

IMPLEMENTATION ACTIVITIES

The proposed activities will be implemented from February 2008 until January 2009.

- **Gender-Sensitive Responses:** WE technical teams will work with District Training and Monitoring Teams to introduce and monitor gender-sensitive responses with a focus on Girls' Support Networks as a means of addressing the high drop out and low transition rates for girls in Grades 5, 6 and 7.
- **Local Life Skills:** WE technical teams will work with District Training and Monitoring Teams to introduce the local life skills curriculum development and teaching approach.
- **My Better Future Nonformal Education Program:** WE will continue to work with the MoEYS Nonformal Education (NFE) Department and expand the national level MBF working group. My Better Future will continue to be implemented in the same districts covered under the OPTIONS program and will include sixteen classes in three communes.
- **Scholarship Support for Girls at Risk and Referral Children:** Scholarship support will be given to approximately 300 girls enrolled at the secondary level and 1,000 at risk and referral children who have re-enrolled in primary school in the new school year.



TARGET AREAS AND BENEFICIARIES

The target province is Prey Veng Province, with activities to be implemented in all twelve districts among a total of fifteen clusters of schools. The total number of schools reached will be approximately 90 primary schools and seven lower secondary schools.



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A Quality Approach to Mainstreaming Best Practices



BACKGROUND

Since 2002, World Education has worked in Prey Veng Province to develop and implement interventions that aim to increase educational access and retention of vulnerable girls, children and youth aged six to 17 in quality education programs through the EPSSEG and OPTIONS Programs. After five years, evaluations of these programs have concluded that OPTIONS has developed effective models that have the potential for replication on a larger scale and can be sustained through the Ministry of Education, Youth and Sports (MoEYS) funds. Through the support of UNICEF, World Education is now focusing on larger scale replication with the aim to mainstream its more effective education interventions under the national Child Friendly School framework and the national Education for All strategy.

GOALS AND OBJECTIVES

The program goal is ***to increase the potential of scaling up tested effective models by integrating them in MoEYS programming, with a focus on the Child Friendly School Network.***

The program's four main objectives are:

1. To mainstream a gender-sensitive response as part of dimension four (Gender) of the CFS framework
2. To mainstream a holistic approach to developing and implementing local life skills programs as part of dimension two (Effective Teaching and Learning) of the CFS framework
3. To establish a MoEYS coordinated and managed community-based livelihood development model for out-of-school youth
4. To retain girls at risk and children in need of special protection in upper primary and lower secondary school through scholarship support

STRATEGY

One of the primary strategies is to focus on increasing the potential for replication of the effective models described above on a wider scale while maintaining quality. Activities are being replicated on a scale that will cover all twelve districts of Prey Veng Province by targeting one or two clusters in each of the districts in order to expose all of Prey Veng's district level working groups to these effective models. World Education is also focusing on training and technical assistance to sustain program quality by training District Training and Monitoring Teams who will then train at the cluster and school levels. In addition, World Education continues to be dependent on the active collaboration and participation of MoEYS staff at the national and provincial levels.