  o All children could go to school, boys and girls
  o If they have problem in the village, they sometimes come to meet the District office by themselves and sometimes they can write a letter and then follow the steps in the village
  o Now they have advised the community to go step by step, e.g for youth problem they go to the youth union in the village, if women problem they go to the LWU in the village and if the problem is schooling, they go to the education.

• Regarding gender, the awareness raising to communities has been good and they have no problem related to human trafficking. In the project they have done this 1x per month/village. Those villages without NGO support and so far away have received less information because DEB has limited funds to reach the farthest.

• Information are not communicated well, because sometimes DEB staff go and sometimes did not go with staff and sometimes they have more work in the village and sometimes not. In the future, we need to focus in the bad impact of the problem in their lives.
Interview Questions for Partners

Name of Partner: Partners: Plan Laos
Name of Interviewee (Key Informant): Mr. Noi Milan
Positions in the organization: LSD Project Assistant, Pak Tha (former role) now Basic Education Program Coordinator
Length of year of engagement with the project: Peer Education training, mostly is about drama show, knowledge about life skills, and they have about
Date of Interview: 12 October 2015

1. Using the Ten Step Ladder Tool: Rate effectiveness in the capacity building of the following service providers: Why such score?
   a. Peer Educators by LSDA/Plan/DEB
      • 6-7: some volunteers/educators could understand well, some still don’t fully understand and some not at all. In the district training, some are shy or not confident to participate, especially those who have come from country-side. The Lao speaks confidently and able to speak to others.
   b. Teachers Volunteers by LSDA/Plan/DEB
      • 9: The teacher had been trained often and they have a chance to teach children often so they have good experience in teaching and talking, so when they want to do by themselves, they could do this.
   c. Village Volunteers-Counselors by LWU/PLAN
      • 8: They go to the training in the province with the District. The village counselors do not have the capacity to counsel yet or they are not good enough when people ask for help. The district advise them and provided them with document so they could refer to these documents and use their local language to counsel, She does not have the information how many people have attended.

2. What is the current level of capacity and commitment of peer educators? What role can/will they play in their communities after the end of the project?
   • The peer educators/student volunteers cannot continue after the project is finished because some students have finished school and the school did not provide the materials for peer educators to continue using and no plan in the school to do any activity for them. Peer educators can mostly continue by sharing their idea one to one or chit chat in groups.
   • The village volunteers-counselors can continue because the district will continue the plan.

3. What was the strategic value of working with the peer educators in High School?

If plan have to continue the peer education in high school, Plan needs to have more activities for peer educators in the school.

Some of the activities for peer educators did not match the need in the community especially for the children and Plan could not implement well due to the logistical problems and the safety of the students. So the students could not do often the peer education in communities.

The peer education in the village has faced many challenges such as:
   • The villages are far from the school and logistics a problem
   • Most village kids are shy and they feel shy relating to the district students
   • Some peer educators, teachers and parents do not feel safe to bring students from the district to the village due to problem of security and the road is bad (safety)

Recommendations:
   1. Need to have volunteers who have been to training before to conduct the training with the new students.
Interview Questions for Village Chief

Name of Village: Phonvilay
Name of District: Paodom
Name of Village Chief: Mr. Mr. Khounnouhuk (VC); Mr. Thongdy Ounmany (Secretary); Mr. Suankham Phendara (Youth Leader)
How many years VC in office: 5 years

Information needed:

a. Number of People in the village: 249
b. Number of households: 34
c. Number of Females: 132
d. Number of Males:
e. Number of teen age: 13-23 years old
f. Estimated Migration of youth:  
   All youth go to Konsod for high school education and stay in the dormitory.
g. Migration to where?
   Konsod Cluster
h. Migrate for what jobs or reasons? Studies
i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):
   CONCERN (has left)
   Camkid/Plan
   Suffor (?) started tree planting

Evaluation Questions:

1. What do people understand about gender, gender justice? Child rights?

2. What changes have taken place over the past 3 years?
   • Boys and girls 13-14 years old want to study in higher education after primary school in the village but for some poor families with many children they could not send them to higher education because they are poor and have to look after their siblings.
   • Youth can decide now to marry someone that they love or who they want to marry and follow the Lao way. In the past, to get married, they have to follow so many ways of the elders and they have to meet many elders before getting married. Lao way of getting married is simple.
   • Problems in the family (domestic violence) have change a lot after CAMKID’s training on the family. In the past, husband abused or hit their wife. Father forced their children to go with mum to look for food. If there is no food on the table when he comes, he hits them. Now is gone because people improved their understanding on the bad results of hitting.

3. What brought this change?
   CAMKID has helped the people developed in their understanding. Children have learned this from the lessons from the drama, training and video that they have seen. Children also now travel to the outside the village and see other people. Now the youth follow the Lao way in getting married (about 20-30%).

4. Will these changes be sustained as the Province develop and as Lao integrate into the region?
   The village may have to move near Konsod when the dam is built because the village has been told that the water may affect the village. When the information is clear, people have to move. The village has been there since the pre-war and the village chief himself was a teenager during the war. It will be hard to move but the village will then be closer to the high school (nearly 2 hours walk instead of 3.5 hours walk).
   There is no drugs in the village because the village do not want it and hate people in drugs. When there is an event and one is obvious to be in drugs, they do not want to invite them again. The village leaders have seen the impact of drugs in the family through the information received.
   There are about 5 people who worked in the banana plantation (Chinese) and they work from 6 a.m. to 7 p.m. and have only 1 hour break for lunch. They earn 70,000 Kip per day for 12 hours work. They were sick but could not stop working.
   Heard about other workers in Bokeo, 8 people who died due to chemicals and 15 people are very sick. They had symptoms of throwing up and feeling dizzy but there is no medicine to cure.
Note: There are about 24 banana plantations only in Huayxay and only 1 out of 24 is Lao owner, the rest are Chinese companies renting land.

5. What are the causes of low participation in community in different project activities?
   a) Life Skills Events (drama, life skills events, awareness raising events, etc.)
   b) Training of Community Volunteers/Counselors

   Usually about 30% or more of the people come to participate.

6. What are the characteristics of non-participants as compared to participants?

Those who could not participate are
   - those with little children
   - have to go to work in the farm
   - busy to do house chores
   - people are not available during January and February, March as they have to prepare the soil for planting, June they have to plant and November to December for harvest time.

7. Are the approaches appropriate to the local culture?

Camkid/Plan trainors have a better understanding of the local culture and their problems and situations, they also respect the local belief and are respectful of the local culture.

8. At the community level, how has the Action on life skills been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?

   The village has Counselors: LWU, Elders, Youth leaders and Village Police.

5. Any recommendation for the future?

   - Would like CAMKID to train them about the Labour Law especially on how to protect youth from the effects of chemicals in Chinese Factories/Companies.
   - Want to know more about the law related to the environment to protect the environment.

Focus Group Discussion (FGD): Men and Women

Name of Village:
Name of District: Pa Oudom
Introduction:
Show the Tree of Change (with 4 branches to represent the 4 key result areas) and explain that we would like to learn from the group on what changes have happened in their lives as a result of the project. Write on the piece of cut colored papers (fruit shape) their common answers.

1. Impact or Changes in their lives resulting from the activities (including perceptions of status, roles and positions) and give examples for each area in the Table 1 below.
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th>ER 2.1 Exercise Rights to Education</th>
<th>ER 2.2 Access to information (IEC) on Rights</th>
<th>ER 2.3 Life Skills</th>
<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promoting Factors (Roots)</td>
<td></td>
<td>Hindering Factors (Worms)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training of parents by CAMKIDs,</td>
<td></td>
<td>Poverty in the family, people have no money to buy materials for schooling of children</td>
<td></td>
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<tr>
<td></td>
<td>the government and by seeing</td>
<td></td>
<td>Female-headed household who is alone to look after and support children</td>
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<tr>
<td></td>
<td>awareness raising posters and</td>
<td></td>
<td>In the past, many families have many children and did not know how to plan the family so have many children to support (6-8 children) cannot send all children to school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“lakon”</td>
<td></td>
<td>High school is far from the village and only those who can afford can send to high school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents talking to their children</td>
<td></td>
<td>High school is far from the village and only those who can afford can send to high school.</td>
<td></td>
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<tr>
<td></td>
<td>while eating and working</td>
<td></td>
<td>Family,</td>
<td>Some husbands still drink alcohol but not much of a problem now.</td>
</tr>
<tr>
<td></td>
<td>helped children to be interested</td>
<td></td>
<td>Peer educators/volunteers and showing videos and comparing stories to the village life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in going to school.</td>
<td></td>
<td>The training of people on gender and rights of women</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The &quot;lakon&quot; or dram show helped them to think of the bad results of violence and not sending children to school;</td>
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<tr>
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<td>Peer educators/volunteers and showing videos and comparing stories to the village life.</td>
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<td>The training of people on gender and rights of women</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The &quot;lakon&quot; or dram show helped them to think of the bad results of violence and not sending children to school;</td>
<td></td>
</tr>
</tbody>
</table>

2. What is the most change in the village?
   - The workload of men and women and the change of status of women.
3. What is the local concept of rights or gender justice for women and men?
   - **The same status for men and women and workload is to be shared, helping each other, e.g. before only women pound the rice but now men do also and before only women collect fire woods, now men too. (Note: Although they jokingly say that women look for real firewood and men use the old furniture as firewood).**
   - **Other changes in the village:**
     - Parents learned how to clean their children, brush their teeth, clean their hands before eating and clean themselves before going to school;
     - In the past, if man and woman love each other but parents did not agree they could not be married. Now parents and children can discuss together regarding getting married and make decision together.

4. Use the Round the Clock Tool: Ask participants (women and men) to list the different activities they do from the time they wake up to the time they go to bed and the estimate of time they do this. Put on the clock table below.

<table>
<thead>
<tr>
<th>Sun and Moon Drawing in relation to time</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
</table>
| **Before Sunrise 4:00–6:00 a.m.**       | Wake up at 5:00 a.m.  
  • Boil water  
  • Steam rice  
  • Feed the pig, chicken, ducks  
  • Collect the water from the stream | Note: Still sleeping because they work hard or had a drink the night before;  
  • Wake up  
  • If wife does not feel well, the husband will do these jobs  
  • Sometimes feed the animal | |
| **Early Morning 6:00–9:00 a.m.**     | Cooking  
  • Eating  
  • Wash the dishes  
  • Wash clothes  
  • Sweep the house  
  • Go to the farm to work | Help prepare food for breakfast  
  • Eating  
  • Go to the farm | |
| **Mid Morning 9:00–12:00 noon**     | Continue work in the farm | Continue work in the farm |
| **Noon and Early Afternoon 12:00–3:00 p.m.** | Husband and wife and children help to cook in the field  
  • Eat lunch  
  • Rest a little bit | Husband and wife and children help to cook in the field  
  • Eat lunch  
  • Rest a little bit |
| **Late Afternoon to Early Evening 3:00–6:00** | Pick vegetables for cooking for dinner | Catch fish or find bamboos, hunting for food |
| **Early Evening to Evening 6:00–9:00 p.m.** | Feed the animals  
  • Sweep the house  
  • Boil the water  
  • Cook food | |
| **Late Evening to Midnight 9:00–12:00 mn.** | Soak rice for the following day  
  • Prepare beds  
  • Sleep | Help children to learn or study  
  • Sleep |

**Note:**
1. The village has a rice mill which help reduce the workload of women in pounding the sticky rice before cooking.
2. | 23 | 13 |
Interview Questions for Village Chief and Elders

Name of Village: Konsod
Name of District: Pa Oudom
Name of Village Chief: See List of participants
How many years in office: Information needed:

a. Number of People in the village: 430 Konsod, not including HS students from other villages
b. Number of households: 55 Khu

c. Number of Females: 212
d. Number of Males:
e. Number of teen age: 13-23 years old
f. Estimated Migration of youth: mostly for studies
g. Migration to where? Konsod village (nearest cluster)
h. Migrate for what jobs or reasons?
i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):
   - **CONCERN**: helped in agriculture, livelihood, rice bank, village bank, toilet for some houses, (about half of the population had toilet) and Health Center.
   - **FTI**: helped made the public school building
   - **PLAN**: Education, building one pre-school for ECCD (Note: the Village leaders did not seem aware of the WASH Project of Plan);
   - **CAMKID**: drama, training on life skills, training parents on gender and for children to go to school.

