ASSESSMENT OF PROTTOY PROJECT

FINAL REPORT

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Abbreviation and acronyms

AIDS	:	Acquired Immunodeficiency Syndrome
CMC	:	Centre Management Committee
COAST TRUST	:	Coastal Association for Social Transformation
CODEC	:	Community Development Centre
FGD	:	Focus Group Discussion
HIV	:	Human Immunodeficiency Virus
IGA	:	Income Generating Activities
LFA	:	Logical Frame Appraisal
NGO	:	Non-government Organization
PNGO	:	Partner NGO
PRA	:	Participatory Rapid Assessment
RDRS	:	Rangpur Dinajpur Rural Services
SF	:	Strømme Foundation
SUS	:	Satkhira Unnayan Sangstha
TOR	:	Terms of Reference

EXECUTIVE SUMMARY

Prottoy is a small pilot initiative for adolescent boys ageing from 11-19 years. This project is a by-product of *Shonglap*, an ongoing project for adolescent girls being implemented under the sponsorship of *Strømme Foundation* (SF) from 2006. Realizing the usefulness of *Shonglap* knowledge, the girls demanded the same program for boys. This is how the *Prottoy* pilot project for the adolescent boys was started in four different districts with the support of SF in 2010. Meanwhile the pilot phase of the project was over and there was a great demand of further expansion of the project. At this backdrop an assessment of the pilot project was commissioned to be conducted by an external consultant.

The consultant worked closely with the Core Team members of SF to accomplish the work. As part of the methodology, he reviewed the existing secondary documents: reports, documents, guide books, training documentation etc. in relation to the project. He also conducted field visits to observe activities implemented by the partner organizations with the participants of the project and collected case studies, organized FGDs, interviews with program participants, parents, CMCs and partner staffs. The consultant also visited *Shonglap* project and later facilitated discussion meeting with the SF-Partners and took feedbacks from all concerned to validate findings of the study. The project was assessed from different aspects to understand its (1) effectiveness, (2) rationale & relevancy, (3) sustainability and (4) design & nature and thereafter requisite findings and recommendations were drawn as follows:

Findings and Recommendations of the Study

Effectiveness of the Prottoy project was assessed from different aspects. Detail findings, in this respect, are as follows:

- Data reveals that 70% - 75% of project's objectives have been achieved appropriately. The respondents ascertained the percentage by (1) observing behavioural changes of the participants, (2) exchanging & sharing views with the participants, (3) visiting centres and observing activities of the centre regularly, (4) exchanging & sharing views with the neighbours, (5) participating to the project activities, (6) attending monthly meeting etc.

- Use of guidebook and other materials in the learning centres of the project were adequate as commented by the respondents. However, it was also observed through contacting animators and reviewing related literature that further efforts are to be made to enhance information and knowledge base of the animators on different issues of the project.

- The respondents comprising members from the CMCs, parents and *Songlap* girls (where there is *Prottoy* in the same locality) mentioned that behavioural & attitudinal changes of the participants in general, and towards women and girls in particular, are positive.

- Data reveals that ten days basic and four days refreshers training were provided as part of orientation and capacity building of the animators and related staff of the project. Refresher training was also provided after four months of implementing the project.

- Contents of the basic staff training were included: (a) management of session, (b) steps of discussion, (c) PRA tools, (d) how to conduct issue based discussion, (e) discussion on the issue based guide etc. Delivery mode of the training was participatory.

- It was observed through reviewing related secondary documents that detail process documentation of different methodology & techniques followed conducting different session of the basic training is presently absent in the organization.

- Data reveals that participants received training on fishery, tailoring, cow fattening and poultry. Few participants were provided training on house wiring with the support from Jobo Unnayan Academy (SUS) and few were provided training on driving with the support of local providers (Coast trust). Few participants received training on vegetable cultivation. However, due to seasonal work some of the participants of CODEC could not attend training. It was observed that partners did not properly follow the recommendations of the need assessment study in selecting appropriate skill training for the participants.

- The need assessment study conducted before starting the pilot project recommended that *Income Generation Activities or skill training will be provided to the participants based on*

the interest and assessing the market. General skill training will be given for all which will be five to ten days. Special training will be given for the selected participants which would take four to five months based on the nature of trade. But this was not properly followed by the PNGOs in selecting appropriate skill training for the participants of the project.

- Data reveals that most of the adolescent are involved in income generating activities but not all could generate expected income with the skill they attained from the training of the project. It is observed that IGA training provided under the project are fully or partially appropriate for livelihood development of the adolescents. House wiring, tailoring, cow fattening etc. are found more attractive to the participants.

- In fact importance of awareness issues designed to deliver through the project is beyond question but the fact is, the participants for whom these issues are designed, are the most disadvantaged segment of our society. They always have a thirst for economic freedom and therefore, their basic requirement drives them primarily towards income and earning rather than gaining knowledge and skills.

- No serious efforts were made from the partner organizations of the project to establish linkage with the appropriate entrepreneur for mainstreaming trained adolescents in the world of economy for better income generation. However, some isolated efforts were found to be made by a few partners (SUS) with the Jobo unnayan academy, fishery and social welfare department for training and getting loan for the target participants of the project.

- Activities presently monitored by the respective staff of the project include: (a) observing whether the centres start in time, (b) observing attendance of the adolescent, (c) observing teaching-learning methodology, (d) observing whether animator discuss issues by drawing poster etc., (e) observing whether posters on the discussed issues are stick to the wall of the centres, (f) observing whether participants exercise and practise what they learnt, (g) observing CMC meeting are conducted regularly, (h) observing changes of the behaviour of the adolescent, (i) observing animators are performing their duties properly etc.

- In terms of **result monitoring,** data reveals that at this stage it limits only to few indicators like, (a) observing whether participants exercise and practise what they learnt, (b) observing changes of the behaviour of the adolescent etc. Although partners are to follow the tools similar to that of *Songlap* for this purpose but in reality due importance was not paid in the pilot project by the PNGOs.

- Although understanding of LFA was found reasonably satisfactory among the respective staff of the partner organizations but, as data reveals, application of LFA was not quite meaningful in the pilot *Prottoy* project. Field observation reveals that the issue was not given due importance and priority in practice during the pilot project.

- Responses gathered with regards to the complimentary role between *Shonglap* and *Prottoy* concluded that — (a) there can be joint meeting of *Shonglap* and *Prottoy* on issues of common interest; (b) *Shonglap* and *Prottoy* participants can organize cultural function, drama, competitions etc. jointly on issues discussed in the session; (c) Participants of *Shonglap* and *Prottoy* can visit each other centre and share issues of common interest. Besides, some sorts of competitive arrangements between *Shonglap* and *Prottoy* participants on common issues were also suggested by some respondents.

- CMC is formed as per criteria in all the centres. Many CMCs are found to be able to contribute to continue and follow up the program, generate resources, extend networking for employment, ensure parental involvement for strengthening future program etc.

- Academic qualification for the animators of the project is HSC which is found appropriate but there is a scarcity of candidates with adequate qualification and willingness to work with a remuneration package of Bdt. 2,000. As a result, often less qualified candidates were found to be involved in the project as animators (for example, in the case of RDRS where suitable candidates are not always available from indigenous community).

Recommendations in relation to the above findings with respect to the effectiveness of the *Prottoy* project, as drawn from the interpretation, are as follows:

- Detail process documentation of different methodology & techniques followed conducting different session of the basic training needs to be developed maintaining quality standard of the base training.

- Information and knowledge base of the animators on different issues need to be enhanced further through providing issue-based additional printed materials with regular follow-up.

- Extended on-the-job supervision and guidance, as part of further capacity building, is required for the animators of the project. More quality service can be obtained from the animators provided their remuneration package is increased and in particular case where qualified animators are not available, on-the-job supervision and guidance must be strengthened.

- Demonstration classes by the supervisors/trainers, off and on, in the centre will also be useful for the animators learning much about how to conduct *Prottoy* session properly.

- The project needs further attention in selecting more market driven skill training as recommended in the need assessment study of the project to get adolescents involved in better earning and livelihood.

- Human poverty does not come only from financial inability; rather it is an outcome of various inabilities where knowledge and skills play a pivotal role. So IGA without awareness or awareness without IGA, none of these two options are appropriate.

- Meaningful linkage with the existing and the potential entrepreneurs needs to be strengthened further in future project. Some extra budgetary provision may also be required in the project for this purpose.

- More indicators can be included as part of **result monitoring,** like: (a) changes of income and expenditure of the adolescent after having IGA skills, (b) changes of livelihood pattern of the graduates of the project, (c) changes in attitude and behaviour of the participants towards women and girls etc.

- Participatory monitoring between *Prottoy* and *Shonglap* can be introduced. Besides, *Prottoy* participants can be involved monitoring learning centres as and where possible. In this case they need to be oriented on how, what to monitor.

- LFA is an abridged account of goal, objectives, activities and milestones of the project and helps monitoring activities and thereby assessing progress of the project more systematically, so it must be followed appropriately keeping track of the project in future. As a separate project, *Prottoy* should have separate LFA like *Shonglap*.

- There can be sharing of common issues, organization of cultural function, drama, competitions etc. among girls and boys of the two projects. Besides, some sorts of competitive arrangements on common issues between *Shonglap* and *Prottoy* can also be organized in agreement with the members of CMCs and parents of the two projects.

- CMC members can be more active with the project activities provided they were assigned some issue based tasks, such as, observing various national and international days in addition to their usual roles as a member of CMC. CMC can also be oriented on how to continue and follow up the program, generate resources, extend networking for employment, parental involvement for future course of action etc.

- One or half day orientation for the CMC members and the parents can be organized at the outset to make them more inclined towards the project.

- Animators and supervisors should encourage youth participants of the project to go for more actions in the community to implement and practise their learning.

- Awareness issues can be more attractive to the participants provided drama, popular theatre, open discussion etc. are organized with the issues designed for the project.

- Involving govt. officers to visit project activities may not always be possible but officers who are committed and willing to participate to the development initiatives, can be invited to visit the project. Some budgetary provision may be required in the project for conveyance and entertainment of these people as and where needed.

- Exchange visit by the managers and supervisors within the organizations to share innovations and successes of different partners can be more meaningful to improve quality of the project. The project can organize animators' conference at the middle of the project and also convention of the *Prottoy* graduates once in every year. Some budgetary provision may be required in the project for this purpose.

Rationale and relevancy of the project was assessed from different aspects. Detail findings, in this respect, are as follows:

- In terms of rationale and relevancy of the project, it is found that the project is quite logical and relevant to the present context as mentioned by the youth participants, animators, supervisors, CMC members and parents of the participants.

- Suggestions of the respondents in support of making the present project more relevant include: (a) Introduce skill training on more marketable trades as suggested in the need assessment study; (b) operate IGA training throughout the course with longer duration; (c) Conduct IGA training during off the season; (d) Introduce provision of providing loan to the participants; (e) Introduce one or half day orientation for the CMCs and the guardians; (f) Conduct bi-monthly orientation at the local high school; (g) Setup separate library for the participants; (h) Inclusion of first aid treatment in the centre; (i) Organize drama, popular theatre, open discussion etc.; (j) involve and contact govt. officers in the project activities regularly; (k) Exchange visit among the organizations with similar project etc.

- Organizing IGA training during off the season was a demand of a particular community of particular region. It was observed that participants belong to fishing profession remain involved in fishing in the sea during rainy season.

- Many of the high school students are found interested to the awareness issues discussed in the *Prottoy* centres.

Recommendations in relation to the above findings with respect to the relevance of the *Prottoy* project, as drawn from the interpretation, are as follows:

- More marketable IGA training as suggested in the recommendation of the need assessment study of the project should be introduced in the future project.

- Organizing IGA training during off the season was a demand of a particular community of particular region. So timing of IGA training needs to be scheduled in agreement with the timing of the participants.