**Note:**
1. There is less obvious coordination between PLAN and CAMKIDS activities based on the informal talk with the Plan staff, ECCD Coordinator, who was the former Project Assistant of CAMKID.
2. During the evaluation, most women were out for harvesting and in the village ceremony to kill the pig. Most women go to the forest and harvest rice.

Evaluation Questions:

1. What do people understand about gender, gender justice and rights?
   - **Men and women should have equal participation and should help each other;**
   - **Understanding the role in the family**
   - **No hitting the children and let children go to school**
   - **Other changes:**
     - **Now they keep health in the family by boiling the water before drinking and having toilet at home and cleaning the house regularly.**

2. What are the causes of low participation in community in different project activities?
   - **When activities are done at daytime, most people are out for rice or collecting food.**

**Table 1. Summary of impact or changes in the lives of men and women (adults).**

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents have now understanding the value of sending children to school from 6 to 18 years old.</td>
<td>People sleep under the mosquito nets and village is now clean and people boil their water before drinking</td>
</tr>
<tr>
<td></td>
<td>Less hitting of children by their parents</td>
</tr>
<tr>
<td></td>
<td>Before parents decide for the children on the person who their daughter or son should marry but now they can choose by themselves the person they want to marry.</td>
</tr>
<tr>
<td></td>
<td>Before girls could get pregnant at the age of 18 but nowadays they wait until</td>
</tr>
<tr>
<td></td>
<td>The role and work of men and women are different, nowadays, women still collect water for the house but the husband can sometimes help in looking at the steaming rice and help prepare the food.</td>
</tr>
<tr>
<td></td>
<td>In the past, men used to drink while women do all the work, now they drink less and usually during events and social gatherings;</td>
</tr>
</tbody>
</table>
4. Will these changes continue despite the economic development of Bokeo and its regional integration?
   - There is no plantation in Konsod, no factories
   - There is a Chinese mining company in the area. The mining company in the area had not taken local people as staff or workers. Some of the land of the people used to grow corn and rice were given to the mining company in the area. The village leadership are now in consultation and expect that soon the mine will be finished in the area. The mine has a contract of two years only and the contract will finish soon this year. They will check again about what will happen to the land they have lost to the mine.
   - Dam construction in the District will definitely affect the area but not sure exactly how. The leadership was informed by the government but claimed that they were not given information on how they will be affected.
   - The consultant asked the DEB who came with the consultant if he is aware of the Dam construction information that could help the people. He explained to them that the government estimated the Dam will be finished by 2020. He explained that Phonvilay will be definitely affected and they have to move near Konsod. The negative impact of the dam will be felt by communities living by the rivers Konsod and Kem Fong as these two rivers will be joined together to form a triangle to the dam. The water level height will definitely be higher than the village. So Phonvilay will be submerged then so they have to move. In Konsod, the village is a bit farther but the river Konsod will take more water which will cause flooding of their low fields.

5. Recommendations to Plan:
   a. If possible to have water access to every house using pipeline. The stream is about 4 km. If the village could have one big tank and the water could be distributed to all by pipeline.
      i. Children and women usually collect water for 30 minutes one time for 5 to 6 times per day to carry 10 liters of water. Travel time is longer if they have to carry the water.
   b. Half of households have no toilet (38 households), would be good to have toilets.
   c. Start up fund to raise animals, e.g. goat, cow and have an animal bank.
Note:

During the visit, Mr. Noi, Plan staff who used to be the Project Assistant of the Life Skill Project was in Konsod to give some more insight as follows:

- Plan has been implementing in Konsod the following: ECCD, BEP, WASH (for about 1 year)
- Primary School, with scholarship support from Plan
- They already had some MECH, Child Protection/C Rights intervention
- Drama in Konsod, done by CAMKID for the village
- Other NGOs worked in Konsod, like CONCERN for agriculture, livelihood/livestock (but has completed 4-5 years ago)
- Through the government consolidation of villages, Konsod is now a development cluster with 8 villages, mostly Khmu (5 villages), Lamed (2 villages) and Lao tribe (1 village)

- Major changes in Konsod:
  - Parents understand the value of education from primary to high school. They understand that it will help change their future if kids are educated

- Major Challenges in Konsod:
  - There are different ethnic groups that have different cultures and languages
  - There was no clear association between Plan and CAMKID in the beginning and not clear why the management of the project was transferred to Plan by LSDA.
  - The local people did not fully understand the purpose of the project in Year 1. He joined the project in the middle of the project in Y3-4.
  - Y1, mostly done NFE only, then Y2-3 focused on capacity building of Village volunteers and peer educators and life skills training.
  - It was confusing in the beginning as there was no proper handover of project to him.
  - Later on have improved a lot with baseline information collected again and had orientation in each village
  - The only time they met CAMKID was in the annual meeting at the end of the year.

- Recommendation:
  - To improve and continue awareness raising on gender and gender justice and Child Rights and Child Protection
  - To improve participation of people, need to improve the Video produced and design more video to make people interested.
Focus Group Discussion (FGD): Boys and Girls

Name of Village: Konsod
Name of District: Pa Odoum
Successful Village: __________; Struggling Village: __________
Name of Implementing Partner: ___ Plan; ___ CAMKID
Number of FGD Participants: _____7___ Girls; _____8___ Boys

Note:
Girls: came from Phonvilay, Konsod, Donkham and Lakha (age 14-17)
Boys: came from Phonvilay, Konsod, Donkham, Khanoy, Tapuh, Kanyong and Lakha (age 13-17)

Introduction:

1. What is the local concept of gender, gender justice, child rights?
   - Has the same rights for boys and girls
   - Men do not feel that their status is higher than women
   - Separation of roles: girls do house chores like collect water, feed the animals, steam rice, clean the house, pound rice, take care of siblings, etc.; boys hunt, they work in the farm, cook, feed the animals.
   - Child Rights: boys and girls can go to school. Some drop-off from school because they did not want to study and need to help the family.

2. How did they learn about these rights?
   - From the school teachers
   - From parents
   - From Plan
   - From the drama, they helped learn about the Child Rights.

Show the Tree of Change (with 4 branches to represent the 4 key result areas) and explain that we would like to learn from the group on what changes have happened in their lives as a result of the project. Write on the piece of cut colored papers (fruit shape) their common answers.

3. Impact on Girls and Boys: Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below).
   - To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   - Validate “learning by doing” generated through the process of implementation

Table 1. Summary of impact or changes in the lives of girls and boys.

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th>Promoting Factors (Roots)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth nowadays are more interested to study than getting married. They want to have a good job (not like a farmer) such staff of government or women police, etc.</td>
<td>People have learned domestic violence will cause the family to break apart so they need to prevent violence at home by finding solutions together by</td>
</tr>
<tr>
<td>They know some girls who had early marriage and some girls who got pregnant without husband (2-3 youth of 23 years old) but we have learned the negative impact of early childbirth on the health of the young mother and also it makes us look old fast. We have learned to plan our families while we are young.</td>
<td></td>
</tr>
<tr>
<td>Nowadays, girls marry at around 18 years old but 3-5 years ago some children marry early: in Konsod, they marry between 10-16 years old; in Phonvilay and Lkah, they marry at 15-16 years old, in Donkham, they marry around 16-17 years old.</td>
<td></td>
</tr>
</tbody>
</table>

Regarding Domestic Violence:
- Konsod: 3 families have fighting because the husband has another wife. Before about 10 families have violence in the family.
- Lakha: there are about 4 families still have hitting because they do not help each other in work and the husband drink a lot...still the same as before.
- Phonvilay: Now only 2 families have hitting because the husband drink alcohol, before about 3-5 families.
- Donkham: Now about 3 families have problem like this because of drugs in the family and last time it is about 5 families.
4. Using the Wheel of Basic Child Rights: Show the picture and the wheel of basic child right, ask participants to put a score on the current situation of girls and boys in the attainment of their rights:

<table>
<thead>
<tr>
<th>Right to Survival: Nutritious food, safe housing, clothing, caring family; health and sanitation (physical survival)</th>
<th>Right to Development (Intellectual, Social, Moral) Note: physical development is put together with the right to survive for this purpose only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: (0 student) 2: (5 students), have limited food in the village, not enough clothes in winter and no medicine when sick. 3: (5 students), they do not have caring family, no medicine 4: (4 students), no medicine 5: (1 student), have all rights received</td>
<td>1: (0) 2: (4 students), achieved rights to study but not to play with others or have sports 3: (6 students), can study, can play some sports and have some food 4: (5 students), can study, have sports and food 5: (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right to Participation in matters affecting their lives (decision making and problem solving, e.g marriage, schooling vs. work)</th>
<th>Right to Protection: from the dangers of drugs, child labour, domestic abuse, human trafficking, migration, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: (0) 2: (0) 3: (6 students), can decide for ourselves if we want to study 4: (9 students), can decide on the choice of who to marry and to study. 5: (0)</td>
<td>1: (0) 2: (0) 3: (2 students), girls work hard and do not feel safe to be in the jungle, have to carry rice from the field to the house 4: (11 students), have some fighting among parents 5: (2 students), no problem, feel protected</td>
</tr>
</tbody>
</table>

Note: In the Konsod Primary school, the enrollment are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>55</td>
</tr>
</tbody>
</table>

Note:
- **NO drop outs every year.**
- **All students in primary school are Konsod (Khmu)**
- **There is WASH and water filter**
- **There is also ECCD in the village**

**High School in Konsod:**
*Mr. Siensgi phonevun; Mr. Oudon Detsavun; Mr. Sihut Phutthapunya; Ms. Siwai Chundavong*

- **Total number of students: 228 students (girls: 124; boys: 104)**
- **Drop Out per year: about 3-4 students (some got married, poor, parents have many children and could not support the studies, drop out to earn money to support the family.**

**Intervention in the School to help understand CR:**
- **Teachers did not have chance to participate in the Plan training on gender and CR but have attended the drama show.**
- **Teachers have learned in their University regarding Child Rights and Gender**
- **The 4 Child Rights are in the high school curriculum but have not practiced.**

**Recommendations:**
- **For children in school to help better understand CR, gender and gender justice, the NGO has to help the high school in sharing the information about these so that students could attend.**
- **NGO to have a show in the high school, so the school students could all attend**
• The teachers need some lessons on how to teach CR and gender.
• They need mosquito nets and clothes for winter season and water to drink for students;
• Dormitory are not enough especially for men: there are about 7-8 villages sending their children to high school in Konsod but they have only about 12 roofs for all boys and 13 roofs for all girls. Each roof is 5m x 3m. So students have to sleep with their feet curled and together. They usually have about 17 boys per roof.
• NO toilet for the high school at all and not safe for girls to go to the forest to relieve themselves
• Would be good to have water pipe for the high school for drinking.
Interview Questions for Partners

Name of Partner: Pak Tha High School Volunteer Teacher
Name of Interviewee (Key Informant): See Notes
Positions in the organization: Teacher of the School, grade 5,6,7
Length of year of engagement with the project:
Date of Interview: 17 October 2015

Note: Due to limited time availability and it was a Saturday (no work), the interview was shorter than usual.

1. What is your involvement with the project?

Leader of Peer Education in the High School:
- Lead the students in doing activities related to Peer Education.
- The project has been in the school for 2 years, last high school added in the project.
- The Peer Education conducted in the village have been done by volunteer teachers and students but sometimes only the teachers went to the village but never just the student.
- In the past, they were able to have about 4-5 visit per year going to different villages and about 2-3 times per year in some of the same villages.
- In remote villages, only teachers went.

2. What has been done well in the past?
- The training of peer educators was good.
- When teachers and students went, it was very good because the students have learned the skills on peer education and they can easily do more with other teens. Usually teens attend the event and they are interested to meet with students from other school and interested to learn from them. If only teachers, it was boring for teens. When the students come, we did the event in the primary school and in the evening. Mostly children and teens come and less adults because they thought the event was for teens.
- The experience benefit both the peer educators and the students/teens from the village visited.

3. What were the challenges met in the project in the past?
- Despite the interest and willingness of peer educators to go, the safety was a concern for student by the teachers and their parents in going to remote villages. The road is bad and village are remote. There is parental consent needed before students could go. Also, the experiences the students received were shared to their parents and it made parents worry to let them go again.
- The distance required to travel tales time, if done in school time they will miss a lot of lessons in school, if done in weekend, it is not enough time.

4. Do you have other recommendations for PLAN’s in the future?
- To continue to improve the training for peer educators especially by lengthening the time for training and to improve on the drama training;
- Peer education is good to reach the youth, so training can be focused among ethnic students so that they could easily communicate to their own people. For example focus on the Lao Tung and Kmu high schools peer educators.
Interview Questions for Partners

Name of Partner: Pak Tha District Partners: DLWU
Name of Interviewee (Key Informant): See Notes
Positions in the organization:
Length of year of engagement with the project:
Date of Interview: 17 October 2015

Note: Due to limited time availability of LWU and it was a Saturday (no work), the interview was shorter than usual.

1. What is your involvement with the project?

DLWU was involved in the Plan Projects in 8 villages in the following areas:
- Life Skills focusing on health and hygiene communication and advertisement in schools and in the villages, especially on the use of toilet and how to be clean.
- Information sharing and advertisement on gender, rights and counseling
- Training of LWU in the village in relation to their responsibilities
- Training of the 7 member village committee on Counselling and to promote to the people that if they have problems they could come to the committee members.

2. What were the challenges met in the project in the past?

The life skills activities with the LWU started only in December 2014 to June 2015, only six months. The time was short to be able to accomplish a lot. Challenges were in relation to the following:
- Due to bad road, they could only do the training in the village about 3 times per village within 6 months and one training day per visit. Most people are busy and most of the times, they are only available in the evening so we need to conduct the training in the evening.
- The training was done in the Lao language so not sure if the local people have understood the lessons well. So they try to incorporate experiences and sharing ideas and questions and answers. Most men could understand the lessons since men attend most of the meetings and could participate well but most women don’t fully understand as they have low knowledge of the Lao language. It was observed that Hmong know very little about the Lao language and the Lao Tung has some knowledge of Lao language.

3. How did Plan District manage partnership and coordination with partners at district level?

- In terms of working with Plan, the coordination was not so clear, e.g. the government (District) have made plans already to implement activities in the village and then Plan staff changed the time and so the government has to wait longer and when the Plan staff are available, the government staff are not available.

4. Do you have other recommendations for PLAN’s in the future?

- It would be good to continue what Plan has started with LWU as it is just beginning to work in communities and the objectives are not fully achieved yet.
- It would be good if the training is not containing too much lessons to teach the people in the village. The training time is short and people have limited understanding so it is better to use a different approach like asking questions about their real situations.
- Need to improve also in the following:
  - The partners to make the plans together before making the agreement and signing;
  - The funds for implementation have to be on time. In the past, funds were received late, we have to use our own money and sometimes we do not have enough. We have to wait for 2-3 days to receive the funds. Sometimes the money is there but the staff are not available so we have to wait
for one month, because people are busy. LWU has got some training and if we have the funds, LWU can do the training directly without Plan staff and LWU can submit a report.

- If there are new plans for the future, it would be good to have the training for district LWU before going to the village so it becomes learning and doing/practice.

- The government made plans and Plan gave the money (e.g. 2 million Kip in the budget) but we are not clear how much money was received and how much money has been spent.

- When we work for one day, we receive 70,000 Kip but sometimes we stayed overnight because we need to do the training at night time but we have not received compensation for the overnight stay.
Interview Questions for Partners

Name of Partner: Pak Tha District Education (DEB)  
Name of Interviewee: Mr. Tong Wan  
Positions in the organization: Second Chief of Pak Tha District Education  
Length of year of engagement with the project:  
Date of Interview: 17 October 2015

Involvement in the Project:  
He signed the agreement with Plan, he sometimes attended the life skills activities on gender and rights with the focus on information sharing to the people using posters, drama, games. Sometimes he went to the field visit.

Note: The consultant presented to DEB one of the recommendations of the NFE teachers on how to make the teaching effective: To have the NFE or Life Skills teaching materials translated in the local ethnic language, e.g. Hmong. He commented that it is a good idea to have this in the local ethnic language but the MOE wants all ethnic groups to learn more in Lao language. But he thinks it would help to have a Dictionary for the Lao to local ethnic language.

1. What is the local concept of gender, gender justice?

Gender:  
- Improved the status of girls to be the same as boys and girls.  
- Sharing roles, for example girls mostly do house chores and boys need to help at doing household chores before hunting. Before, women work hard like going to the mountain to work, she needs to take her child with her and bring firewood back, then cook, do everything at home.  
- Before, when there is a meeting in the village office, only husband attends, but now, husband and wife can decide who should attend.

2. What extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?

Child Rights:  
- It more focus on the school because the government plan is to share information and to train the teachers to teach their students on gender, child rights and disabilities.  
- The government want those who are not in school to learn the Child Rights by play group (for children), sharing group (for adults), training parents if there is no group, use of intern and volunteer teachers. Like what Plan is doing with DEB.

3. Will these changes be sustained as Lao face economic development?

Challenges for High School students: Most of them are in the high school staying at dormitories. During Friday, they have to walk back to their village and help their parents in farming for the weekend and then have to walk back to the high school on Sunday afternoon.

The Banana Plantation has been creating negative impact to the health and safety of the people, especially in villages with the highest number of plantation: Ban Hong Meng, Ban Paodom, Ban Dan, Ban Huyhat, Ban Haksa. In Huayphallam, students have to walk through plantation to go to school so they can inhale the chemicals. In Ban Hong Meng, the whole family has been working in the banana plantation and the whole family died. Other 4 villages near the streams have been affected. Most of them could not catch fish anymore as most fish have died. The bananas produced are not allowed to be sold in Lao but have to go straight to China.
The Provincial Government has declared a decree that Banana Plantation has to stop, that they should just finish the contract and no more new plantation to start. Some lands prepared for banana had to be stopped. The decree has been passed down to the District and to the Village Chief. It is now up to the Village Chief to implement. Most contract are for 3-5 years with the landlord in the village. Most contracts are in year 3 already. Mostly the Hmong and Lao Tung, and some Khmu (like in Huayphallam) communities are working in the banana plantation because don’t know the impact to their family and their health of the banana plantation as they have low knowledge.

4. How do you assess the quality of partnership among Partners at district level?

The project has brought changes to many villages already so it would be good to continue.

In order to improve the partnership:

- Make the role and responsibilities of each stakeholder clearer, for example, there is quarterly meeting in the District and every year there is annual meeting in the Province.
- Plan should clarify the role and responsibilities of the people and organization involved in the project/partnership with the government.
- Plan should know that staff could not go without the District staff. In Pak Tha, 80% are in the mountains and near the border of other country, foreigners cannot sleep in the village, Plan needs to understand that.

Has DEB participated in the planning process with Plan?

- In terms of development plan for the village, the village plan is produced by the Village Chief, elders, teachers, youth leaders and with the District monitoring staff. Then the Plan is given to the District and the combined District Plan is given to the Province.

Note: It was not made clear whether they are involved in the Project planning process of Plan projects.

5. Do you have other recommendations for PLAN’s?

- It would be good to have more activities about education and gender justice in the village.
- Need to help the students and people (school, NFE, Life Skills) how to remember well and not to forget the lessons. Learning by doing in practice is better to remember well.
- Need to have a Dictionary from Lao to Ethnic Language and reverse so that the people will understand the lesson better.
**Interview Questions: Village LWU, Volunteer Teachers, NFE Teachers**

Name of Village/School: Kewlom  
Name of District: Pak Tha  
Name of Interviewee: Achan Bun Mee Somvongdeth, School Principal of Primary School and NFE Teacher  

How many years in office:

**Hmong Village**

Information needed:  
a. Number of students: 26 students in NFE:  
   o Level 1 and 2 had 16 students: 5 girls and 11 boys (from 15-30 years old)  
   o Level 3 had 10 students: 5 girls; 5 boys (mostly more than 20 years old, only 1 15 years old)  
   o Level 3 will continue to study  
   o All attended exams and all passed and were given certificates.

Comment from an older NFE students:

“**It is good for me to learn the NFE because before, I could only see signs and many advertisements on the board but I could not read and did not understand what it means. Now I can read and write. I jumped one level. I can also teach my kids to read and write. I also shared to my wife what I learned and so I taught her too. When I was learning a lot I could remember well but since it is more than one year since I studied I forgot some.”**

1. Using Happy Face: What were the relative effectiveness/importance of different activities organized in the communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capacity building of peer educators or remote village volunteers/village LWU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
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<tr>
<td>2. Capacity Building of Volunteer Teachers/NFE Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
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<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
<td>4 About 95%</td>
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<tr>
<td>2. Life skills sessions by peer educators or village volunteers</td>
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<td></td>
</tr>
<tr>
<td>Why such score?</td>
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<td>3</td>
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<tr>
<td>Why such score?</td>
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<tr>
<td>3. Drama, mass awareness activities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Why such score?</td>
<td></td>
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</tr>
</tbody>
</table>

Had 5 days of training on how to teach adults, before only experience teaching children but not can teach adults well. NFE has benefited students as they have knowledge now and can teach and read books to their children.

It was good but the time was so short to learn and sometimes they only had half day and sometimes not enough information. People are working at day time so we had to do the training at night time.
4. Counseling by Counsellors
Why such score?

5. Cultural appropriateness of the approaches above. To what extent have Plan used indigenous knowledge and practices to mobilize ethnic communities to participate in collective decisions and actions?

6. Participation of Community in community events

2. What are the causes of low participation in community in different project activities?
   a) Non-formal education of girls and boys
      - There were good participation of students but there were about 10% of students, mostly girls, who find it hard to read and write because they have many work to do and still very shy. They have many responsibilities to look after their siblings and sometimes they are lazy to go to school. Now all primary age kids are now all in primary school, and many are girls. The primary school is now 9 years old. It started as 5 levels but we only have 3 rooms so we have to combined classes Grades 1 and 2 one classroom and Grades 3 and 4 one classroom and Grade 5.

   b) Life Skills Events (drama, life skills events, awareness raising events, etc.)

   c) Training of Community Volunteers/Counselors

3. What are the characteristics of non-participants as compared to participants?
4. How could the activities have been adapted/improve to suit their interest?