- Scope and opportunity of introducing loan provision, similar to that of *Shonglap*, for the participants of the project can be explored. Organizations having micro-credit program can also explore opportunities of enrolling *Prottoy* graduates into their existing programs.

- An informal assessment from the partner organizations can be done to study the feasibility of conducting meeting and orientation with the high schools students and then, if found feasible, an option of conducting orientation sessions for the local high school students can be organized in future project.

- Where possible, *Prottoy* sessions can also be organized using adjacent high schools as venue for the learning centres where students of the very schools, who are interested, can join and be benefited. If respective participants agree session can be organized jointly.

Sustainability of the project was also assessed from different aspects. Detail findings, in this respect, are as follows:

- The process and the methodology already followed by the project are found adequate but few suggestions made by the respondents include: (a) there was no follow-up of learning during the pilot phase of the *Prottoy* project for sustaining the results of learning; (b) use of flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues was quite limited as reported by the respondents.

- No significant efforts were made by any partner organization during pilot phase, to explore potential donors who are willing to fund the project.

- Guardians and CMC members reported that (1) CMC can mobilise wider community to share cost of the project with the partner organization; (2) CMC can share the cost of hiring venue for the centre; (3) CMC can collect some resources from the elite section of the society to bear the cost of remuneration of the animator; (4) CMCs can contribute to continue and follow up the program, extend networking for employment, ensure parental involvement for strengthening future program etc.

Recommendations in relation to the above findings with respect to the sustainability of the *Prottoy* project, as drawn from the interpretation, are as follows:

- Some sort of follow-up of learning is necessary in order to sustaining the results of learning of the participants better in the future project. Use of some flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues would be more useful for retention of learning.

- Most partner organizations are able to explore potential donor to fund such a project in future, as reported by the designated respondents, in case existing funding become limited or reduced.

- In terms of availability of requisite fund for running *Prottoy* project, observation reveals that the project still require supports from SF but partner organizations should also extend their efforts to explore potential donors for future funding of the project.

Design and nature of the project of the project was assessed from different aspects. Detail findings, in this respect, are as follows:

- No specific suggestions with regards to improving the curriculum were made by the respondents. However, there were few suggestions with respect to the existing learning methodologies, techniques and materials. These include (a) issue based discussion can be more meaningful if it is done through some visual presentation and story telling; (b) provision of recreation should be increased (more game materials etc.).

Recommendations in relation to the above findings with respect to the design and nature of the *Prottoy* project, as drawn from the interpretation, are as follows:

- Issue based discussion in the learning centres can be more meaningful if it is done through some visual presentation and story telling. Some pictorial supplementary reading materials on different issues of the project can be developed and distributed to the learners of the project. Besides, provision of recreation should be increased with the distribution of more game materials in the learning centres.

- **Project work** with the issues discussed in the learning centres can be organized by the participants of *Prottoy* independently or jointly with the participants of *Shonglap* through out the year. A short-term action plan for each of the project work can be prepared for project work by the participants of the respective centre independently or jointly with the participants of *Shonglap*, as and where possible in consultation with the animators and the supervisors of the project (see annex-07).

- Monitoring of project based work should be there while results and impacts of these events should be published regularly from the project, better in the form of a newsletter.

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

Prottoy is a small pilot initiative for adolescent boys ageing from 11-19 years. This project is a by-product of *Shonglap*, an ongoing project for adolescent girls being implemented from 2006. In the mean time, *Shonglap* project has created a tremendous demand among the communities of Stromme Foundation working area. As a participatory approach *Shonglap* involves youths, parents, mothers, philanthropists and local leaders.

Realizing the usefulness of *Shonglap* knowledge, the girls demanded the same program for boys as they will be the future husband/father of their families. Due to patriarchal culture there are dominance of boys and men in every sphere of our society. Positive attitude and sense of respect to girls of men and boys play an important role in curving violence against girls and women. Men and boys be encouraged to speak out strongly against violence against women and to stop protecting perpetrators or condoning their violence.

Based on the demand primarily from the *Shonglap* girls, Strømme Foundation (SF) conducted a feasibility study in existing *Shonglap* areas with the help of an external consultant who was involved actively in designing *Shonglap* program. Based on the study findings the project was initiated in a small scale to see its impacts in the society especially the changes of stereotyped patriarchal attitude of the boys.

Similar to *Shonglap*, *Prottoy* also is a one year's project. Before starting the pilot initiative, a detail "process oriented facilitation guide" and a "content specific detailing book" have been developed. As a pilot initiative the project started in October 2010 and continued up to October/November 2011 in a small scale among 04 implementing partner organizations (CODEC, COAST Trust, RDRS, SUS) those are implementing *Shonglap* program. Every partner organization implemented 05 centers within *Shonglap* areas.

1.2 PURPOSE OF THE STUDY

1. To understand the usefulness of the project in terms of its objective;
2. To understand the viability of the project as a future demand to scale up;
3. To assess the strengths and weaknesses of the project in terms of approach and process, content, monitoring, management and provide recommendations to improve future program.

1.3 OBJECTIVES OF THE STUDY

The main objectives of the present study are as follow:

1. To what extent program Participants are respectful to girls and women.
2. To what extent program participants changed their stereotyped patriarchal attitude towards girls and women and become proactive activist to establish gender equality in the community.
3. To what extent program participants are active in curving eve-teasing, violence against girls and women and promoting their rights in the community.
4. To what extent program participants are involved in family and community development activities restraining from evil activities like: drug use, unproductive and evil activities.

1.4 SPECIFIC TASKS OF THE CONSULTANT

As part of the assignment the consultant will —

- Submit an inception report detailing methodology and work plan as mentioned in the TOR of the assignment;
- Review *Prottoy* related documents, reports, documentations at SF and partners level and identify strengths and gaps of the project;

- Conduct field visit to discuss with partner staffs, *Prottoy* participants, support committees and parents to understand to what extent the project addressed the stipulated objectives of the project;
- Conduct meeting, discussion and workshop with the SF Team and partners' staff and incorporate necessary feedbacks about strengths, weakness and way outs
- Submit final report incorporating requisite findings and doable recommendations to fulfil the gaps for future development of the project.

CHAPTER TWO: METHODOLOGY OF WORK

2.1 METHODOLOGY

The consultant worked closely with the Core Team members of *Størmme Foundation* (SF) to accomplish the work. As part of the methodology, he reviewed the existing secondary documents: reports, documents, guide books, training documentation etc. in relation to the present study. He conducted field visits to observe activities implemented by the partner organizations with the participants of the project and collected case studies, organized focus group discussions (FGDs), interviews with program participants, parents, centre management committees and partner staffs. The consultant also visited other programs with relevant needs, like, *Shonglap* and later facilitated discussion meeting with the SF-Partners and took feedbacks from all concerned to validate findings of the study. Detail indication of the methods and process those were followed conducting the study are as follows:

2.1.01 Data Source

The proposed review based upon two types of data — Secondary and Primary.

2.1.02 Secondary Data

Secondary data were collected through intensive review of the existing secondary documents: reports, documents, guide books, training documentation etc. of the project in relation to the present study.

2.1.03 Primary Data

Primary data were collected through meeting, interview, focus group discussions (FGDs). Major focuses of interviews, and focus group discussions included, among others, the following —

With regards to effectiveness of the project:

- To what extent have the project's objectives been reached?
- To what extent the facilitation guide and content specific detailing book have been used to develop knowledge, attitudes and skills of boys?
- Are project activities adequate to realize the objectives?

With regards to relevance of the project:

- Whether the project is appropriate in relation to the given situation?
- Should direction of the project be reviewed to better reflect the situation?

With regards to sustainability of the project:

- To what extent does the project has established processes and system for continuation?
- Are the partners willing to continue this initiative?

With regards to design of the project:

- In what ways the curriculum can be improved to better meet project objectives?
- In what ways the delivery can be improved to ensure that boys acquire the knowledge, skills and practice to achieve the expected results?
- How the overall design can be improved?

2.1.04 Types of Sample

The sample was classified in three categories. In the first category, related officials of SF and staff of the partner NGOs including supervisors and animators working in the field implementing the project were contacted to collect information about the project. In the second category, CMC members and parents of the youth participants were contacted. In the third category, a sample of youth participants and their sisters/mothers were targeted as the important and integral part of the study. The study also included visiting *Shonglap,* a similar project working for the development of adolescent girls of same age group. Besides, the present study collected and reviewed some success cases of the *Prottoy* project.

2.1.05   Sample Size

Except the first category, sample size of the youth participants, CMC members and parents including sisters/mothers of the youth participants of the project were determined following random sampling in consultation with the study team and the respective officials of SF.

Eighty youth participants (20 from each project area) and eighty sisters/mothers (20 from each project area) of the participants who are not the direct participants but beneficiary of the project were contacted in the study. Similarly, eighty Centre Management Committee (CMC) members and eighty parents (20 members from each project area) of the youth participants of the project were contacted to collect requisite data about the project. Besides, 12 related staff of the partner organization (3 from each project area), and 8 entrepreneur and trainers (2 from each project area), who works closely in the project, were also contacted as the key respondents of the study to collect up-to-date data about the project. The overall sample size and organization-wise breakdown of the sample are presented in the Table-01 and Table-02 below respectively:

Table –01: Sample Size of the Study

Key Informants (KI)	No. of KI	Meeting	No. of Interviews	No. of FGDs
SF core team members	03	03	00	00
Core project Staff of the partner organization	08	04	00	00
Entrepreneur/trainers	08	00	08	00
Youth participants of the project - 20 participants from each project area)	80	00	00	08
Sisters/mothers of the participants who are not direct participants but beneficiary of the project-20 members from each project area	80	00	00	08
Project officer/supervisors and animators-3 staff from each project area	12	00	12	00
Parents community-20 members from each project area	80	00	00	08
Centre management committee-20 members from each project area	80	00	00	08
Total	**351**	**07**	**20**	**32**

Table –02: Organization wise sampling of respondents of the study

Partner organization	Interview with Supervisor/ project officer	Interview with Animators	Interview with Entrepreneur/ Trainers	FGD with CMC (5 male and 5 female)	FGD with Parents (5 male and 5 female)	FGD with youths (10 for each FGD)	FGD with sisters/mothers (10 members for each FGD)
CODEC	1	2	2	2	2	2	2
COAST Trust	1	2	2	2	2	2	2
RDRS	1	2	2	2	2	2	2
SUS	1	2	2	2	2	2	2
Total	**4**	**8**	**8**	**8**	**8**	**8**	**8**

2.1.06 Tools used for Data Collection

Data were collected paying on the spot visits, interviews and FGDs in the field. Pre-designed questionnaire/checklist for interviews and FGDs with the key respondents were developed by the consultant and then finalized in consultation with the respective official of the organization. These are appended in annex-02, 03, 04, 05 and 06 of the present report.

2.2   WORK PROGRAM

The assignment stipulated in the TOR and further elaborated above, qualifies the extent of the work performed under this study. In the interest of convenience, these were accomplished in four steps as follows:

Step One	:	Mobilization and pre-study planning;
Step Two	:	Interviews, FGDs and Data Quality Control Exercise;
Step Three	:	Data editing, Processing, Output Generation and Analysis;
Step Four	:	Documentation and Reporting

The major events were sub-divided into activities and allocated against specific timeframe on weekly basis as presented in the Table – 03 below. The detail descriptions of the task component were —

2.2.01 Mobilization and pre-study planning

On signing the contract, the consultant immediately mobilized the team. In this stage, the tasks included:

- Study team mobilization
- Collection and review Secondary Data/information
- Develop and finalize questionnaire/checklist for interviews and focus group discussion.
- Study program preparation
- Study team orientation
- Study team deployment

Two members were required to assist the consultant to accomplish the assignment within the stipulated timeframe. They were provided adequate orientation by the consultant before starting the work.

2.2.02 Meeting, Interviews, FGDs and Data Quality Control Exercise

During this stage all the basic activities, such as meeting, interviews and FGDs were accomplished. Interview with the related officials of partner NGOs was an important part of the study.