5. At the community level, how has the life skills been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?

6. What has been the gaps and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

7. What activities or events have you observed to help people change or improve their lives?

6. Any recommendation for the future?
Focus Group Discussion Questions for Peer Educators and Remote Village Volunteers

Name of Village/School: Pak Tha Mo So High School
Name of District: Pak Tha
Number of FGD Participants: ___2___ Girls; ___5___ Boys (aged 16 to 18 years old); 6 Lao Lum and 1 Lau Tung

1. What is the local understanding of gender, gender justice and Child rights?

- **Boy students replied that boys and girls should have the same level in terms of ideas, responsibilities, etc.**
- **Girl students replied that girls and boys have the same status and responsibility like what men could do, women could do too, for example, women can also become part of workers who could build buildings like construction project or women can make a choice to marry or not to marry.**

2. What attitudes among boys that have changed towards girls or gender? Boys replied as follows:

- **When it comes to work, girls can also be what boys could be, for example finance management or business;**
- **Men’s thinking have changed following the developed world, for example in developed countries, they have government leaders who are women, and in Lao we need to change to have women leaders in high positions;**
- **Men can help in doing house chores, men can sweep the house, feed the animals and cook;**
- **Men can wash clothes like women**
- **Men can do women’s work like catching fish, which is mostly done by women, men can do these too.**
- **Looking after children are mostly done my women but men can do these as well.**

3. Impact on Girls and Boys Peer Educators Changes in their lives, perceptions of status, roles and positions (give examples for each area in the Table 1 below)

- **To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence**
- **Validate “learning by doing” generated through the process of implementation**

**Table 1. Summary of impact or changes in the lives of girls and boys.**

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before we were shy, now we are confident</td>
</tr>
<tr>
<td>We have learned skills on ho to make “Lakan”/drama, how to talk in public, how to lead a show how to tell stories and how to “dj”</td>
</tr>
<tr>
<td>I have changed in my idea and in my heart, fore example I am not confident to answer questions in our class especially on mathematics and social issues</td>
</tr>
<tr>
<td>I have gained confidence in sharing ideas and in showing my work in school, for example I can do presentation or be a spokesperson for the group</td>
</tr>
<tr>
<td>I have learned the skills in good studying by showing, doing and thinking;</td>
</tr>
<tr>
<td>Have more confidence to talk about different subjects and issues in the class;</td>
</tr>
<tr>
<td>Have learned how to build unity “Samaki” in school with friends and also in families</td>
</tr>
<tr>
<td>Have skills and ability to answer questions in class</td>
</tr>
<tr>
<td>Have learned the skills and ability to show to other people what I want to do, like I can explain abut drugs and what is good about it and what is bad about it and that it is against the law.</td>
</tr>
<tr>
<td>I have learned to play games, sing a song, show drama, share news and do chitchat show and how to</td>
</tr>
</tbody>
</table>
change my voice and tone to copy other languages for the “lakon”.

<table>
<thead>
<tr>
<th>ER 2.1 Exercise Rights to Education</th>
<th>ER 2.2 Access to information (IEC) on Rights</th>
<th>ER 2.3 Life Skills</th>
<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
</table>

Promoting Factors (Roots)

- Before becoming a volunteer, I have been thinking how I could help my parents, teachers and other children who could not study like me.
- I really wanted to change myself to be a better person and how I could help my friends too;
- I am an active person and the teacher helped me to be a volunteer so that I could help other people;
- I wanted to help and share my knowledge to others so I wanted to be a volunteer, I also wanted to learn from other schools and for them to learn from us, especially on knowledge about drugs;
- I thought about my brother who was a volunteer and my parents too, I also wanted to have the knowledge and information I never had before;
- Because I wanted to make other people have the knowledge that I have and I want to share to my friends and community people about what I know because they did not have the chance to study like me.
- I like to be funny and to show drama show and to learn new things.

Hindering Factors (Worms)

3. What is the current level of capacity and commitment of peer educators? (What have you done in the past five months either in school or in the village that is related to peer education/volunteer work?)

- I was able to share the information about drugs to the teenagers in my village (Lao Tung student);
- I was able to tell a student who is in drugs in the school about the danger of drugs;
- We can continue these sharing of information of what we know even we have graduated from school.

4. Recommendations:

- In villages where peer educators/volunteers go, they need to focus the activity in the village to be successful, for example, we need to give them clear information and should be able to speak in their local language and communicated well;
- There is an advantage of training the teens in the village to be volunteers because they speak their own language and know how to communicate well.
Interview Questions for Village Chief, Elders, and Community Men and Women

Limitation:
Most women are working and busy at day time and most teenagers are away in the farm or in the school. Primary School children are in the school. Limited participation due to harvest time.

Name of Village: Kewlom
Name of District: Pak Tha
Name of Village Chief: Mr. Wi Pon, Second Village Chief

Note: There is still no LWU in the village, in the process of selecting

Information needed:
1. Number of People in the Village: 505 people
2. Number of Households:
3. Number of Females: 265
4. Number of Males: 240
5. Number of teens: 80 people
6. Estimated Migration of youth: None for work but only for studying in the province
7. Migration to where? Bokeo Province
8. Migrate for what jobs or reasons?

i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):
   * Plan Laos: WASH project at Health Center, Life Skills
   * Health District: Built health center and Plan built the bathroom and toilet and water tanks.

Evaluation Questions:

1. What is the local concept of gender, gender justice and child rights?
   * Helping each other to do the work in the family, like women carrying children when going to the jungle and men carrying the tools. Unlike before where women carry children, tools and firewood from the jungle and men only carry their guns only.

2. At the community level, how has the Action on life skills been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights?
   * There was a meeting at the village to coordinate.

3. What has been the gap identified in and new demand created for child protection services?
   * Councilors have not been in used as the training for them had happened in the last six months of the project. No LWU yet in the village, still choosing.

Show the Tree of Change (with 4 branches to represent the 4 key result areas) and explain that we would like to learn from the group on what changes have happened in their lives as a result of the project. Write on the piece of cut colored papers (fruit shape) their common answers.

4. Impact or Changes in their lives resulting from the activities (including perceptions of status, roles and positions) and give examples for each area in the Table 1 below.
   * To what extent has the activities contributed to addressing key rights/protection issues for the target groups, such as early marriage, teenage pregnancy and domestic violence
   * Validate “learning by doing” generated through the process of implementation
### Table 1. Summary of impact or changes in the lives of men and women (adults).

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Before families did not know how to clean themselves well. Now they know about health and hygiene and to clean themselves. Have learned about health and hygiene from the school teachers and from the project;</td>
</tr>
<tr>
<td>• Parents and children know the rights of children going to school and parents send them to school. Before parents did not understand the value of educating their children. They have learned the value of education from the teachers and the School Development Committee.</td>
</tr>
<tr>
<td>• People now know how to plan their lives and not just living for today. Before, they only think of what to eat for the day and not the future.</td>
</tr>
<tr>
<td>• Nowadays, girls marry at the age of 18, in the past they usually have a boyfriend or girlfriend at the age of 11 or 12 and married at the age of 13-14.</td>
</tr>
<tr>
<td>• Now, about 30% of wives can make decision with husband, before no participation at all of wives in decision making in the family, they only wait on their husbands to decide.</td>
</tr>
<tr>
<td>• Women/girls can now decide who to marry, before, parents pushed them to marry. Also if a boy/man love a girl/woman he would steal the girl and take her away, then she will be forced by her parents to be married to him. Now, the girl can decide to accept or not to marry the boy.</td>
</tr>
<tr>
<td>• In the past, men could have 6 to 7 wives as there was no law about limits, but now they can only have 2 wives because the law was put in place in 2006. Also, now the woman can also decide to agree or not to agree before the husband can have the second wife.</td>
</tr>
<tr>
<td>• Before they have about 30% of families in the village have domestic violence, now only 2 families have domestic violence. People have learned to prevent violence at home and nowadays they have only 2 wives so violence has also been reduced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ER 2.1 Exercise Rights to Education</th>
<th>ER 2.2 Access to information (IEC) on Rights</th>
<th>ER 2.3 Life Skills</th>
<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of the School Development Committee on Life Skills (had two times training);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Center/Health Project</td>
<td></td>
<td></td>
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<tr>
<td>Materials for students to be able to come to school</td>
<td></td>
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<tr>
<td>Scholarship support for poor students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity to take care of children (enough food and vaccine).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters on Human Trafficking and Prevention of Drug Addiction and explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on life skills, gender and gender justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on the negative impact of early pregnancy on women.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on Children Rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event organized for Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama show about the value of educating women/girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills training on family development, preventing domestic violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for peer educators and volunteers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Promoting Factors (Roots)

- Banana plantation will hire labourers from their village and the effect of chemical on the health of the people is high. Although it was reported that there is no banana plantation in their own village but there are plantations in the District.

5. **Use the Round the Clock Tool: Ask participants (women and men) to list the different activities they do from the time they wake up to the time they go to bed and the estimate of time they do this. Put on the clock table below.**

#### Sun and Moon Drawing in relation to time

<table>
<thead>
<tr>
<th>Time</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
</table>
| Before Sunrise 4:00-6:00 a.m. | • Wake up at 5 a.m.  
• Feed the pig, clean around the home  
• Cook food  
• Eat  
• Wash dishes | • Still asleep  
• Eat |
Early Morning 6:00–9:00 a.m.  
- Collect water  
- Wash clothes  
- Help children to prepare for school  
- Help collect water  
- Give dirty clothes to wife  
- Look after the cow

Mid Morning 9:00-12:00 noon  
- Look after the children and go to do farming  
- Go to the farm with wife (if there is a fight with wife, he goes first)

Noon and Early Afternoon 12:00-3:00 p.m.  
- Continue farming  
- Continue farming

Late Afternoon to Early Evening 3:00-6:00  
- Continue farming; some Do croche and rest  
- Continue farming

Early Evening to Evening 6:00-9:00 p.m.  
- Come back from the farm  
- Cook dinner  
- Sweep the house  
- Come back from the farm  
- Look after children and rest

Late Evening to Midnight 9:00-12:00 midnight  
- Go to bet at around 8 to 10 p.m.  
- Go to bed

Note: Women usually do not have much time to meet with friends.

Recommendations:
- Continue with the training of parents to emphasize the value of gender and child rights.

Note: During the visit, the District DEBs deputy staff have commented the following:
- Production of posters, pictures and other materials were usually presented to parents and children using the Lao language and have questions and answers where people discuss in their ethnic language.
- Drama presented were focused on the valuing of education for girls and women and going to school vs. work;
- In the past, only men could study because of poverty and they believe that men are stronger to look after themselves and go to school. Women need to look after their siblings while parents do farming.
- Until now, women need to work more than men and the husband can have many wives to look after the family

Recommendation to Plan
- To have good coordination with other stakeholders and to make advance planning..
Focus Group Discussion (FGD): Boys and Girls

Name of Village: Kewlom
Name of District: Pak Tha
Successful Village: ___________; Struggling Village: ___________
Name of Implementing Partner: _______0___ Plan; _________ CAMKID
Number of FGD Participants: ______5__ Girls; _____4____ Boys

1. What is their understanding of child rights, gender and gender justice?
   Replied by girls only:
   - Every children can go to school
   - Every children should be protected
   - Look after their siblings and care for them
   - Mum has many work to do than father so daughters want to help mother and daughter thinks that father should help mother too.

   When asked what they want to do in the future?
   - “I want to be a teacher”
   - “I want to be a doctor”
   - “I want to go to University”

2. Boys joined the group for this activity: Using the Wheel of Basic Child Rights: Show the picture and the wheel of basic child right, ask participants to put a score on the current situation of girls and boys in the attainment of their rights:

<table>
<thead>
<tr>
<th>Right to Survival: Nutritious food, safe housing, clothing, caring family; health and sanitation (physical survival)</th>
<th>Right to Development (Intellectual, Social, Moral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:0</td>
<td>1:0</td>
</tr>
<tr>
<td>2:0</td>
<td>2:0</td>
</tr>
<tr>
<td>3:0</td>
<td>3:0</td>
</tr>
<tr>
<td>4: (4 students): sometime we do not have enough medicine when sick; not enough food to eat; 5:(5 students): they have all their needs for survivals met</td>
<td>4: (4 students): no need to have time to play because we have to help parents to work at home 5:(5 students): we can all go to school and have time to play with friends</td>
</tr>
<tr>
<td>Right to Participation in matters affecting their lives (decision making and problem solving, e.g marriage, schooling vs. work)</td>
<td>Right to Protection: from the dangers of drugs, child labour, domestic abuse, human trafficking, migration, etc.</td>
</tr>
<tr>
<td>1:0</td>
<td>1:0</td>
</tr>
<tr>
<td>2:0</td>
<td>2:0</td>
</tr>
<tr>
<td>3:0</td>
<td>3:0</td>
</tr>
<tr>
<td>4: 0</td>
<td>4: (5 students): fathers hit them and curse them and they hurt their feelings (x2 students); has to work hard for the family (x4 students)</td>
</tr>
<tr>
<td>5:(9 students); can receive all these</td>
<td>5:(4 students); no problem in the family</td>
</tr>
</tbody>
</table>

3. Based on your assessment of the current situation on the Wheel of Basic Child Rights, what do you recommend so that children and youth will achieve their basic child rights?
Questions for Village Chief, Elders, Women

Limitation: The interview was conducted on a Saturday and most people are away. All teenagers are gone to work in the banana plantation.

Name of Village: Huayphallam (Khmu Ethnic Group)

Name of District: Pak Tha

Name of Village Chief: See Notes

Other participants: 3 Females; 3 Males

Information needed:

a. Number of People in the village: 486 people
b. Number of households: 78
c. Number of Females: 239
d. Number of Males:
e. Number of teen age: 13-23 years old 40 people
f. Estimated Migration of youth: few teenagers are studying to be soldiers in Vietnam and few are studying in Bokeo Province to be teachers and work with organization.
g. Migration to where? Vietnam and Bokeo Province
h. Migrate for what jobs or reasons?

The village is very close to a banana plantation and about 30-40 teenagers aged from 13 years old up to 40 years old can work as contract labour in the plantation, mostly boys and men. They usually work from 8:00-11:00 a.m. and 1:00-5:00 p.m. Wages are: 50,000 Kip per day to spray chemicals on the trees; 10 Thai Baht/bunch of banana fruits to carry from the tree to the car; 300 Bt/day to wash/soak banana in chemicals to keep it from ripening and 300 Bt/day to put banana in the box for transport to China. There is no peak season in plantation, they have to work year round.

Note: Most children who go to school have to pass the banana plantation everyday on the way to school.

i. Are there other NGOs in the village? What activities are done in the village by NGOs (Plan and others):

- Smakum Me Nying: Livelihood for women doing handicraft (basket weaving and other products) for local sell and traditional fair.
- “Ekipsong (?) and FTI helped in building primary school and materials needed in the school.
- District government with “Sattha” (?)- primary health and hygiene
- Plan Laos

Evaluation Questions:

Note: Due to the presence of many project activities in the village (including Plan Lao projects), the evaluator asked the following questions:

1. What are the significant changes in the community that you all have observed in the past 3 years? What has brought or contributed to these changes?

<table>
<thead>
<tr>
<th>Changes or Impact (Fruits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In the past, most families in the community gave value to education of children but did not have a chance to send their children to study because the school was far</td>
<td>• Community are able to share some information to the community members (information often)</td>
</tr>
<tr>
<td>• People have improved knowledge about how to keep the home clean and hygienic. People boil water before drinking (only 2-3)</td>
<td>• Change in the traditional attitudes and practices of the community: In the past, parents send only boys to school because they are worried</td>
</tr>
</tbody>
</table>
and most people were poor. Most families could afford only one book and clothes. They used the piece of wood to write with chalk. Parents used to exchange their rice for notebooks for their children. Now all children can go to school.

- There are children in the village who are able to go to higher studies. Two students are in Pak Ta learning to be a teacher and a nurse.

shared are letter from the district office, rules of district office, village meetings, cleaning the village, etc.)

families still drink without boiling).

- The community's understanding and ideas about work for men and women have changed. Before in farming, women have to carry everything (baby, food, water and tools) but the husband only carried his gun. When they come back from the field, the wife has to carry firewood too. Now they help each other to carry stuff.

- In the past all household chores are done by the wife but now husband help in feeding animals, look after children and cook rice if wife had a baby. Both collect water.

- In the past, if wife wanted to sell something, like produce, she could not sell the stuff without the husband making the decision. Now the wife can make decision to sell stuff or produce by herself.

- In the past, meetings could not go to village meetings because they were shy and have low knowledge and ability. Now, women have better knowledge and had trainings that they can participate in village meetings.

that that if girls have higher education (like nurse or teachers) that they will find work in another place and they may also marry someone from another place. So their children will not have time to look after them when they are older. Now parents believe that having higher education is better so that they can have a good job.

- Before, in wedding events, the house hold of the family of bride and groom have to eat first before the guests from the village. Now they all could eat together like Lao people because the world is getting modern and the old tradition is hard to follow.

- In the past, during wedding events, women have to cook and men kill the animal. Now men have to kill the animal, clean the animal and prepare and women only cook.

- Women used to give birth at home but now they go to the health center to deliver their baby.

- Before, girls could not decide to choose their spouse but both parents of the couple have to talk together and agree and will ask the man to marry the daughter. Now girls can decide to choose their spouse.

<table>
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<th>ER 2.3 Life Skills</th>
<th>ER 2.4 Traditional attitudes and practices (activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary school was built in the village through the help of NGOs. They built walls for the school, materials were provided to the school (e.g. chairs).</td>
<td>Provision of loudspeaker to share information; Training about how to share information by loudspeaker</td>
<td>Training about health and hygiene</td>
<td>All these changes were brought by the knowledge that women have rights and that they can do better, they have the ability and capacity to grow. Men have realized that they need to change their attitude towards women. Training about gender and gender justice</td>
</tr>
<tr>
<td>Poor families could still send their children to school due to the support from sponsors from Plan International (sponsorship letters received and photos were produced for sponsors)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an early child school</td>
<td></td>
<td></td>
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<tr>
<td>Water filter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of school materials (pencils, bags,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Promoting Factors (Roots) |
2. What is the local concept of gender, gender justice and child rights?

*Men and women have to help each other in the workload.
Parents send both boys and girls to school*

3. What has been the gaps identified in and new demand created for child protection services? What are the good practices and challenges in ensuring coordination and linkages?

*Note: When there are family problems (like domestic violence), the people usually go to the village counseling or facilitators group.*

4. Use the Round the Clock Tool: Ask participants (women and men) to list the different activities they do from the time they wake up to the time they go to bed and the estimate of time they do this. Put on the clock table below.

<table>
<thead>
<tr>
<th>Sun and Moon Drawing in relation to time</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
</table>
| **Before Sunrise 4:00-6:00 a.m.**       | • Wake up at 5 a.m.  
• Wash face, brush teeth  
• Steam rice and cook | • Wake up at 6:00 a.m.  
• Wash face  
• Help in the house work if wife is sick. |
| **Early Morning 6:00–9:00 a.m.**        | • Prepare the food  
• Eat  
• Wash dishes  
• Prepare children to go to school  
• Wash clothes | • Eat  
• Prepare tools to go to the field to work |
| **Mid Morning 9:00-12:00 noon**         | • Go to the field to work | • Go to the field to work |
| **Noon and Early Afternoon 12:00-3:00 p.m.** | • Take a break prepare or cook lunch | • Eat |
| **Late Afternoon to Early Evening 3:00-6:00** | • Continue to work until 4 p.m. | • Continue to work until 4 p.m.  
• Continue to hunt for food in the forest |
| **Early Evening to Evening 6:00-9:00 p.m.** | • Go back home  
• Take a shower  
• Cooking for dinner | • Go home  
• Collect water  
• Feed animals  
• Take a shower |
| **Late Evening to Midnight 9:00-12:00 midnight** | • Eat  
• Rest and Sleep | • Eat  
• Sleep |

5. Any recommendation for the future?
a. This year only 2-3 people received sponsorship, would like to request more chance for others to have sponsors, especially the poor.

b. For support after high school for students to finish higher level up to university (e.g. nurse)

c. Would like to have a health center in the village as the nearest health center is in Ban Hap Sa. To get there takes about 1 ½ hour to walk and to go by bike is hard as the road is bad. In the rainy season, the people cannot go to the Health Center.

Questions for the only available teenage in the village

Mr. Kham is a 19 year old boy who is currently studying about organization in a Technical School in Pak.

1. What have you observed as changes in the attitude and perception of boys about girl’s rights?

Boys see girls as having equal rights as boys, for example,

- in our village we now have a Second/Deputy Village Chief who is a woman. In the past, no women got to this leadership role.
- In the home, girls do mostly house chores but carrying rice is a man’s job.
- Now, boys and girls can make decision to marry or choose a girlfriend/boyfriend by themselves, before, girls and boys have to follow parent’s choice as they are scared of parents.
- Now, boys like to marry girls with higher education because they will have a better future. Before boys and girls have no choice but parents choosing. In the past, parents would choose diligent and hardworking girls over girls with higher education because in the past there were not many girls with higher education.
Interview Questions for Partners

Name of Partner: Provincial and District Partners (Plan, PES, PLWU, DEB, DLWU)
Name of Interviewee (Key Informant):
Positions in the organization:
Length of year of engagement with the project:
Date of Interview:

1. Using the Ten Step Ladder: How do you assess the quality of partnership among Partners at Bokeo/district level (PLAN/LSDA/CAMKID/PES/PLWU/DES/DLWU)?

2. Using the Ten Step Ladder: How does Plan Bokeo/District managed partnership and coordination with partners at provincial/district level? Why such score?

3. Using the Ten Step Ladder Tool: Rate effectiveness in the capacity building of the following service providers: Why such score?
   a. NFE teachers by Plan/DEBS
   b. Peer Educators by LSDA/Plan/DEB
   c. Teachers Volunteers by LSDA/Plan/DEB
   d. Remote Village Volunteers by CAMKID
   e. Village Volunteers-Counselors by LWU/PLAN

4. Using the Ten Step Ladder: What is the current level of capacity and commitment of peer educators?
   a. What role can/will they play in their communities after the end of the project?
b. What have we learned about making the peer education model work\(^1\)? How do peer educators, participants, district officials and Plan staff see pros and cons of different approaches tried?

5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?

   a. NFE teachers

   b. Peer Educators

   c. Teachers Volunteers

   d. Remote Village Volunteers

   e. Village Volunteers-Counselors

6. At the community level, how has the activity on life skills and competencies been coordinated systematically with the existing actors, mechanisms and systems for protection of children, women and their rights? What has been the new demand created for child protection services?