A number of interviews and FGDs were conducted with the project officers/supervisors and animators, CMC members, parents of the participants and beneficiary including the sisters/mothers of the participants of the project. In brief tasks involved in this stage included:

- Meeting with the Core SF officials and project staff;
- Interview with the project officers/supervisors;
- Interview with the animators;
- Interview with the trainers/entrepreneur;
- FGD with the parents;
- FGD with the CMC members;
- FGD with the youth participants of the project;
- FGD with the sister/mothers of the youth participants;
- Data Quality Control Exercise

Monitoring and quality control was one of the major management functions in this stage, which the team performed in the field. While collecting data in the field by the team members, their work was supervised and monitored by the consultant who worked closely with them in the field. Any questionnaire found erroneously filled-in, were corrected on the spot for ensuring bias free accomplishment of the job.

2.2.03 Data editing, Processing, Output Generation and Analysis

Data editing was one of the important management functions in this stage, which the team performed in the field as well as in the head office. Data computerization including output generation and analysis was the most critical part of the jobs for ensuring quality and meaningful reporting and documentation of the study. Tasks involved in this stage included:

- Data editing
- Data entry and computerization
- Data processing
- Output Generation and analysis

2.2.04 Documentation and Reporting

During the process of the assignment the consultant prepared and submitted the following reports:

- Inception Report
- Draft Report
- Final Report

An inception report was produced and submitted to the authority detailing the methodology and the process of the work just after getting into the assignment. Then, after completion of the

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fieldwork, data were compiled and interpreted, and necessary findings were drawn based on the outputs and the draft report was produced and submitted to the authority of the project for review. An in-house presentation was organized by the 3rd week of March, 2012 to present the findings and the recommendations to the concerned officials of the project as defined by the organization. The final report, incorporating comments and feedbacks of the respective officials of the organization, was submitted duly to the concerned authority by the 4th week of March, 2012.

2.3 WEEK-WISE ACTIVITY PLAN

Based on the task analysis and keeping the sequences within the scope of work, a systematically formulated and designed work plan was developed for an efficient, smooth and timely accomplishment of the assignment. Detail time allocation to each of the task in a sequential order was projected entailing gradual completion of the study as presented in the Table–03 below:

Table –03: Activity Plan

STEPS	ACTIVITIES	February		March			
		3	4	1	2	3	4
Mobilization and Pre-Study Planning	Study team mobilization	▓					
	Collection and review Secondary Data/information	▓					
	Develop and finalize questionnaire/ checklist for interviews and FGDs	▓					
	Study program preparation	▓					
	Study team orientation	▓					
	Study team deployment	▓					
Interviews, FGD and Data Quality Control Exercise	Interview with the project officers/ supervisors		▓	▓			
	Interview with the animators		▓	▓			
	FGD with the CMC members		▓	▓			
	FGD with the parents		▓	▓			
	FGD with the youth participants of the project		▓	▓			
	FGD with the sister/mothers of the youth participants		▓	▓			
	Data quality control exercise		▓	▓			
Data editing, Processing, Output Generation and Analysis	Data editing			▓			
	Data entry and computerization				▓		
	Data processing				▓		
	Output Generation and Analysis				▓		
Documentation and Reporting	Inception Report		▓				
	Draft Report					▓	
	In-house presentation					▓	
	Final Report						▓

CHAPTER THREE: FINDINGS AND ANALYSIS

3.0   FINDINGS AND ANALYSIS

The project was assessed from different aspects to understand its (1) effectiveness, (2) rationale & relevancy, (3) sustainability and (4) design and nature of the project. *With regards to effectiveness* of the project, the assessment was intended to understand the extent of (a) achievement of project's objectives (b) use of the guide and content specific book to develop knowledge, attitudes and skills of boys (c) adequacy of project activities to realize the objectives. *With regards to relevance*, the assessment was intended to understand (a) extent of appropriateness of the project in relation to the given situation, (b) scope of reviewing direction of the project for better reflection of the situation. *With regards to sustainability*, the assessment was intended to understand (a) extent of the existing processes and system of the project for continuation, (b) willingness of the partners to continue the initiative. *With regards to design and nature of the project*, the assessment was intended to understand (a) ways and means of improving the curriculum to better meet project objectives (b) ways and means of improving the delivery system of the project to ensure that boys acquire the knowledge, skills and practices to achieve the expected results, (c) ways and means of improving the overall design and nature of the project. Accordingly, detail findings and analysis are, therefore, presented gradually as follows:

3.1   Effectiveness of the Project

Effectiveness of the Prottoy project was assessed from different aspects. Detail findings and analysis, in this respect, are as follows:

3.1.01 Achievement of the objectives of the project: In terms of fulfilment of the project's objectives, data reveals that 70% - 75% of project's objectives have been achieved appropriately as mentioned by the respondents contacted during the field visit. The respondents mentioned that they ascertained the above percentage by (1) observing behavioural changes of the participants, (2) exchanging & sharing views with the participants, (3) visiting centres and observing activities of the centre regularly, (4) exchanging & sharing views with the neighbours, (5) participating to the project activities, (6) attending monthly meeting etc.

3.1.02 Use of guidebook and other materials: Use of guidebook and other materials in the learning centres of the project were adequate as commented by the respondents during the field visit. The respondents also mentioned that they understood this by (1) exchanging & sharing views with the participants, (2) exchanging & sharing views with the neighbours, (3) participating to the project activities and (5) attending monthly meeting. However, it was observed through contacting animators and also through reviewing related literature that further efforts are to be made to enhance information and knowledge base of the animators on different issues of the project.

3.1.03 Behavioural & attitudinal changes of the participants: In terms of behavioural & attitudinal changes of the participants as a result of attending awareness classes of the project, respondents commented that it is quite significant. The respondents comprising members from the CMCs, parents and *Songlap* girls (where there is *Prottoy* in the same locality) mentioned that they understood this by (1) observing behavioural changes of the participants, (2) exchanging & sharing views with the participants, (3) visiting & observing project activities regularly, (4) participating to the project activities, (5) attending monthly meeting etc. Detail finding on the affects of learning upon the lives of the participants and corresponding evidences, as mentioned by the respondents, are presented as in the Table-01 below.

Table-04: Affects of learning upon the lives of the participants and corresponding evidences

Content	Affects of learning upon the lives of the boys	Evidence of changes of behaviour/practices
Primary health care	Become more careful and confident about primary health and hygiene.	(a) Take regular bath, (b) Use sanitary latrine, (c) Wash hand after using latrine, (d) Practice to remain physically clean.
Adolescent period	Become more careful and confident about physical and mental changes of adolescent period.	(a) Consider physical and mental changes as natural phenomena, (b) Boys do not tease girls or disturb them over mobile phone, (c)

Content	Affects of learning upon the lives of the boys	Evidence of changes of behaviour/practices
		Become respectful to the girls, (d) become more cooperative to the girls.
Reproductive health	Become more careful and confident about the concern of reproductive health.	(a) attentive to pre-natal and post natal care of prospective mother, (b) attentive to cleanliness of mother during and after birth, (c) attentive to taking appropriate care for the mother and the baby, (d) attentive to proper fooding and nutrition of the mother during pregnancy.
HIV/AIDS	Become more careful about the cause & effects and prevention of HIV/AIDS.	(a) attentive to the causes and the effects of the disease, (b) attentive to behaving positively to abstain from the disease, (c) attentive to avoid using used syringe, blood of the patient, (d) attentive to behave emphatically to the patients.
Rights of women, child, ethnic minority, disable.	Become more respectful and caring about the rights of women, child, ethnic minority and disables.	(a) Boys do not tease the girls or disturb them over mobile phone, (b) become more caring and respectful to the girls, childs, ethnic minority and disables, (c) become more cooperative to the girls, childs, ethnic minority and disable people.
Empowerment of women, gender equity.	Become more respectful to the need of empowerment of women, gender equity etc.	(a) Boys do not tease girls or disturb them over mobile phone, (b) become respectful to the girls and women, (c) become more cooperative to the girls and women.
Family laws, meditation, village court.	Become more aware about dowry, divorce, polygamy etc.	(a) Boys do not tease girls or disturb them over mobile phone, (b) become respectful to the girls and women, (c) become more cooperative to the girls and women.
Juvenile delinquency, acid throwing, eve teasing, drug addiction.	Become more aware about the consequences of juvenile delinquency, acid throwing, eve teasing, drug addiction etc.	(a) Boys do not take drug or drink alcohol (b) do not tease girls or disturb them over mobile phone, (c) become respectful to the girls and women, (d) become more cooperative to the girls and women.
Environment, disaster management.	Become more aware and careful about how to protect environment and limit the loss of disaster etc.	(a) Boys keen about personal and environmental cleanliness for healthy living, (b) keen about planting trees in the household campus; (c) takes precautionary measures before going to sea in the monsoon.
IGA training	Become trained on the trades provided under the project.	Many of the boys are earning more income using the skills they gained from the project.
Services of different local government and non-government organizations.	Become more knowledgeable and informative about the services of different local government and non-government organizations available in the areas.	Many of the boys are earning more income using the knowledge and information of the services of different local government and non-government organizations in their locality.

3.1.04 Behavioural & attitudinal changes of the participants toward women and girls: In terms of behavioural & attitudinal changes of the participants toward women and girls as a result of attending awareness classes of the project, respondents commented that it is quite significant. The respondents mentioned that (a) Boys do not tease the girls now, (b) Behave sisterly with other girls, (c) Disturbing girls over mobile phone stopped or reduce, (d) Become respectful and more cooperative to the girls.

3.1.05 Staff training: Data reveals that ten days basic and four days refreshers training were provided as part of orientation and capacity building of the animators and related staff of the project. Refresher training was also provided after four months of implementing the project. Contents of the basic training included: (a) management of session, (b) Steps of discussion, (c) PRA tools, (d) How to conduct issue based discussion, (e) Discussion on the issue based guide etc. This was a participatory training. However, a need of providing monthly refresher training to the

animators was also reported while interviewing animators and supervisors of the project. Also demonstration classes by the supervisors/trainers, off and on, in the centre are found to be useful building capacity of the animators conducting *Prottoy* session properly. It was revealed through reviewing related secondary documents that detail process documentation of different methodology & techniques followed conducting different session of the basic training is presently absent in the organization.

3.1.06 IGA training: Observation reveals that the need assessment study conducted before starting the pilot project recommended that *Income Generation Activities or skill training will be provided to the participants based on the interest and assessing the market. General skill training will be given for all which will be five to ten days. Special training will be given for the selected participants which would take four to five months based on the nature of trade.* But this was not properly followed by the partner organizations in selecting appropriate skill training for the participants.

However, data reveals that participants received training on fishery, tailoring, cow fattening and poultry. Few participants received training on house wiring with the support from Jobo Unnayan Academy (SUS) and few received training on driving with the support of local providers (Coast Trust). Few participants received training on vegetable cultivation. Data also reveals that most of the adolescent are involved in income generating activities but not all could generate expected income with the particular training they received from the project. Data also reveals due to seasonal work some of the participants of CODEC could not attend training. A status of present and past income ranges of the participants attended IGA training is presented in Table-02 below.

Table-05: Status of present and past income range of the participants attended IGA training

Name of the partner NGO	Ranges of income of the participants per month	
	Present	Past
Satkhira Unnayan Sangstha (SUS)	4,000/=	1,800/=
Coast Trust	700/=	400/=
RDRS	2,300/=	1,800/=
CODEC	4,500/=	1,500/=

It is observed that IGA trades selected under the project are fully or partially appropriate for livelihood development of the adolescents. House wiring, tailoring, cow fattening etc. are found more attractive to the participants. Besides, there is a question about which is more important for the upliftment of a youth participant — IGA training or awareness issues? From the point of youth participants, their parents and CMC members, obviously, the answer, with few exceptions, was in favour of IGA. In fact importance of awareness issues designed to deliver through the project is beyond question but the fact is, the participants for whom these issues are designed, are the most disadvantaged segment of our society. They always have a thirst for economic freedom and therefore, their basic requirement drives them primarily towards income and earning rather than gaining knowledge and skills.

Chart-01: Organization-wise no. of participants attended IGA training
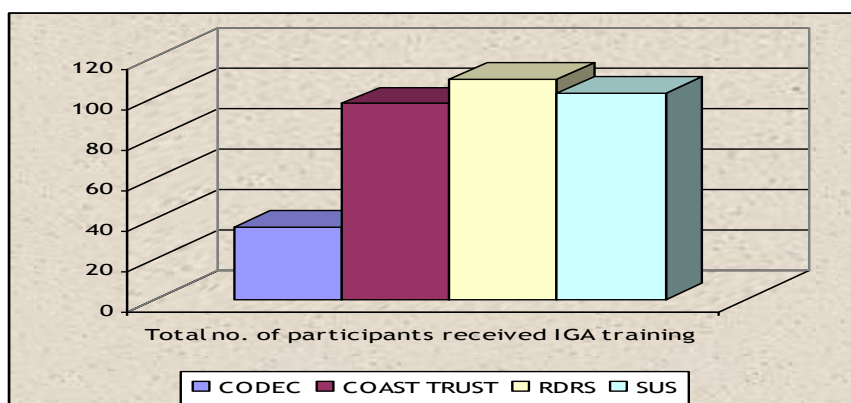
3.1.07 Linkage with the entrepreneur: Appropriate linkage with the entrepreneur is an important factor for making adolescent involved in income generation. It is observed from the assessment that there were no serious efforts made from the partner organizations of the project to establish linkage with the appropriate entrepreneur for mainstreaming trained adolescent in the world of economy for better income generation. However, some isolated efforts were found to be made by a few partners (SUS) with the Jobo unnayan academy, the fishery and the social welfare department for training and getting loan for the target participants of the project.

3.1.08 Monitoring project activities: Understanding of project monitoring by the supervisory staff of the project is found satisfactory. Data reveals that activities presently monitored by the respective staff of the project include: (a) observing whether the centres start in time, (b) observing attendance of the adolescent in the centres, (c) observing teaching-learning methodology in the centre, (d) observing whether animator discuss issues by drawing poster etc., (e) observing whether posters on the discussed issues are stick to the wall of the centres, (f) observing whether participants exercise and practise what they learnt in the centre, (g) observing CMC meeting are conducted regularly, (h) observing changes of the behaviour of the adolescent, (i) observing animators are performing their duties properly etc.

In terms of **result monitoring,** data reveals that at this stage it limits only to few indicators like, (a) observing whether participants exercise and practise what they learnt in the centre, (b) observing changes of the behaviour of the adolescent etc. Although partners are to follow the tools similar to that of *Sopnglap* for this purpose but in reality due importance was not paid in the pilot project by the PNGOs.

Chart-02: Income range of the participants before and after receiving IGA training
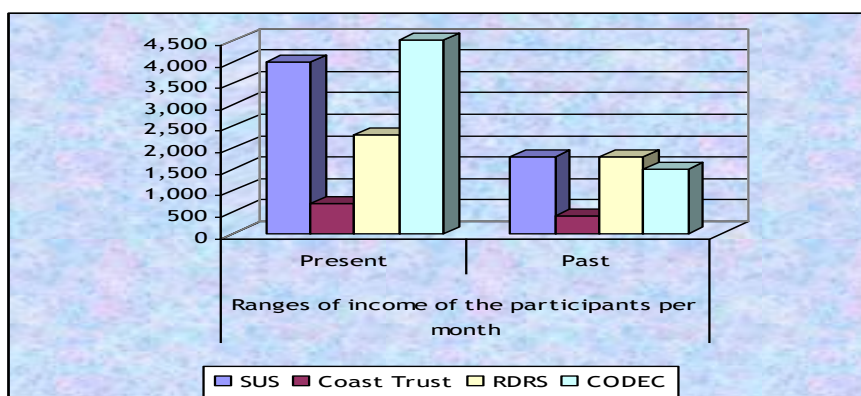
3.1.09 Use of LFA: Understanding of LFA was found reasonably satisfactory among the respective staff of the partner organizations but, as data reveals, application of LFA was not quite meaningful in the last *Prottoy* project. Field observation reveals the issue was not given due importance and priority in practice during the pilot project.

However, respective staffs of the partner organizations recognize that LFA helps monitoring activities and thereby assessing progress of the project more systematically and therefore, it must be followed keeping track of *Prottoy* project in future.

3.1.10 Sharing of learning between Prottoy and Song lap: Some *Shonglap* centres were visited as part of the process of assessment of *Prottoy* project to understand whether or what efforts can be made so that both *Shonglap* and *Prottoy* can compliment each other in fulfilling their objectives. Responses gathered in this regard concluded that — (a) there can be joint meeting of *Shonglap* and *Prottoy* on issues of common interest, (b) *Shonglap* and *Prottoy* participants can organize cultural function, drama, competitions etc. jointly on issues discussed in the session, (c) Participants of *Shonglap* and *Prottoy* can visit each other centre and share issues of common interest. Besides, some sorts of competitive arrangements between *Shonglap* and *Prottoy* participants on common issues were also suggested by some respondents during field visit. All these findings are quite meaningful for building a friendly bridge between the participants of the two projects.

3.1.11 CMC formation, its structure and role: CMC is formed as per criteria in all the centres of the project. Data reveals that CMC performed following roles and responsibilities during the phase

of the project, such as: (1) Observing how learning is going on, (2) Is animator getting salary regularly, (3) Observing whether there is any problem arisen running the centre, (4) Observing whether children are learning (5) Observing whether children attend their classes regularly, (6) attend monthly meeting, (7) Setup learning centre etc.

Data also reveals that CMC discussed following issues in the monthly meeting: (1) How to increase attendance of the students, (2) discuss about any problem arisen running the centre, (3) talk to the guardian if his children is absent in the centre for long time etc. Many CMCs are also found to be able to contribute to continue and follow up the program, generate resources, extend networking for employment, ensure parental involvement for strengthening future program etc.

It is observed during focus group discussion with the CMC members that they could be more active with the project activities provided they were assigned to performed some issue based tasks, such as, observing various national and international days, like international women's day, child rights and other rights based days etc. in addition to their usual roles as a member of CMC. Besides, one or half day orientation for the CMC members and the parents was also requested by some respondents at the outset of the project.

3.1.12 Qualification and other capacity of the animators: Academic qualification for the animators of the project is HSC which is found appropriate but there is a scarcity of candidates with adequate qualification and willingness to work with a remuneration package of Bdt. 2,000/= only in the project. As a result, often less qualified candidates were found to be involved in the project as animators (for example, in the case of RDRS where there is no suitable candidate from indigenous community). This is a reality and can not be resolved overnight.

Chart-03: Organization-wise budgeted cost of IGA training (in BDT)
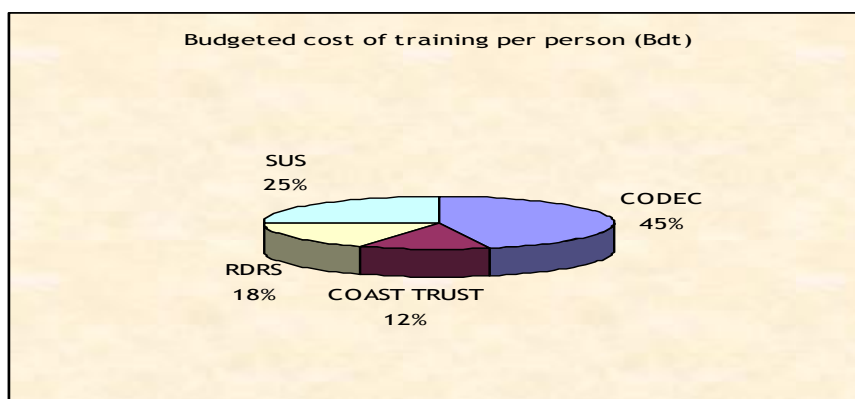
3.1.13 Responsibilities of the animators: Roles and responsibilities of the animators were also reviewed during assessing effectiveness of the project. It is found that animators were assigned to (a) prepare list of dropout adolescent, (b) form CMC, (c) attend learning centre 15 minutes before the session, (d) prepare themselves adequately before conducting the session, (e) contact irregular learners, (f) keep regular contact with the CMC members, (g) conduct and manage session regularly following designed steps, (h) use PRA tools, social mapping, problem tree, movement diagram, income and expenditure chart etc. during conduction session in the centres.

All the above jobs are found quite relevant, although there are more jobs where some animators were found involved and in fact, they will have to be involved more in future, particularly, while youth participants of the project will go for actions in the community to implement and practise their learning.

3.1.14 Responsibilities of the Supervisors: Roles and responsibilities of the supervisors were reviewed during assessing effectiveness of the project. It is found that supervisors were assigned to (a) select animators (b) conduct survey and prepare list of dropout adolescent, (c) ensure CMC members are conducting meeting, (d) be responsible for 5 centre, (e) contact irregular learners, (f) attend one centre from the beginning to the end, (g) guide animators to conduct session regularly following designed steps, (h) take all necessary steps to run the centre properly, (i) monitor activities of the animators, (j) ensure guidebook and materials for the learners are distributed properly, (k) ensure national anthem is sung at every centre, (l) ensure parents meetings are

conducting regularly, (m) ensure reporting and documentation, (n) ensure IGA training and follow-up, (o) liaise with the local govt. (p) coordinate with the management etc.

All the above jobs are found quite relevant, although there are more jobs where supervisors will have to be involved more in future, particularly, supervising the actions of the youth participants that they will perform in their community to implement and practise the learning they gained out of the project.

3.2   Rationale and relevancy of the project

Rationale and relevancy of the project was assessed from different aspects. Detail findings and analysis, in this respect, are as follows:

3.2.01 Rationale and relevancy of the project: In terms of rationale and relevancy of the project, it is found that the project is quite logical and relevant to the present context as mentioned by the youth participants, animators, supervisors, CMC members and parents of the participants. As data reveals, the respondents understood this because attitudes and behaviour of the participants are changing (1) with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) with the awareness on rights of women, child, ethnic minority, disable etc. (3) with the awareness on empowerment of women, gender equity etc. (4) with the awareness on family laws, meditation, village court etc. (5) with the awareness on Juvenile delinquency, acid throwing, eve teasing, drug addiction etc. (6) with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality.

However, most of the above points are true, if not absolutely, at least partially as there are also evidence of changes of the behaviour of the participants as mentioned in the Table-01 above.

Chart-04: Organization-wise actual cost of IGA training (in BDT)
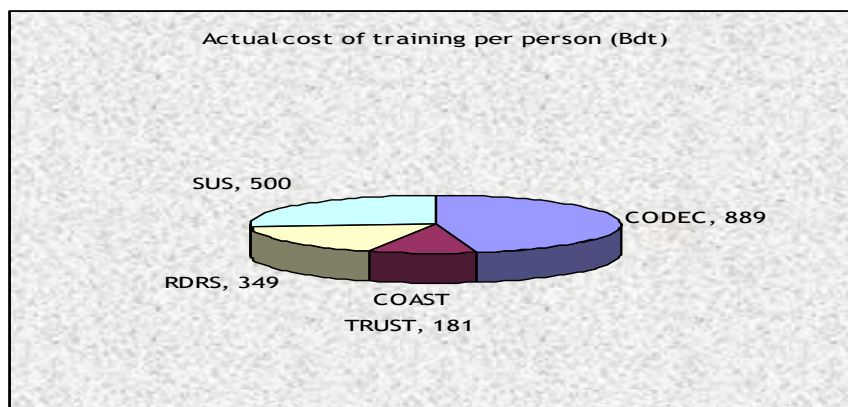
3.2.02 Suggestion to make the project more relevant: Suggestions of the respondents in support of making the present project more relevant to the present context, were recorded while conducting FGDs and interviews in the field. These include (a) Introduce training on more marketable trades as suggested in the need assessment study; (b) IGA training should be operated throughout the course and duration of IGA training should be increased; (c) Conduct IGA training during off the season; (d) Introduce provision of loan for the participants of the project; (e) Conduct bi-monthly orientation at the local high school; (f) Setup separate library for the participants; (g) Inclusion of first aid treatment arrangement in the centre; (h) Organize drama, popular theatre, open discussion etc.; (i) involve and contact govt. officers in the project activities regularly; (j) Exchange visit among the organizations with similar project may be useful.