---

\(^1\) Training of peer educator originally took a cascaded model of organizing TOT for Plan and the government counterpart staff from the province and districts, who subsequently trained peer educator to organize life skills and non-formal education activities at the community level. The project staff found that the provincial and district staff got knowledge from the initial ToT at about 80%; the trained peer educator got knowledge from the district trainers at about 50% and the participants got knowledge from the peer educators about 25%. This model was also costly. Plan abandoned the cascaded model of the peer education, and directly organised the training to peer educators in each district, and spent more time in the target communities to follow up on activities with the peer education team. The team observes this model has worked better.
7. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

8. What have the district staff found useful about sharing between the districts?

9. If you were to repeat this project again how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

10. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

11. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
Interview Questions for Partners

Name of Partner: LSDA

Name of Interviewee (Key Informant): Mr. Phoxay

Positions in the organization: Director

Length of year of engagement with the project: since 2011
Date of interview: 16 November 2015

1. Using the Ten Step Ladder: How does LSDA see the quality of partnership with PLAN? Why such score?

Scores given in the ten-step ladder:

3: with Plan, Staff of Plan in Bokeo and Vientiane did not follow the contract terms, no partnership. Mr. Phoxay has been Vice Chief of Padek for 3 years with EU funding and had no problems with EU, while with Plan, had so many problems. Plan staff did not talk with LSDA if they have problem with LSDA, Plan staff just cut off LSDA. 3 Advisors of LSDA left because they cut them off without communication with LSDA before doing this. In big meetings Plan talk about big plans but did not follow the plan.

7: with CAMKID, still in partnership until now, CAMKID learn from LSDA too

10: still in partnership with CORD, they helped LSDA.

2. Using the Ten Step Ladder: How does LSDA rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with LSDA? Why such score?

2: CAMKID: Plan had no Contract with CAMKID

4: Plan: problem with finance system, took long time to check finance documents and sometimes documents are missing (original submitted to Plan but Plan could not find original, etc.), funds were delayed by 2-3 months affecting activities. Not enough information given to LSDA regarding finance system. So much energy spent on sorting out finance system. Also changed contract 3 times.

10:CORD: Plan had clear contract with CORD

3. CORD’s effectiveness in capacity building of LSDA

3: to start with and 7: to finish with. Mr. Phoxay was the Deputy Director of Participatory Training Center and he knew how to establish LSDA in 2009. CORD helped LSDA in its development of capacity. CORD is also one of the seat at the Board of LSDA. Through CORD, the Human Resources of LSDA or staff development was built up. Before, staff had no clear roles and responsibilities. In 2011, CORD started to help. So now LSDA has made plans for staff career development. CORD also helped in analyzing the project and did an assessment of the whole project cycle. CORD had training on project cycle management for LSDA, community mobilization, finance management, leadership and management, writing proposal. Sometimes CORD brought in other service providers for capacity building of LSDA.

4. Internalization of Child Rights and Gender by LSDA?

Gender: started at 2 and ended at 6: trained LSDA by CORD and at the end LSDA became trainer for women leaders and LSDA made documents for training women in leadership.
Child Rights: started at 4 and ended at 8: LSDA was focused on CR and this is one of the strengths of LSDA. LSDA made more documents on CR for Min. of Education. Had more input on CR from Save the Children International.

5. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

- LSDA’s Picture: A flower Plant. The flower has 3 petals representing LSDA, CAMKID and CORD and Plan as the stem of the flower. The three petals represent the three partners of Plan but Plan was distant.

6. Rapid Capacity Self Assessment of CAMKID

The consultant has introduced a self-assessment of their capacity using the CASA Tool modified by the consultant for this purpose, See CASA Tool Visual. Results are listed below.

Note: Only the Director assessed the organization using this tool.

Rapid Capacity Self-Assessment (CASA) TOOL\(^2\) condensed by Emelita Santos Goddard

Indicators of a Healthy Organization: Score Sheet

Note: 1 is not satisfactory and 5 is beyond expectation

1. Identity and Purpose

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sense of Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Every staff can see the vision of LSDA through the strategic planning</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>process.</td>
</tr>
<tr>
<td>2. Clear and Relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CORD helped LSDA to have Vision, Mission, Objectives and activities</td>
</tr>
<tr>
<td>Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>which took 3 months to process.</td>
</tr>
<tr>
<td>3. Equity</td>
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<td>5: balanced in terms of activities with the target groups in schools.</td>
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<td>3: in the office, had 15 staff only 6 are females.</td>
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2. Leadership and Management

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<th>Remarks</th>
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\(^2\) Condensed from the Tear fund UK CASA Tool (Contextualized in Cambodia by E.S. Goddard, TFUK Consultant)
1. Leadership

Clear for staff but they could not do well without the leader.

2. Governing Body

3 members of GH: 1 Male and 2 Females but most of them are busy. LSDA has a constitution. CORD is good in the GB.

3. Planning/Management

Plans are clear and align with the strategy but field staff still don’t understand well the work in the field.

4. Financial

Has improved a lot and had one competent staff.

5. Participation

Staff joined a lot in the strategic planning and proposal making and fought their ideas during the 3 months process. We use PLA with partners too.

3. Systems and Structure

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<tbody>
<tr>
<td>1. Organizational structure</td>
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<tr>
<td>2. Administration System</td>
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<td>3. Financial System/Reporting</td>
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<td>5. Human Resource Development</td>
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- Staff have many responsibilities so no time to rest. Organization has lacking staff on communication and fund raising.
- This is a big gap. Some staff have information on their laptop and not filed. LSDA has no information “bank” filing system.
- LSDA has annual audit by professional auditors.
- Staff have JD and have performance evaluation but LSDA does not have enough staff...esp. communication and fund raising and HR.
- LSDA has plans for staff career development; has TOR and JDs and have added 3 months long term training but no staff.

4. External Linkages

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- 5: has high reputation in MOHA for Laos and NPA network
- 4: limited linkages with INGO due to English language of leaders
2. **Capacity to Obtain and Mobilize Resources**
   - Have the knowledge on education but difficult to do fund raising so hard to mobilize bigger resources.

3. **Advocacy**
   - Used a lot of participatory approaches with people but always have low response from the government.

### 5. Planning and Implementation

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<td>2. <strong>Projects Consider Traditional Practices</strong></td>
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<td>3. <strong>Benefits Reach the Most Marginalized</strong></td>
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<td>4. <strong>Monitoring and Evaluation</strong></td>
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- **LSDA uses PLA so community women, youth, local authorities are involved in the planning process.**
- **Use a lot of local knowledge.**
- **Because plans are made by the people so benefits most of them and they do the implementations by themselves.**
- **Small groups of children, women, men, youth are involved in giving the information to the higher level. Staff only facilitate and people do this themselves.**

### 6. Impact

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<td>3. <strong>Projects Are Replicated</strong></td>
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- **4: People do the activities and plans and they follow this 1&2: wanted to do another project but no staff so cannot achieve the objectives**
- **Projects introduced by LSDA people can do by themselves so that even if LSDA is gone they can do them, e.g. handicraft, bamboo processing, hand towel, etc.**
- **The use of PLA make it very replicable as people make the plan and they can implement this so they can copy easily but PLA needs about 3 months process and people are busy.**
Interview Questions for Partners

Name of Partner: CORD

Name of Interviewee (Key Informant): Achan Chakrith Hankhampha
Positions in the organization: Senior Capacity Development Advisor
Length of year of engagement with the project: More than 1.5 years (from June 2013 to January 2015)
Date of Interview: 9 October 2015

Note to Consultant: Success indicators are:
- sound financial and accounting system in place;
- improved management system demonstrated;
- planning for sustainable reflective learning processes developed
- clear and realistic strategies and plans for promotion of human rights developed
- transparent and accountable governance and leadership

1. Using the Ten Step Ladder: How does CORD see the quality of partnership with PLAN? Why such score?
   - Note: CORD started as new organization to work with NPA. In the past, CONCERN Worldwide worked with LSDA and have passed on to CORD. CORD was learning to work together with NPA as CORD was new in Lao.
   - Started as 5 score and end at 8 score. There were challenges mostly in the communication between LSDA and PLAN especially the quality of the message was not clear. When message was not clear, there was an effect on the effectiveness of the project. For example, unclear message on budgeting, financial transfer and information was not on time and there was no explanation on why the information or transfer was not on time, whether about $ or about staff. CORD helped in communication.

2. Using the Ten Step Ladder: How does CORD rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with the partners? Why such score?
   - Score 6. Documentation was of good quality but implementation needs to improve, for example: there is a gap in communication on making decisions. Questions related to finance issues was not answered on time or documents seem to disappear.

   Recommendation to improve:
   - Conduct an action-learning workshop with CAMKIDs and LSDA by Plan. A workshop is recommended t clarify ideas and expectations of each partners involved and how to operational the terms in the contract. Need to have documentation.

3. Using the Ten Step Ladder Tool: Rate CORD’s effectiveness in the capacity building of LSDA and CAMKID. In what ways do you think CORD has built up the capacity of each partner over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?
   a. LSDA
      - Score of 9. CORD has seen the positive and negative changes.
        - Have heard the negative change regarding finance systems, e.g. not heard claims that LSDA was not transparent or not qualified in finance systems and staff was not open however, I think it was a misunderstanding as I have worked with them and found out LSDA to be straightforward and the leaders is frank, open and confident. The leader of LSDA has been open to learn.
        - Management of LSDA: the M &E system of LSDA is clear and open to improve, it is computerized;
5. **Recommendations:**

   - **Organizational culture of LSDA:** the organizational culture is like a family and the leader is open to his team about decision-making. He is considered like a father by the team.

   b. **CAMKID**

   - **Score 7. Communication has not been a problem. CORD has a good relationship with CAMKID. CAMKID had two leaders with different styles (government style vs. a new generation leader-actively working), makes it challenging for staff leading to turnover of staff, staff open to learn but background makes it hard to learn new things.**

4. Using the Ten Step Ladder Tool: How do LSDA and CAMKID perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
   a. **LSDA**
   b. **CAMKID**

   - **Score 9 for both. Both organizations received the capacity building well. Eventhough CORD tried its best, there are limitations for CORD. Plan has been flexible working with CORD. Sometimes the time for LSDA and CORD times are not flexible and not in sync and both could be busy so there was not enough time. Also not clear about how can CORD support Plan in its working with partners.**

   **Recommendations:**

   - **Clarify on the roles each partners on the implementation before starting the project. Good lessons learnt is how to improve channel of communications with partners.**

5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
   a. **LSDA.** Organizational workshop with communities on gender and communication of staff on gender is impressive. Also it focuses on the education of children.
   b. **CAMKID.** Has reminded CORD on the gender issues focus in the community and perception of knowledge

   - **Score of 10 for both. It has been impressive. Both have worked with vulnerable women groups among ethnic minority groups as their focus.**

6. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

   - **The history of establishing NPA in Laos had many issues so it is a good chance to have a new way to support NPA. For international and big organization, they have a different organizational culture that may not necessarily be the same as the NPA, e.g. finance system and different way of working that is based on the donor system that may be found by NPA to difficult to adopt to. Sometime, doing new things were not communicated by Plan. Plan can support the capacity of local NPA and have chosen CORD to do this for Plan because Plan cannot do everything by itself and by having local partner will initiate a new way of implementation and also for sustainability. We know that in the future international organization will have to go and the NPA will continue to stay so it is a good sustainability approach to work with partners.**

7. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

   - **To launch the project in a better way:**
o Invite all partners to have a buy in and clarify together expectations and to learn together as a group (reflect on the learning and relationships) and not launching the project by power point presentation.

o Build trust and understanding of each other and strengthen partnership

o Review ourselves and understand ourselves first and then we can understand others.

- **Knowledge management system of the project:** allocate budget for knowledge management and banking and record lessons learnt. Make it outstanding for partners by collecting stories of success and use mass media like filming and narratives. Aim for youth media.

- **Have capacity development for partners, e.g.** strategy on knowledge banking, mobile unit to share experiences, learning how to work with government, etc.

- **Networking:** to facilitate an open space to share experiences and how to network with others on different issues.

8. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

- **CORD has worked for 2 years with Plan, LSDA and CAMKID and CORD hardly used the knowledge because they have the knowledge to do the project by themselves but CORD has open its heart to them. It is the heart aspect that will build up the partnership together.**

9. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?

- **The image of the organizational culture is what everyone perceives, e.g. if Plan is focus on children, Plan needs to maintain a good image and to keep its focus and not to lose its focus on children.**
Interview Questions for Partners

Name of Partner: CAMKID

Name of Interviewee (Key Informant): See notes

Positions in the organization:

Length of year of engagement with the project: since 2012
Date of interview: 12 October 2015

1. Using the Ten Step Ladder: How does CAMKID see the quality of partnership with PLAN? Why such score?

   Partnership with Plan started to 2012-2015 with activities with CORD and LSDA and Plan. The working together was good like a team work. LSDA has promised materials, story books for children, games and coloring books, for Year 2 but they only received them in March-April 2015.

   Scores given in the ten step ladder:

   6: CAMKID received support that is good but the problem of fund management was challenging. Usually Plan gave a 6 month fund transfer but the transfer is late by 1 term so the program implementation are affected and late and cannot be achieved in limited time available.

   7: Has clear plan of activities and partnership contract

   8: In 2012-2013 the partnership with Plan of CAMKID was not strong. CAMKID did not participate in the proposal writing in the beginning of the partnership but in 2014-2015 CAMKID has participated with Plan in planning activities towards the end of the project and in planning for the future (like beginning of 2015) for the concept note for the future.

2. Using the Ten Step Ladder: How does CAMKID rate the Management of Partnership by PLAN: How effectively has Plan managed partnership and sub-grant/contracts with CAMKID? Why such score?

   Scores given in the ten step ladder:

   7 (x 3 staff): In the beginning LSDA designed the activity and CORD helped built the capacity of CAMKID as it was new and Plan did not help CAMKID much on how to understand the project. CORD and LSDA came to help them; In 2013-2014, LSDA did not join the project often. We are not aware until now why LSDA has stopped relating with CAMKID and no explanation given to CAMKID until now. Only CAMKID and CORD continued to work together with them and told them about what activities needed to be done. Plan Staff in Bokeo only related face to face with CAMKID only recently, e.g. in 2015 CAMKID had participated in proposal development with Plan.

Recommendations on how to improve partnership:

- For Plan to focus on improving the coordination among partners
- For all partners to design the project together and make clear plan and budget together, this will make easier for all to achieve the objectives;
- If possible not to have too many staff changes, and if Plan have to change the staff, this should be communicated to the partners.
- Have to communicate with each other better and coordination better. If there is a problem they should discuss with each other openly.
• Address fund management, especially in the 5 months extension, they have not received their funds affecting the implementation of activities and they have to use their own funds for now. In the future, this has to improve.

3. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

• The partnership circle with LSDA who has connected well and trained together but the relationship stopped (has its half broken lines which is a very important part of the partnership and could not understand why) but the connection between CAMKID-CORD-PLAN has always been together.
• Mountains and rice fields. The partnership is like mountains that go up and down which is sometimes good and sometimes but and sometimes not connected to each other as in the rice field.

4. Rapid Capacity Self Assessment of CAMKID

The consultant has introduced a self-assessment of their capacity using the CASA Tool modified by the consultant for this purpose, See CASA Tool Visual. Results are listed below.

Note: All CAMKID staff were asked to make a consensus score of the level of their capacity. Only two CAMKID staff participated (Director and Field Staff).

Rapid Capacity Self-Assessment (CASA) TOOL1 condensed by Emelita Santos Goddard
Indicators of a Healthy Organization: Score Sheet

Note: 1 is not satisfactory and 5 is beyond expectation

1. Identity and Purpose

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<th>5</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1. Sense of Purpose</td>
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<td>Board, leaders, volunteers and staff have no joint participation in making vision and mission but have participated in making plans. They also clarified who will work with whom in their contract. Staff understood well, they have 2 people who are leaders and 4 volunteers in the village.</td>
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<td>2. Clear and Relevant Strategy</td>
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<td>They have strategy but not good enough. They have to improve the strategy on how to help the community especially the ethnic groups.</td>
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<td>3. Equity</td>
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<td>Before they had the project the community did not talk, joined meals with the staff and they used their local language. CAMKID worked with parents but Plan worked with children. Now the women participate in meetings and confident to express their ideas and in the family, husband looked after the children. For the studies, they let the boy and girls to study. The people need the skills to earn money because have low knowledge.</td>
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1 Condensed from the Tear fund UK CASA Tool (Contextualized in Cambodia by E.S. Goddard, TFUK Consultant)
### 2. Leadership and Management

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<tr>
<th>Indicator</th>
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<th>Description</th>
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<tbody>
<tr>
<td>1. Leadership</td>
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<td>Leader teach staff and sometimes CORD helped them in the practice in community. Leadership decides with the staff and if there is problem, staff talk together. When working in the field, they discuss in the group to improve the problem.</td>
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<td>2. Governing Body</td>
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<td>The leader signs the contract and in 6 month the leader know what is the progress activities. Meets every 6 months, have changes in the Board, with 3 members.</td>
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<td>3. Planning/Management</td>
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<td>Every 25th of the month, the staff will have a meeting to summarize the achievement of each month and make plans together.</td>
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<td>4. Financial</td>
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<td>They improved the management but some things are still the same.</td>
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<td>5. Participation</td>
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<td>Staff joined together in meetings</td>
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### 3. Systems and Structure

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<tr>
<td>1. Organizational structure</td>
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<td>They have clear contract with staff about role and responsibilities in CAMKID. Now that CAMKID is busy, there are some changes in their roles and responsibilities.</td>
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<td>2. Administration System</td>
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<td>They have two system, the old staff did not have a problem but the new staff struggles with the system.</td>
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<td>3. Financial System / Reporting</td>
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<td>They have annual report. Finance is audited yearly?</td>
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<td>4. Human Resources Management</td>
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<td>Have staff who have the skills that are matched with the activity. They conduct performance review of the staff at the end of the year to determine the increase in salary.</td>
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<td>5. Human Resource Development</td>
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<td>They have plan for staff to develop but focus on awareness raising. They have already skills on drama show. They have staff who are part of the community.</td>
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### 4. External Linkages

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### 5. Planning and Implementation

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Interview Questions for Partners

A. **Name of Partner: Provincial Education Service Bureau**

Name of Interviewee (Key Informant): See Notes

1. Mr. Somshanit
2. Mr. Seng Sawan

Length of year of engagement with the project:
Note: the person met has not been the person contacted by PLAN.
Partnership with Plan 2012-2015; has participated in some PLAN training
Date of Interview: 12 October 2015

**Comments by Interviewee: The objectives of the project: for people age 15-40 to be able to study the NFE. The PEBS assigned the second chief of PEBs to relate to the District for monitoring of activities. They did this well and focused on gender. However, everytime PEBS monitored to Meung Mum and Paodom they did not receive funds/per diem for these monitoring visits.**

1. What do people understand about Rights, Gender and Gender Justice?

   - **Note:** PEB mentioned that before PLAN, NCA (a Christian organization) organization has worked among the children aged 15-22 in Pak Tha and Pa Odom, then Plan continued so the these group of children has some basic knowledge and literacy.

   - In Bokeo, girls aged 15-24 has higher level of education than men for 2006-2015.
   - Girls have equal rights like boys.
   - Women used to be poor but now not so poor
   - In school, there is a good information sharing/awareness raising of children on gender, alcoholism and drugs as there are volunteers in school to make students aware.

2. Can this change be sustained despite economic development and regional integration of Lao?

**No migration of girls.**

There are 44 high schools in Bokeo and 9/44 of High schools have problems on drugs.
There are about 700 youth in drug addiction in Bokeo, mostly in Pa Odom. Even some teachers are in drug addiction. Drugs come from everywhere but mostly from Thailand and Myanmar.

3. Partnership

Provincial office of Bokeo could not comment much on this project as PEBS has not been involved in this project after Year 1. As it is Provincial office has no budget to monitor the project and reports were not given or submitted by the District office to the province.

During Year 1, the Province has worked with Achan Posai of LDSA. The province worked closely with Mr. Posai. They did some monitoring only in Pak Tha and Pa Odom.

Peer Educators started in Year 1 age 15-40 but has been changed to 15-20 and the women so that they got more girls than boys. They focused on human trafficking, child rights and gender justice, drug addiction. They focused on high school and primary schools. Peer educators are mostly 15 years old and up.

In Year 2, when Plan took over the management, Plan has related directly to the District and sent letters to inform them about the activities. The province has not received any information from Plan and no information from the District given to the Province since then. So we cannot give any information to the MOE.
In Year 2, we only received invitation to attend meetings and the last invitation was on closing the project in Year 3.

In the contract signed with Achan Posai of LSDA, during project closure, DEBS would receive 3 motorbikes and PEB would receive 2 computers. DEBs received the motorbike but PEBs did not receive the computer and the staff said the computers are broken. We have an IT here and we can fix even if the computer is broken.

4. Do you have other recommendations for PLAN’s role for the future?

   a. It would be good to continue the project because the target groups are still not yet developed. Some children have got some certificates but not all.
   b. Help improve activities that would address drug addictions especially in Pa Odam;
   c. Need to have more activities to protect children from human trafficking and drugs.
   d. Continue to focus on ethnic children as they are still following traditional ways and have still low understanding.
   e. Improve participation of PEBS, have clear MOU. Before MOU, make the plan together and follow the plan they made together and then sign the MOU with the Province.
   f. To have better coordination between PEBS and Plan Project. Should have communication with each other to understand difficulty and the changes.

Example cited on partnership:
   GIZ provide budget to PEBS and have trainings.

Note:

1. It was not made clear to the consultant whether Plan’s MOU with the Province has been discontinued and instead made with DEB in Year 2. During the meeting with DEB in Pak Tha, the DEB second officer interviewed mentioned that he signed the MOU with Plan.
2. PEBS noted that the letter of Plan for this meeting did not mention properly the objective of the meeting so they felt uncomfortable if they can provide the necessary answers to the questions or not. Also the letter has been received only on that day and no plan or schedule has been received on where the evaluator is going so has not informed the relevant people of DEBS for this purpose. However, they agreed to help facilitate DEBS for this purpose.
B. Provincial Lao Women’s Union (PLWU)

Name of Interviewee (Key Informant):
1. Ms.
2. Ms.

Date of Interview: 12 October 2015

Length of year of engagement with the project:

Since 19 November 2011 the project has three district to work on to do training in the village and invite PLWU to monitor of the 3 district. POD has 14 target villages, Plan monitored every village in POD. PLWU did not join monitoring in Districts of POD and Pak Tha but they joined in the meeting in the Districts for POD and PT. Then they got involved to monitor the 8 villages in District Mueng. All the LWU training was conducted by the District LWU to the village LWU. The PLWU connected to the DLWU

1. Please tell us what is the PLWU’s involvement in the project?

PLWU acted like consultant to the project for training. Central LWU provided the training to the District LWU and the District provided training to the Village LWU. PLWU was asked to do monitoring and for advice, coaching. Usually Plan staff they went to the target districts but did not pass by the PLWU but when Plan staff had a problem in the village, they went back to call the PLWU.

PLWU joined the signing of the MOU in Vientiane.

When LSDA was managing the project, LSDA did direct implementation and they only asked PLWU only when they have problems to help solve their problems in communities.

2. Changes in Attitudes and Behavior

Teenagers have improved life skills. Some village know how to protect themselves. There are posters, pictures, lakon, stories to teach girls and compare the roles of boys and girls. They have improved in their participation in activities. Now they have more balanced roles of boys and girls in the family. These approaches are helpful to them.