Although some of the above suggestions are found quite ambitious but few suggestions may be useful to consider for the future project. For example, (a) Introduction of training on more marketable trades based on local demand, like mobile servicing, motor mechanics, tailoring, driving, welding, house wiring, candle making, shopping bag making, mat making etc.; (b) Conduct IGA training during off the season; (c) Introduction of loan provision for the participants of the

project; (d) Conduction of bi-monthly orientation at the local high school, (e) Organize drama, popular theatre, open discussion etc. in the centre; (f) Involve govt. officers in the project activities; (h) Organize exchange visit among the organizations with similar projects.

Organizing IGA training during off the season was a demand of a particular community of particular region. It was observed that participants belongs to fishing profession remain involved in fishing in the sea during rainy season. So while IGA training was offered to the participants during rainy season, most of them were declined to receive the offer as they became busy then with their profession in the sea. So in such cases, timing of IGA training needs to be scheduled in agreement with the timing of the participants.

While some exchange visits of the managers and supervisors among the organizations were suggested by the respondents, the project can also organize animators' conference at the middle of the project and convention of the *Prottoy* graduates once in every year.

The issue of conducting meeting and orientation at the high schools emerged with the observation that many of the high school students are found interested to the awareness issues discussed in the *Prottoy* centres. An assessment from the partner organizations can be done to justify the feasibility of such requirement and then, if found feasible, an option of conducting orientation sessions for the local high school students can be organized in future project. Where possible, *Prottoy* sessions can also be organized using the high school venue where students of the very schools, who are interested, can join and be benefited.

3.3   Sustainability of the project

Sustainability of the project was also assessed from different aspects. Detail findings and analysis, in this respect, are as follows:

3.3.01 The process and the methodology: Data reveals that the process and the methodology already followed by the project are adequate but few suggestions were made by the respondents during the field visit. These include: (a) there was no follow-up of learning during the pilot phase of the *Prottoy* project for sustaining the results of learning of the participants, (b) availability of adequate flip chart, flash cards, visual demonstration etc. were also quite limited during elaboration of awareness issues in the centre.

Case Study-01: A Journey to Success

"I am very happy and feel exciting because I re-admitted again in grade VIII and also became able to spread my knowledge and skills at family and community level. I do not waste time in the evening which always happened earlier. That's the achievement that I gained from the Prottoy program, said Nelson Murmu."

Nelson Murmu lives in Bikrompur village which is far away from Dinajpur district. His father's name is Noru Murmu and Mother is Lokhi Hasda. Nelson Mormu is one of the learners of Bikrompur Prottoy Centre during 2011.

He was 16 years old when he gave-up his study and started work to run the family. Everyday he used to repair bicycles and earn his living. He enjoyed his work, repairing different types of problems of different bicycles.

Everyday after work, he used to waste his time by useless gossiping with his friends in the evening instead of helping his parents. He also used to waste his wages he earned everyday from his work. At last he came to know that the *Adibasi Empowerment project* of RDRS Bangladesh started Prottoy program in his village. He decided to join in the centre and started attending prottoy centre regularly. There he learnt many things. Now, he does not waste his time and money in the bazaar rather he now uses his money for his sister's education and gets involved

resolving problems of his family together with other family members. Not only that, what he learnt from prottoy centre he used to share those all with his family members. Even his parents attended parents meeting in prottoy centre regularly.

Now Nelson Murmu realized that he has to go to the school again and so readmitted in grade VIII this year. He is not involved in bicycle repairing work now for schooling and so sometimes he faces some financial hardship. But Nelson said, *"I am not worried about the present situation, in future again I will establish my bicycle repairing workshop in my village."* He further expressed that, *"I am very pleased because all my friends have come back from wrong way and now they are in the right track. We all are assisting our parents and aware community people on different social issues. I received skills training on cattle rearing and I will earn money through cattle rearing to meet my family expenses. In future, after finishing my study, I will search a good job to earn more money to maintain my family."*

3.3.02 What, if external funding is not available: The issues was shared with the supervisors and related staff of the partner organization as well as with the guardian of the participants and the CMC members of the project. There is no significant efforts made by any partner organization, at this stage, to explore potential donors who are willing to fund the project, as reported by the supervisors and concerned staff of the partner organizations. However, they are quite enthusiastic about the project and believe that, in case existing funding become limited or stopped, the organization is able to explore potential donor to fund such a project in future.

Guardians and CMC members reported that CMC can (1) mobilise wider community to share cost of the project with the partner organization; (2) share the cost of hiring venue for the centre; (3) collect some resources from the elite section of the society to bear the cost of remuneration of the animator; (4) contribute to continue and follow up the program, extend networking for employment, ensure parental involvement for strengthening future program etc.

3.4   Design and nature of the project

Design and nature of the project of the project was assessed from different aspects. Detail findings and analysis, in this respect, are as follows:

3.4.01 Ways and means of improving the curriculum to better meet project objectives: Curriculum refers to selection and organization of issues, objectives to be achieved with the issues, delivery methodology, techniques etc. of the issues during awareness session conducted in the learning centres for the participants. No specific suggestions with regards to improving the curriculum were made by the respondent during the process of assessment. However, few suggestions were recorded with respect to the existing learning methodologies, techniques and materials. These include (a) issue based discussion can be more meaningful if it is done through some visual presentation and story telling; (b) provision of recreation should be increased through providing more game materials in the learning centre. All these findings can be considered making learning session more attractive to the participants of future project.

3.4.04 Other measures to improve overall design and nature of the project: Most of the suggestions with regards to improving overall design and nature of the project have already been reported under different sections of the report above. Some other issues those were not mentioned earlier but respondents suggested to incorporate into the design of the future project, include — **introduction of project based work** with the issues discussed in the learning centres. These projects may include, for example, on *importance of caring of prospective mother (before and after birth), use of sanitary latrine, consequence of dowry, divorce, eve teasing, drug addiction* etc. and can be organized by the participants of *Prottoy* independently or jointly with the participants of *Shonglap*, either in the form of drama, role play etc. through out the year. An annual action plan for each of the *Prottoy* centre can be prepared for this by the participants of the respective centre independently or jointly with the participants of *Shonglap*, as and where possible in consultation with the animators and the supervisors of the project (see annex-07). Monitoring of such events should be there while results and impacts of these events should be published regularly from the project, better in the form of a newsletter.

3.5   Comparison of selected findings among four different partners of the Project

A comparison among four different partners of the project, with selected findings of interviews and FGDs, has been presented in the Table - 03 below.

Table-06: Comparison of selected findings among four different partners of the project

Selected indicators	CODEC	COAST TRUST	RDRS	SUS
Total no. of participants received IGA training.	36	97	109	102
Total no. of participants could not receive IGA training.	64	3	0	0
Average income of the participants before receiving IGA training (Bdt).	1,500/=	400/=	1,800/=	1,800/=
Average income of the participants after receiving IGA training (Bdt).	4,500/=	700/=	2,300/=	4,000/=
Budgeted cost of training per participant.	889	243	345	490
Actual cost of training per participant.	889	181	349	500
No. of enrolled participants in the project.	100	100	109	102
No. of dropped outs from the project.	0	16	0	0

It is found from the above table that most of the partner organizations managed to provide IGA training to all the participants except CODEC. It was mentioned earlier that timing for IGA training was not appropriate to the participants of CODEC as most of the participants became busy with their seasonal profession during that time. There is also a concern about the budget of IGA training. It is seen from the above table that budget projected for IGA training was not uniform for all the organizations. Although there should be some flexibility but simultaneously it should not be three or more times higher or less for some organizations than the others.

Case Study-02: Sajib is now Independent

Sajid is the son of Mr. Kalachan Das of Village West Sayedpur Jele Para of Shitakundo, Chittagong. His Mother is Ms. Brojobola Das. Sajib is a regular participant of West Sayedpur Prottoy Centre. Sajib got admitted to grade VI at a high school after completing grade IV and V from a govt. primary school and grade III from CODEC Child Education Centre. Due to financial crises in the family, Sajib could not continue his education. He has three brothers and one sister. Sajib is the youngest of all. Sajib's parents were the regular members of CODEC Village Samity. Sabib came forward of all when a survey was conducted to start *Prottoy* adolescent centre in the West Sayedpur Jele para. Sajib found that it would be nice to setup an adolescent learning centre in the village, because it will open opportunity for all to know and learn may things from the centre in the evening after work. So whenever CODEC staff visited the village for finding scope of setting up *Prottoy* centre, Sajib welcome them all the time.

At last a centre was started in October, 2010 in the village. Sajib admitted and started attending the class regularly in the centre and simultaneously continued encouraging other boys to attend the centre. Sajib was very attentive to the discussions and he participated well ahead in all the discussions. When selection of IGA training was discussed in the centre, Sajib preferred to get training on musical instrument as his prime demand. He chose the trade because he knew he could earn a lot if he was trained on playing musical instrument. Normally Sajib and others in the community remain unemployed for about nine months a year except fishing time for three months. So, he thought, if he receives training on musical instrument, he would not remain unemployed anymore. He will also be able to support his family as well.

When IGA training was started in the *Prottoy* centre in August 2011, it was then full fishing season. Fishermen normally go to sea for catching *Hilsha* fish three times a day during *flood-tide* and one time during *ebb-tide* phase of sea in the fishing season. Sajib avoided going to sea during *ebb-tide* phase in the afternoon and attended musical training one month attentively. Sajib is now a trained instrument player. People now invite him to play musical instrument in various functions and he earns Bdt. 1,500 to 2,000 per function. Thus Sabib is now independent.

CHAPTER THREE: RECOMMENDATIONS AND CONCLUSION

4.0   RECOMMENDATIONS

Recommendations with respect to (a) effectiveness, (b) relevancy, (c) sustainability and (4) design & nature of the *Prottoy* project as derived from the findings and thereafter necessary interpretation, are presented gradually as follows:

4.1   *Recommendations with respect to effectiveness of the Project*

Effectiveness of the Prottoy project was assessed from different aspects. Recommendations, as drawn from the interpretation, are as follows:

- Detail process documentation of different methodology & techniques followed conducting different session of the basic training needs to be developed maintaining quality standard of the base training.

- Information and knowledge base of the animators on different issues of the project need to be enhanced further through providing issue-based additional printed materials with regular follow-up.

- Extended on-the-job supervision and guidance, as part of further capacity building, is required for the animators of the project. More quality service can be obtained from the animators provided their remuneration package is increased and in particular case where qualified animators are not available, on-the-job supervision and guidance must be strengthened.

- Demonstration classes by the supervisors/trainers, off and on, in the centre will also be useful for the animators learning much about how to conduct *Prottoy* session properly.

- The project needs further attention in selecting more market driven skill training as recommended in the need assessment study of the project to get adolescents involved in better earning and livelihood.

- Human poverty does not come only from financial inability; rather it is an outcome of various inabilities where knowledge and skills play a pivotal role. So IGA without awareness or awareness without IGA, none of these two options are appropriate.

- Meaningful linkage with the existing and the potential entrepreneurs needs to be strengthened further in future project. Some extra budgetary provision may also be required in the project for this purpose.

- More indicators can be included as part of **result monitoring,** like: (a) changes of income and expenditure of the adolescent after having IGA skills, (b) changes of livelihood pattern of the graduates of the project, (c) changes in attitude and behaviour of the participants towards women and girls etc.

- Participatory monitoring between *Prottoy* and *Songlap* can be introduced. Besides, *Prottoy* participants can be involved monitoring learning centres as and where possible. In this case they need to be oriented on how, what to monitor.

- LFA is an abridged account of goal, objectives, activities and milestones of the project and helps monitoring activities and thereby assessing progress of the project more systematically, so it must be followed appropriately keeping track of the project in future. As a separate project, *Prottoy* should have separate LFA like *Songlap*.

- In terms of building a friendly bridge between the participants of *Prottoy* and *Songlap*, there can be sharing of common issues, cultural function, drama, competitions etc. among girls and boys of the two projects. Besides, some sorts of competitive arrangements on common issues between *Shonglap* and *Prottoy* participants can also be organized in agreement with the members of CMCs and parents of the two projects.

- CMC members can be more active with the project activities provided they were assigned some issue based tasks, such as, observing various national and international days in addition to their usual roles as a member of CMC. CMC can also be oriented on how to

continue and follow up the program, generate resources, extend networking for employment, parental involvement for future course of action etc.

- One or half day orientation for the CMC members and the parents can be organized at the outset to make them more inclined towards the project.

- Animators and supervisors should encourage youth participants of the project to go for actions in the community to implement and practise their learning.

- Awareness issues of the project can be more attractive to the participants provided drama, popular theatre, open discussion etc. are organized in the centre with the issues designed for the project.

- Involving govt. officers to visit project activities may not always be possible but officers who are committed and willing to participate to the development initiatives, can be invited to visit the project. Some budgetary provision may be required in the project for conveyance and entertainment of these people as and where needed.

- Exchange visit by the managers and supervisors within the organizations to share innovations and successes of different partners can be more meaningful to improve quality of the project. Some budgetary provision may be required in the project for this purpose.

- The project can organize animators' conference at the middle of the project and also convention of the *Prottoy* graduates once in every year.

4.2   *Recommendations with respect to relevancy of the project*

Relevancy of the project was assessed from different aspects. Recommendations, as drawn from the interpretation, are as follows:

- More marketable IGA training based on local demand, like mobile servicing, motor mechanics, tailoring, driving, welding, house wiring, candle making, shopping bag making, mat making etc. should be introduced in the future project.

- Organizing IGA training during off the season was a demand of a particular community of particular region. So timing of IGA training needs to be scheduled in agreement with the timing of the participants.

- Scope and opportunity of introducing loan provision, similar to that of *Shonglap*, for the participants of the project can be explored. Organizations having micro-credit program can also explore opportunities of enrolling *Prottoy* graduates into their existing programs.

- An informal assessment from the partner organizations can be done to study the feasibility of conducting meeting and orientation with the high schools students and then, if found feasible, an option of conducting orientation sessions for the local high school students can be organized in future project.

- Where possible, *Prottoy* sessions can also be organized using the high school as venue for the learning centres where students of the very schools, who are interested, can join and be benefited. If respective participants agree session can be organized jointly.

4.3   *Recommendations with respect to Sustainability of the project*

Sustainability of the project was also assessed from different aspects. Recommendations as drawn from the interpretation, are as follows:

- Some sort of follow-up of learning is necessary in order to sustaining the results of learning of the participants better in the future project.

- Use of some flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues would be more useful for retention of learning.

- Most partner organizations are able to explore potential donor to fund such a project in future, as reported by the designated respondents, in case existing funding become limited or reduced.

- In terms of availability of requisite fund for running *Prottoy* project, observation reveals that the project still require supports from *Strømme foundation* but partner organizations

should also extend their efforts to explore potential donors for future funding of the project.

4.4 *Recommendation with respect to design and nature of the project*

Recommendations with regards to the design and nature of the project, as drawn from the interpretation, are as follows:

- Issue based discussion in the learning centres can be more meaningful if it is done through some visual presentation and story telling. Besides, provision of recreation of the participants should be increased with the distribution of more game materials in the learning centres.

- Some pictorial supplementary reading materials on different issues of the project can be developed and distributed to the learners of the project

- Project based work with the issues discussed in the learning centres can be organized by the participants of *Prottoy* independently or jointly with the participants of *Shonglap* through out the year.

- A short-term action plan for each of the particular project can be prepared for project work by the participants of the respective centre independently or jointly with the participants of *Shonglap*, as and where possible in consultation with the animators and the supervisors of the project (see annex-07).

- Monitoring of project work should be there while results and impacts of these events should be published regularly from the project, better in the form of a newsletter.

CONCLUSION

Prottoy is a unique blend of approaches like *PRA*, *Reflect* etc. to uplift the situation of the underprivileged adolescents of the society. Assessment of *Prottoy* pilot project was also a timely endeavour by *Stromme Foundation* in the context while it was highly demanded to go for expansion. Findings and recommendations of the present assessment will, therefore, be quite useful for the expanded phase of *Prottoy*. *Prottoy* is an excellent project, particularly, improving the quality of life of the disadvantaged, school dropout adolescents of our society. Overall findings of the present assessment also ascertain this. However, there are few issues those need to be attended further for better results in future. Most of the recommendations were drawn accordingly so that existing limitations of the project can easily be overcome taking major recommendations into account properly.

Annex-01: Overall findings of FGDs and Interviews

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of FGDs with the CMC members

Questions relating to effectiveness of the project	
1	How and for how many days you are involved with this project?
As a member of the CMC for about nine months.	
2	Do you know the objectives of the project?
Yes	
3	Are these objectives achieved?
Yes	
4	If yes, then how far have the objectives been achieved?
70% - 80%	
5	How have you made this assessment?
(1) *By observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (6) Attending monthly meeting etc.*	
6	What are the roles of CMC in managing and monitoring the learning centres?
(1) *Observe how learning is going on, (2) Is animator getting salary regularly, (3) Observe whether there is any problem arisen running the centre, (4) Observe whether children are learning (5) Advise children to follow the teaching of the learning centre, (6) attend monthly meeting, (7) Setup learning centre etc.*	
7	Do CMC members organize meeting on the issues of the learning centres?
Yes	
8	If yes, then what do they discuss in the meeting?
(1) *How to increase attendance of the students, (2) discuss about any problem arisen running the centre, (3) talk to the guardian if his children is absent in the centre for long time etc.*	
9	Have awareness and attitudes of the participants been changed after attending the course of the project?
Yes	
10	If yes, then how could you ascertain this?
By (1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Participating to the project activities, (5) Attending monthly meeting etc.	
11	What changes have you noticed in the attitudes and behaviour of the participants (after attending the project) towards girls and women?
(1) *Boys respect women and girls, (2) They do not disturb them, (3) Stopped laughing at or teasing girls, (4) Often help mother and sister in household works etc.*	
12	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?
Yes but there are more market driven skill training are required.	
13	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?
Most of the adolescent are involved in income generating activities but not all could generate income with the particular training they received from the project.	
14	Can you mention the past (if applicable) and the present income of some of the participants (who received IGA training from the project)?
BDT 1000 - 3000 per month (past) to BDT 3000 - 4000 per month (present) with few exceptions.	
15	Linkage with the entrepreneur is an important factor for quick employment/self employment of the participants — What efforts are there in the project?

	(1) No significant efforts (2) Project staff often guide to contact vendors/entrepreneur to find suitable work for better earning.	
16	Is there anything to be added to the project activities to complement to fulfil selected objectives of the project in future?	
Yes		
17	If yes, then what activities can be added?	
(1) Provide more marketable training, (2) Long time training, (3) Follow-up of the training, (4) Training on electrical wiring, mobile servicing, motor mechanic, candle making, cycle-rickshaw-van repairing, welding, shallow pump repairing, electronics, shopping bag making, computer etc. necessary (5) Provision of getting loan from the project.		

Questions relating to the rationale and relevancy of the project

18	How far the project is logical and relevant to our social context?	
Relevant enough.		
19	If relevant, then why?	
Attitudes and behaviour of the participants are changing (1) with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) with the awareness on rights of women, child, ethnic minority, disable etc. (3) with the awareness on empowerment of women, gender equity etc. (4) with the awareness on family laws, meditation, village court etc. (5) with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality etc.		
20	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?	
Yes.		
21	If yes, then what activities can be added to make the project more logical and relevant?	
(1) Provide more marketable training to the participants, (2) Duration of IGA training should be increased, (3) Provision of giving loan to the participants from the project.		

Question relating to sustainability of the project

22	If external funding is not available, then what would be the role of CMC to run the project in future?	
CMC can mobilise wider community to collect fund and run the project.		
23	In that case what supports CMC and the organization can extend?	
(1) CMC can mobilise wider community to share cost of the project with the organization. (2) CMC can share the cost of hiring venue for the centre. (3) It can also collect subscription from the elite section of the society to bear the cost of remuneration of the animator etc.		

Question relating to design and nature of the project

24	Is there any provision of providing training to the members of CMC under the project?	
Presently not, but it is required.		
25	Do you have any suggestion/comment to improve design and nature of the project?	
Yes, (1) there should be provision of orientation/training for the CMC members from the project off and on. (2) More emphasis should be given to the IGA training.		

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of FGDs with the sisters/mothers of the participants

Sl No.	Questionnaire
1	Do you all aware that your son/brother is involved in the Prottoy project? How?
Yes, they talk to us at home.	
2	Did they attend learning centre of the project regularly?
Yes, but sometimes could not attend classes due to sick or illness.	
3	Did they all receive IGA training from the project?
(1) Yes, most of them have received training from the project. (2) Due to seasonal work some of the participants could not attend training.	
4	What else have they learnt from the project?
(1) Primary health care, adolescent period, reproductive health, (2) HIV/AIDS, (3) rights of women, child, ethnic minority, disable, (4) acid throwing, eve teasing, drug addiction, (5) Safe drinking water, Use of sanitary latrine etc.	
5	What benefit have they gained out of these learning?
(a) in the case of awareness, they became aware of primary health care, use of safe drinking water, use of sanitary latrine, adolescent period, reproductive health, HIV/AIDS, rights of women, child, disable, acid throwing, eve teasing, drug addiction etc. (b) in the case of changing attitude, they become respectful to the women and girls, become caring about child, ethnic minority, disable people and abstain from eve teasing and taking drug etc. (c) in the case of developing skills, they become more skilled having livelihood training from the project etc. (d) in the case of increasing income and earning, many of the participants become more capable to earn more than the past.	
(a)	Boys learnt many things about primary health care, adolescent period, reproductive health etc. What are the affects of these learning upon the lives of these boys?
They become more careful land confident about primary health and hygiene; reproductive health; physical and mental changes of adolescent period.	
(b)	Boys learnt many things about HIV/AIDS etc. What are the affects of these learning upon the lives of these boys?
They become more careful about the cause & effects and prevention of HIV/AIDS etc.	
(c)	Boys learnt many things about rights of women, child, ethnic minority, disable etc. What are the affects of these learning upon the lives of these boys?
They become more respectful and caring about the rights of women, child, ethnic minority and disables.	
(d)	Boys learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon the lives of these boys?
They become more respectful to the need of empowerment of women, gender equity etc.	
(e)	Boys learnt many things about family laws, meditation, village court etc. What are the affects of these learning upon the lives of these boys?
They become more aware about dowry, divorce, polygamy etc.	
(f)	Boys learnt many things about delinquency, acid throwing, eve teasing, drug addiction etc. What are the affects of these learning upon the lives of these boys?
They become more aware about the consequences of delinquency, acid throwing, eve teasing, drug addiction etc.	
(g)	Boys learnt many things about environment, disaster management etc. What are the affects of these learning upon the lives of these boys?
They become more aware and careful about how to protect environment and limit the loss of disaster etc.	
(h)	Participants received several IGA training under the project. What are the affects of these training upon the lives of these boys?
Many of the boys are earning more income using the skills they gained from the project.	
(i)	Boys learnt many things about the services of different local government and non-government organizations. What are the affects of these learning upon the lives of these boys?
Many of the boys are earning more income using the knowledge and information of the services of different local government and non-government organizations in their locality.	