About gender justice, the men know themselves that they have hit their wives a lot but now they have change to talk more. There is reduced hitting in the family.

Women who have been trained know how to protect themselves and if they have problem they can come to the V LWU for help and counseling.

Women now have knowledge about handicraft (made of bamboo). In the past they did not want to join because they thought that they could not do it and their family did not want them to go because they have to do their work at home. Now if there is a chance, they are happy to go to learn weaving, and sewing and beauty salon and being a chef and food decoration, especially women in Meuang Mueng and Pak Tha.

Some girls have gone to other country to sell themselves for sex because they were cheated by the trafficker (mostly people they trust or they know) who lied to them to provide a good job but ended up in the country without any money. These are mostly the ethnic girls who can just across the river to Thailand.

LWU Counselors are able to help solve problems of women. In the province, there is a case of a Vietnamese teenager who went out with her Lao boyfriend to a guest house and she stubbed the guy onto his heart and died. The cousin of this man was wanting to kill her so PLWU had to protect her and instead of putting in jail, PLWU helped facilitate her deportation to Vietnam.
LWU has Counsellors at district and village level. If problems of women arise at the village, the VLWU will help as much as possible but if the problem is beyond her ability, the case goes up to the District and/or up to the Provincial LWU.

3. Will changes be sustained despite economic development?

- Girls and boys have now some level of education and they tend to look for work in other places/country now that they are educated.
- There are 5 cases of Lao ethnic girls working in factory who were cheated (trafficked) to go to Thailand without passport. However, these 5 cases have no education so they met this problem in other countries.
- There could be more problems in the future but girls and boys now have more knowledge and skills to solve their own problems. There are also laws and allow girls to come to LWU for help in solving their problems.
- Police should also know the rights of girls and the role of LWU if they catch girls in this situation.

4. Partnership

Not aware if there is an MOU with PLWU.

PLWU has not much involvement with CAMKID’s activities and no connection. District LWU has more involvement with CAMKID.

PLWU is not aware of who are the stakeholders of the project, did not know that CAMKID and LDSA and Plan are in the same project.

PLWU was not involved in the beginning when the project started so was not aware exactly on what they should be doing.

Recommendation for the future:

- For the problem to continue to be solved, the LWU need the support of the Plan to help address the issue. The project can help build the capacity of the PLWU to help the target groups.
- Police to understand better the role of LWU in protecting children and should involve the LWU in problem solving at appropriate levels.
- To continue to help improve the protection of children by having knowledge on how to protect themselves and have the training to improve their skills in problem solving.
- They have other 2 districts without any intervention like this (Muang Huayxay the PLWU had already conducted training but not yet practice at the village level and in Muang Tun Phing they have not done anything at all), so it would be good not just to focus on one village or one group and not just at District level but also Provincial level. The provincial level LWU has many experiences but with limited budget to implement, so these human resources could be tapped.
- Plan should communicate and coordinate well with the right channel and level, e.g. Province, District and the village in order to improve for the future. Invitation should be done by written letter and not by telephone, given at least 2-3 days before the training or meeting, one week is best.
**Interview Questions for Partners**

Name of Partner: Plan Laos (Central)  
Name of Interviewee (Key Informant): Ms. Ting  
Positions in the organization: Used to be Bokeo Officer, now Coordinator of Gender and CP  
Length of engagement with the project: Had involvement in the program design of the project but during implementation, the project did not in touch with her.  
Date of Interview: 9 October 2015

1. Using the Ten Step Ladder: How does PLAN see the quality of partnership with Partners? Why such score?  
   - **Score at 2**: I have completed the assessment of ECCD last July 2015 ad met CAMKIDs and found out that staff of CAMKID only sat with the Plan staff only 1 time per year. In addition, CAMKID was not involved in the project design so they were not aware of the details of the project to start with.

2. Using the Ten Step Ladder: How does PLAN rate the Management of Partnership by Plan: How effectively has PLAN managed partnership and sub-grant/contracts with the partners? Why such score?

3. Using the Ten Step Ladder Tool: Rate PLAN via CORD’s effectiveness in the capacity building of LSDA and CAMKID. In what ways do you think CORD has built up the capacity of each partner over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?  
   - **LSDA**: Score at 2 to start with and 4 at the end. Plan had no involvement of the capacity building of partners on gender and not sure if the partner had orientation on Child Protection and that they have signed on the Child Protection Policy.
   - **CAMKID**: Score at 2 to start with and 6 at the end. Same as above and most of CAMKIDs activities are on gender.

4. Using the Ten Step Ladder Tool: How do LSDA and CAMKID perceive benefits of capacity building support from PLAN via CORD? Has PLAN invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?  
   - LSDA  
   - CAMKID

5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?  
   - LSDA  
   - CAMKID  
   - **Not sure as there was no involvement in the project.**

6. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had PLAN implemented directly?
• There are more benefits working with NPA such as CAMKID (local NPA). They are based in the community, they know how to speak the language of the local people, they know the situation in the area, culture and how to engage the people. It is more sustainable.
• Pan is more a stranger or outsider to the area to the community
• It is good to strengthen the local NPA who will be there for a long time.

7. How has the Action been implemented differently across 3 districts and between Plan/LSDA supported areas and CAMKID’s areas? What are the strength and weakness of different approaches implemented?

8. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

9. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?
• Lao Style teacher and student metaphor where Plan acts as a teacher and the CAMKID acts as the student. They just do the implementation together but not sure what is the objectives of the activities.

10. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?
• Partnership is not like Supervisor-staff relationship but we need to help each other, develop capacity together, feedback to each other and have transparency between partners to work together.

11. In what way has the Project been aligned with Plan Laos’s CSP in practice? What lessons can Plan learn from this experience that are of relevance to its long-term ambition to develop a standalone child protection programme on the one hand, and to address gender and ethnic disparity and strengthen civil society across all programs on the other hand?

• CP ad Gender need to be known by the organization, sign policy and CP plan should guide the project;
  o Training needs assessment of staff on Gender and CP
  o Provide training to partners on G and CP
  o Follow up and review
• Gender should be integrated in the policy of Plan and be applied in the future program. Each project should be aware and have integrated in the project (depend on the evaluation)
• CP mainstreaming and not a separate program
  o Review monthly report and M&E documents and provide feedback and refresher training because staff tend to forget the gender and CP in their activities;
  o Add specific objectives in the new proposal and annual activity plan on gender and CP
  o Awareness raising activity

1 The Action predates the current CSP, which covers the period of 2014-2019.
Interview Questions for Partners

Name of Partner: Plan Laos (Central)
Name of Interviewee (Key Informant): Ms. Soulinphone
Positions in the organization: Life Skills Coordinator (from Year 2, Jan 2013)
Length of year of engagement with the project: about 3 years
Date of Interview: 9 October 2015

1. Using the Ten Step Ladder: How does PLAN see the quality of partnership with Partners? Why such score?
   • **Score 7 to 8: Have understood the EU role and funding better towards the end. Each year the project has faced different issues, eg. 2013 LSDA trainer produced materials and Plan monitored but then later on Plan took over the management of the project due to limited capacity of LSDA, which made LSDA unhappy with Plan. There was a lack of clear plans between LSDA and CORD to start with so had some problems.**

2. Using the Ten Step Ladder: How does Plan rate the Management of Partnership by Plan: How effectively has Plan managed partnership and sub-grant/contracts with the partners? Why such score?
   • **Score of 3: The management of partnership was not clear. She was appointed as Manager but then move to Coordinator as the job description did not really include clear management of grant/funds, despite the JD indicating budget should be managed but in implementation she did not managed but the grant office managed and approved. She was only a coordinator of activities.**

   Recommendations:
   1. **To have Project Manager as a focal point for reporting, budgeting and management;**
   2. **Reports should be combined at the country level and not at the Belgium level**
   3. **To have a workshop for all partners to design the project together**
   4. **Plan should open to partners the EU format for finance management and accountability, e.g. code and budget line should be allocated per project partners;**
   5. **Partners need to understand clearly the project documents and budget and each activity and code. The finance/grant staff should know also the coding for the project.**

3. Using the Ten Step Ladder Tool: Rate Plan via CORD’s effectiveness in the capacity building of LSDA and CAMKID. In what ways do you think CORD has built up the capacity of each partner over the life of the project? (Assumes before the project is step 1 and after the project?) Why such score?
   a. **LSDA: Score 2 to start with and 8 to finish with. LSDA and CORD did not accept each other first but after that the relationship went well and CORD capacity building became effective, but not in the areas of technical project writing and finance management. CORD also did not provide training report of LSDA and CAMKID.**
   b. **CAMKID: Score at 8: Clear**

4. Using the Ten Step Ladder Tool: How do LSDA and CAMKID perceive benefits of capacity building support from Plan via CORD? Has Plan invested appropriately into capacity building for staff vis-à-vis the partners? To what extent has the capacity building support built individual and organizational capacity in the intended areas?
   a. **LSDA: Score at 5: CORD has received benefits of capacity building by CORD at the organization level but not the one based on EU requirements. Plan has also not made it clear to CORD the EU standards.**
   b. **CAMKID: Score at 5: finance and project management of CAMKID has improved and useful but CAMKID has not seen the EU template.**

Recommendation:
1. **Capacity building of partners should be made to tailor to EU requirement too so that they also meet the standards required by EU, eg. CORD should help partners to train them on what are the EU requirements.**
5. Using the Ten Step Ladder Tool: To what extent have gender equality, child rights and child protection have been internalized by the partners? How have they been introduced to these principles and supported to align their ways of working with them?
   - LSDA
   - CAMKID

- **Scored 8 to both LSDA and CAMKID:** LSDA and CAMKID were already doing project in relation to gender and Child Rights so Plan focused more on meeting partners to follow the project.

**Recommendations:**

1. *For Plan to conduct training on ECCD and CP for partners before the project start. Also Plan staff should know how to improve on this.*

6. What was the strategic value of working with the local partners in this Project? What is it that the Project has been able to achieve by engaging the local partners, that could not have been achieved had Plan implemented directly?

- **NPA have freedom in working in their area better than Plan and NPA is like a middleman between International NGO and the government. NPA can sustain and continue the impact once International NGOs are gone.**

- **NPA live in the area so they get good quality results because they know the language and people well.**

- **Plan can continue to strengthen NPAs so that NPA will be strong to continue once INGOs leave.**

7. How has the Action been implemented differently across 3 districts and between Plan/LSDA supported areas and CAMKID’s areas? What are the strength and weakness of different approaches implemented?

- Different districts have different approaches as directed by the district in practice. This could be external to Plan, for example, Staff (especially expat) are not allowed to stay overnight in Pak Tha but they can in POD and MM, also depend on the person and leaders.

8. If you were to repeat this project again and build the capacity of LSDA and CAMKID all over again, how would you do it differently next time? Or what needs to be done to improve the ten step ladder rating?

- **Conduct capacity assessment of partners before making a project proposal together;**

- **Establish MOU with the relevant ministry. E.g Provincial level agreement with PEBS but they needed to relate to MOE.**

9. If you were to draw a metaphor or symbol of partnership in this project, what metaphor or symbol it would be? Why?

- **Body with three arms who are alive and working but headless and no clear direction.**

10. Do you have other recommendations for PLAN’s role for the future in relation to it partnership with external actors/stakeholders in the project?

- **See above recommendations per number.**

11. In what way has the Project been aligned with Plan Laos’s CSP in practice? What lessons can Plan learn from this experience that are of relevance to its long-term ambition to develop a standalone child protection programme on the one hand, and to address gender and ethnic disparity and strengthen civil society across all programs on the other hand?

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1 The Action predates the current CSP, which covers the period of 2014-2019.