6	In terms of the present social context, how far the project is relevant?
	The project is relevant enough to the present social context.
7	Is there anything to add to the present project to make it more relevant and meaningful? If yes, then what is that?
	Yes, the project can be more relevant provided (1) it gives more training on marketable skills, (2) If loan provision is opened for the participants after the training, (3) Conduct Training at off the season, (4) there is a library for the participants in the village
8	If donation for the project is stopped in future, then how this project can be financed?
	CMC can mobilise wider community to run the project.
9	Do you have any suggestion/comment to improve design and nature of the project? What is that?
	Yes, there should be follow-up of the learning of the participants from the project off and on.

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of FGDs with the Youth participants

Sl No.	Questionnaire
1	How long were you involved in this project?
For nine months	
2	Are you all received training on IGA from the project?
(1) Yes, (2) No, all the participants could not receive training due to seasonal works.	
3	Who received which IGAs training from the project?
Participants received training on fishery, tailoring, cow fattening and poultry. Few participants received training on woodworks and house wiring from Jobo Unnayan Academy and few received training on driving. Few received training on Vegetable cultivation.	
4	Other than the IA training what issues were discussed in the centre?
(1) Primary health care, cleanliness, safe drinking water, sanitary latrine, adolescent period, reproductive health — pre natal and post natal care, HIV/AIDS. (2) Rights of women, caring child, ethnic minority, disable. (3) Empowerment of women, gender equity. (4) Family laws, meditation, village court (5) delinquency, acid throwing, eve teasing, drug addiction. (6) Environment, disaster management. (7) available services of the local government and the non-government organizations in the locality etc.	
5	What benefit have they gained out of these learning?
(a) in the case of awareness, we became aware of primary health care, use of safe drinking water, use of sanitary latrine, adolescent period, reproductive health, HIV/AIDS, rights of women, child, disable, acid throwing, eve teasing, drug addiction etc. (b) in the case of changing attitude, we become respectful to the women and girls, become caring about child, ethnic minority, disable people and abstain from eve teasing and taking drug etc. (c) in the case of developing skills, we become more skilled having livelihood training from the project etc. (d) in the case of increasing income and earning, many of us become more capable to earn more than the past.	
(a)	You learnt many things about primary health care, adolescent period, reproductive health etc. What are the affects of these learning upon your lives?
We become more careful and confident about primary health and hygiene; use of safe drinking water and sanitary latrine, reproductive health; physical and mental changes of adolescent period.	
(b)	You learnt many things about HIV/AIDS etc. What are the affects of these learning upon your lives?
We have become more careful about the cause & effects of HIV/AIDS and also prevention of HIV/AIDS etc.	
(c)	You learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon your lives?
We have become more respectful and caring about the rights of women, child, ethnic minority and disables.	
(d)	You learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon your lives?
We have become more respectful to the need of empowerment of women, gender equity etc.	
(e)	You learnt many things about family laws, meditation, village court etc. What are the affects of these learning upon your lives?
We have become more aware about negative consequence of dowry, divorce, polygamy, early marriage, torture of women etc.	
(f)	You learnt many things about delinquency, acid throwing, eve teasing, drug addiction etc. What are the affects of these learning upon your lives?
We have become more aware about the consequences of delinquency, acid throwing, eve teasing, drug addiction etc.	
(g)	You learnt many things about environment, disaster management etc. What are the affects of these learning upon your lives?
We have become more aware and careful about how to protect environment and limiting the loss of disaster etc.	
(h)	You received several IGA training under the project. What are the affects of these

		training upon your lives?
	Many of the boys are earning more income using the skills they gained from the project.	
(i)		You learnt many things about the services of different local government and non-government organizations. What are the affects of these learning upon your lives?
	Many of the boys become benefited using the knowledge and information of the services of different local government and non-government organizations in the locality.	
6		In terms of the present social context, how far the project is relevant?
	The project is relevant enough to the present social context.	
7		Is there anything to add to the present project to make it more relevant and meaningful? If yes, then what is that?
	Yes, the project can be more relevant provided (1) it gives more training on marketable skills, like mobile servicing, house wiring, tailoring, motor mechanic, driving etc, (2) loan provision is opened for the participants after the training and (3) duration of the course is increased.	
8		For future extension of the project, do you think there should be some development require of the process and the methodology already followed by the project?
	Yes, (1) there should be follow-up of the learning of the participants from the project off and on, (2) Visual presentation during discussion of the issues.	
9		If donation for the project is stopped in future, then how this project can be financed?
	(1) The local community and the CMC can mobilise wider community to run the project (2) Some samity can be formed to run the project.	
10		How far are you satisfied with the delivery system of the projects in order to bring expected changes of your knowledge, skills and behaviour? Do you think there should be any improvement of this?
	Yes, but more games materials, like: football etc. can be supplied in future.	
11		Do you have any suggestion/comment to improve overall design and nature of the project? What is that?
	(1) More training on marketable skills, (2) loan provision for the participants after the training.	

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of FGDs with the Parents

Questions relating to effectiveness of the project	
1	Are you aware of the activities of the project?
Yes	
2	If yes, then whether objectives of the project achieved with those activities?
Yes	
3	If yes, then how far have the objectives been achieved?
60% - 70%	
4	How have you made this assessment?
(1) *By observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (6) Attending monthly meeting etc.*	
5	What changes have you noticed in the attitude and behaviour of the participants (after attending the project) towards girls and women?
(1) *Boys respect women and girls, (2) They do not disturb them, (3) Stopped laughing at or teasing girls, (4) Often help mother and sister in household works etc.*	
6	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?
Yes, but there are more market driven skill training and loan provisions are required.	
7	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?
Most of the adolescent are involved in income generating activities but not all could generate income with the particular training they received from the project.	
8	Can you mention the past (if applicable) and the present income of some of the participants (who received IGA training from the project)?
(a) *BDT 1000- 3000 per month (past) to BDT 3500 – 4500 per month (present) with few exceptions.*	
9	Is there anything to be added to the project activities to complement to fulfil selected objectives of the project in future?
Yes	
10	If yes, then what activities can be added?
(1) *Provide more marketable training, (2) Long time training, (3) Follow-up of the training, (4) Training on electrical wiring, mobile servicing, electronics, computer, motor mechanic etc. are necessary (5) Provision of getting loan from the project.*	
Questions relating to the relevancy of the project	
11	How far the project is relevant to our social context?
Adequately relevant	
12	If relevant, then why?
Attitudes and behaviour of the participants are changing (1) with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) with the awareness on rights of women, child, ethnic minority, disable etc. (3) with the awareness on empowerment of women, gender equity etc. (4) with the awareness on family laws, meditation, village court etc. (5) with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality etc.	
13	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?
Yes	
14	If yes, then what activities can be added to make the project more logical and relevant?
(1) *Provide more marketable training to the participants, (2) Provision of giving loan to the participants from the project.*	
Question relating to sustainability of the project	

15	If external funding is not available, then what would be your role to run the project in future?

Parents can mobilise wider community and local elites to run the project.

16	In that case what supports community and the organization can extend?

(1) Community can mobilise wider community to share cost of the project with the organization. (2) Community can share the cost of hiring venue for the centre. (3) It can also collect subscription from the elite section of the society to bear the cost of remuneration of the animator etc.

Question relating to design and nature of the project

17	Is there any requirement of providing awareness orientation/training to the guardians under the project?

Yes, it is required.

18	If yes, then what sort of orientation/training is required?

Issue based monthly or bi-monthly.

19	Do you have any suggestion/comment for overall development of the project?

More training on marketable skills, (2) loan provision for the participants after the training. (3) Develop linkage with different providers and entrepreneur.

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of Interview with the Animators

Questions relating to TOR of the respondent	
1	What are your responsibilities towards the project?
(a) Prepare list of dropout adolescent, (b) Form CMC, (c) Attend learning centre 15 minutes before the session and prepare for the session, (d) Contact irregular learners, (e) keep regular contact with the CMC members, (f) Conduct session regularly following designed steps, (g) Manage class properly, (h) Use PRA tools, social mapping, problem tree, movement diagram, income and expenditure chart etc.	
Questions relating to effectiveness of the project	
2	Do you think whether objectives of the project have been achieved?
Yes.	
3	If yes, then how much will you measure it?
70% - 80%.	
4	How could you ascertain this?
(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Exchanging & sharing views with the neighbours, (4) Participating to the project activities.	
5	Do you think whether guide books and other materials, those are supposed be used bringing expected changes on awareness and attitudes of the participants, were used properly?
Yes.	
6	If yes, then how could you ascertain this?
(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Exchanging & sharing views with the neighbours, (4) Participating to the project activities, (5) Attending monthly meeting.	
7	What behavioural & attitudinal changes toward women and girls have you noticed among the participant boys after they attended project activities?
(a) Boys do not tease the girls now, (b) Behave sisterly with other girls, (c) Become respectful to the girls, (d) become more cooperative to the girls.	
8	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?
Yes.	
9	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?
Most of the boys.	
10	Mention past (if applicable) and present income of the participants who received IGA training from the project?
BDT 400/- 1800/ (past) - 700/- 4500/ (present).	
11	Linkage with the entrepreneur is an important factor for quick employment/self employment of the participants — What efforts are there in the project?
(1) Contacted with the Jobo unnayan academy for training and getting loan, (2) Contacted with the local NGOs and government departments for training and getting loan. (3) No particular efforts but in future there should be specific efforts in the project.	
12	What efforts can be made sharing learning of *Prottoy* with that of the *Shonglap?*
(a) There can be sharing of the issues among girls and boys, (b) There can be joint meeting between the Shonglap and the Prottoy, (c) Shonglap and prottoy participants can organize cultural function, drama etc. jointly on issues discussed in the session.	
13	Is there anything to be added to the project activities to complement to fulfil its objectives in future?
Yes.	
14	If yes, then what activities can be added?
(a) More marketable skill training like, candle making, shopping bag making, mat making etc. can be added to the project, (b) IGA training should be started at the middle of the course but not at the end of the course, (c) Exchange visit among the organizations with similar project may be useful, (d) Separate library for the participants can be setup.	

Questions relating to the rationale and relevancy of the project	
15	How far the project is logical and relevant to our social context?
Quite relevant	
16	If relevant, then why?
(1) Attitudes and behaviour of the participants are changing with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) with the awareness on empowerment of women, gender equity etc. (3) with the awareness on family laws, meditation, village court etc. (4) with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (5) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality.	
17	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?
Yes.	
18	If yes, then what activities can be added to make the project more logical and relevant?
(a) Introduce more marketable skill training, (b) Introduce provision of loan for the participants. (c) First aid treatment etc.	
Question relating to sustainability of the project	
19	For future extension of the project, do you think the process and the methodology already followed by the project are adequate?
Yes but some modification can be made.	
20	If yes, then how?
(a) Follow-up of the learning is necessary; (b) IGA training and issue based discussion can go hand in hand.	
21	Do you think the project should be expanded?
Yes.	
22	If external funding is not available, then how the project can be operated
(a) Greater Community should be mobilised, (b) CMC can seek advice from the elite group of the society.	
Question relating to design and nature of the project	
23	Is there any modification of learning methodologies, techniques and materials presently followed in the project needed for successfully achieve objectives of the project?
Yes.	
24	If yes, then what modifications are needed?
(a) issue based discussion can be more meaningful if some visual demonstration is presented during discussion session.(b) Provision of recreation should be increased (more game materials etc.).	
25	What types of training, for how many days are provided for the staff and animators of the project?
Ten days basic and four days refreshers training after four months are provided	
26	What are the major contents of these training?
(a) management of session, (b) Steps of discussion, (c) PRA tools, (d) How to conduct issue based discussion, (e) Discussion on the issue based guide etc.	
27	What methods and techniques are followed in those training?
Participatory discussion	
28	How far the delivery system of the projects in order to bring expected changes of knowledge, skills and behaviour of the participants of the project is satisfactory?
Quite satisfactory.	
29	If not adequate enough, then what steps can be taken to improve this?
Use of flip charts and flash cards on the issues can be more useful.	
30	Is present structure of CMC is ok?
Yes.	
31	What measures can be taken to improve design and nature of overall aspects of the project?
(a) IGA training can be organized at the middle of the course, (b) Training on micro enterprise development should be introduced, (c) Provision of loan should be introduced, (d) There should be follow-up of the learning.	

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Findings of Interview with the Supervisors

Questions relating to TOR of the respondent	
1	What are your responsibilities towards the project?
(a) Animator selection (b) Conduct survey and prepare list of dropout adolescent, (c) Ensure CMC members are conducting meeting, (d) Responsible for 5 centre (e) Contact irregular learners, (f) Attend one centre from the beginning to the end, (g) Guide animator to conduct session regularly following designed steps, (h) Take necessary steps to run the centre properly, (i) Monitor animators duties, (j) Ensure guidebook and materials for the learners are distributed properly. (k) Ensure national anthem is sung at every centre, (l) ensure parents meeting, (m) Reporting and documentation, (n) IGA follow-up, (o) Liaison with the local govt. (p) Coordination with the management etc.	
Questions relating to effectiveness of the project	
2	Do you think whether objectives of the project have been achieved?
Yes	
3	If yes, then how much will you measure it?
70% - 75%	
4	How could you ascertain this?
(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting centres and observing activities of the centre regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) attending monthly meeting etc.	
5	Do you think whether guide books and other materials, those are supposed be used bringing expected changes on awareness and attitudes of the participants, were used properly?
Yes	
6	If yes, then how could you ascertain this?
(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting centres and observing activities of the centre regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) attending monthly meeting etc.	
7	What behavioural & attitudinal changes toward women and girls have you noticed among the participant boys after they attended project activities?
(a) Boys do not tease the girls now, (b) Disturbing girls over mobile phone stopped or reduced , (c) Become respectful to the girls, (d) become more cooperative to the girls.	
8	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?
(1) Yes, (2) Partially.	
9	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?
Most of the boys.	
10	Mention past (if applicable) and present income of the participants who received IGA training from the project?
BDT 1000/(past) - 4000/(present).	
11	Linkage with the entrepreneur is an important factor for quick employment/self employment of the participants — What efforts are there in the project?
(a) Contacted with the Jobo unnayan academy for training and getting loan. (b) Contacted with the Fishery department for getting loan. (c) Contacted with the social welfare department for training and getting loan. (d) No particular efforts were made from the project to establish linkage	
12	What do you understand by monitoring?
Supervise activities of the project continuously and take necessary steps to correct deviation to fulfil target of the project.	
13	How do you monitor result of the project?
(a) By visiting centre regularly, (b) talking and sharing with the adolescent of the project, (c) talking to the guardian of the children, (d) attending CMC meeting etc.	

14	How do you monitor role of CMC?

By attending CMC meeting and monthly meeting.

15	What do you look during project monitoring?

(a) Observe whether the centres start in time, (b) Observe attendance of the adolescent in the centres, (c) Observe teaching-learning methodology in the centre, (d) Observe whether animator discuss issues by drawing poster etc., (e) Observe whether posters on the discussed issues are stick to the wall of the centres, (f) Observe whether participants exercise and practise what they learnt in the centre. (g) Observe CMC meeting are conducted regularly, (h) Observing changes of the behaviour of the adolescent, (i) Observe animators are performing their duties properly etc.

16	What is your opinion about preparing LFA of the *prottoy* project?

Since LFA is an abridged written document of goal, objectives, activities and milestones of the project, it helps to keep track of the project. It also helps to monitor activities and thereby evaluate progress of the progress.

17	What efforts can be made sharing learning of *Prottoy* with that of the *Shonglap*?

(a) There can be sharing of the issues among girls and boys, (b) There can be joint meeting of Shonglap and Prottoy on issues of common interest, (c) Shonglap and prottoy participants can organize cultural function, drama etc. jointly on issues discussed in the session. (d) Shonglap and prottoy participants can organize competition etc. jointly on issues discussed in the session, (e) Participants of Shonglap and prottoy can visit each other centre and share issues of common interest.

18	Is there anything to be added to the project activities to complement to fulfil its objectives in future?

Yes.

19	If yes, then what activities can be added?

(a) More marketable skill training like, candle making, shopping bag making, mat making etc. can be added to the project, (b) IGA training should be operated throughout the course, (c) Training on small enterprises, like vegetable gardening with loan provision can be considered. (d) Make CD on selected social and personal issue (e) Conduct bi-monthly orientation at the local high school, (f) Organize drama, popular theatre, open discussion etc. (g) involve and contact govt. officers regularly.

Questions relating to the rationale and relevancy of the project

20	How far the project is logical and relevant to our social context?

It is quite relevant

21	If relevant, then why?

(1) Attitudes and behaviour of the participants are changing with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) with the awareness on rights of women, child, ethnic minority, disable etc. (3) with the awareness on empowerment of women, gender equity etc. (4) with the awareness on family laws, meditation, village court etc. (5) with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality.

22	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?

Yes

23	If yes, then what activities can be added to make the project more logical and relevant?

(a) Introduce training on more marketable trades based on local demand, like mobile servicing, motor mechanics, driving, computer, welding, house wiring etc. (b) Introduce provision of loan for the participants of the project. (c) One or half day orientation for the CMC members can be introduced in the project.

Question relating to sustainability of the project

24	For future extension of the project, do you think the process and the methodology already followed by the project are adequate?

Yes but some modification should be made.

25	If yes, then how?

(a) Follow-up of the learning is necessary; (b) IGA training and issue based discussion can go hand

in hand.	
26	Do you think the project should be expanded?
Yes.	
27	If external funding is not available, then how the project can be operated?
(a) Community should be mobilised, (b) CMC can seek advice from the elite group of the society.	

Question relating to design and nature of the project

28	Is there any modification of learning methodologies, techniques and materials presently followed in the project needed for successfully achieve objectives of the project?
Yes.	
29	If yes, then what modifications are needed?
(a) issue based discussion can be more meaningful if some visual demonstration is presented during discussion session.(b) Provision of recreation should be increased (more game materials etc.), (c) Competition between Shonglap and Prottoy can be introduced on common issues.	
30	What types of training, for how many days are provided for the staff and animators of the project?
Ten days basic and four days refreshers training after four months are provided	
31	What are the major contents of these training?
(a) management of session, (b) Steps of discussion, (c) PRA tools, (d) How to conduct issue based discussion, (e) Discussion on the issue based guide etc.	
32	What methods and techniques are followed in those training?
Participatory discussion	
33	How far the delivery system of the projects in order to bring expected changes of knowledge, skills and behaviour of the participants of the project is satisfactory?
Quite satisfactory.	
34	If not adequate enough, then what steps can be taken to improve this?
Flip chart, flash cards etc. on the issues can be more useful.	
35	Is present structure of CMC is ok?
Yes.	
36	Are qualification and other qualities of the animators of the project are adequate?
HSC is adequate but in many cases where HSC is not available, then candidates of less qualification are chosen.	
37	How capacity of the animators can be increased?
On-the Job supervision and guidance is a must for building capacity of the animators.	
38	What measures can be taken to improve design and nature of the overall aspects of the project?
(a) IGA training can be organized throughout the course, (b) Training on micro enterprise development should be introduced, (c) Provision of loan should be introduced, (d) There should be follow-up of the learning. (e) Long-term IGA training, (f) Invite govt official to visit the project (g) Flip chart, flash card for issue based discussion, (h) Introduce picture and story during issue based discussion, (i) provide more game materials in the centre.	

Annex-02: Interview Questionnaire for Supervisors and Animators

Strømme Foundation
Assessment of *Prottoy* Pilot Project
Interview Questionnaire for Supervisors and Animators

Name of the implementing partner	:		
Name of the interviewee	:		
Designation of the interviewee	:		
Date of interview	:		

Questions relating to TOR of the respondent	
1	What are your responsibilities towards the project? (Collect TOR of the respondent)
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	

Questions relating to effectiveness of the project									
2	Do you think whether objectives of the project have been achieved?	yes	no	if no, then why					
3	If yes, then how much will you measure it?	30%	40%	50%	60%	70%	80%	90%	
4	How could you ascertain this?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) Attending monthly meeting, (7) others

5	Do you think whether guide books and other materials, those are supposed be used bringing expected changes on awareness and attitudes of the participants, were used properly?	yes	no	if no, then why					
6	If yes, then how could you ascertain this	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) Attending monthly meeting, (7) others

7	What behavioural & attitudinal changes toward women and girls have you noticed among the participant boys after they attended project	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

	activities?								
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
8	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?	yes	no	if no, then why					
9	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?								
10	Mention past (if applicable) and present income of the participants who received IGA training from the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
11	Linkage with the entrepreneur is an important factor for quick employment/self employment of the participants — What efforts are there in the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
12	What do you understand by monitoring (this question is not for the animators)?								
13	How can you monitor								

	result of the project (this question is not for the animators)?								
14	How can you monitor role of CMC?								
15	What do you look during project monitoring (this question is not for the animators)?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
16	What is your opinion about preparing LFA of the *prottoy* project (this question is not for the animators)								
17	What efforts can be made sharing learning of *Prottoy* with that of the *Shonglap?*	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
18	Is there anything to be added to the project activities to complement to fulfil its objectives in future?	Yes	No						
19	If yes, then what activities can be added?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Questions relating to the rationale and relevancy of the project

20	How far the project is logical and relevant to our social context?	adequate	inadequate	If inadequate, then why?					
21	If relevent, then why?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1) Attitudes and behaviour of the participants are changing with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) Attitudes and behaviour of the boys are changing with the awareness on rights of women, child, ethnic minority, disable etc. (3) Attitudes and behaviour of the participants are changing with the awareness on empowerment of women, gender equity etc. (4) Attitudes and behaviour of the boys are changing with the awareness on family laws, meditation, village court etc. (5) Attitudes and behaviour of the participants are changing with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) Attitudes and behaviour of the participants are changing with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality. (8) Others.

22	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?	yes	no								
23	If yes, then what activities can be added to make the project more logical and relevant?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1)

(2)

(3)

(4)

(5)

(6)

Question relating to sustainability of the project

24	For future extension of the project, do you think the process and the methodology already followed by the project are adequate?	adequate	inadequate	If inadequate, then why?							
25	If yes, then how	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1)

(2)

(3)

(4)

(5)

(6)

26	Do you think the project should be expanded?										
27	If external funding is not available, then how the project can be operated	Community involvement, strategy etc.									

Question relating to design and nature of the project

28	Is there any modification of learning methodologies, techniques and materials	Yes	No								

	presently followed in the project needed for successfully achieve objectives of the project?								
29	If yes, then what modifications are needed	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
30	What types of training, for how many days are provided for the staff and animators of the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
31	What are the major contents of these training?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
32	What methods and techniques are followed in those training?								
33	How far the delivery system of the projects in order to bring expected changes of knowledge, skills and behaviour of the participants of the project is satisfactory?	Not enough	enough	If enough, then how?					
34	If not adequate enough, then what steps can be taken to improve this?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									

(3)									
(4)									
(5)									
(6)									
35	Is present structure of CMC is ok?	Yes	No	If not, then why?					
36	Are qualification and other qualities of the animators of the project are adequate (the question is not for the animators)?								
37	How capacity of the animators can be increased?								
38	What measures can be taken to improve design and nature of the overall aspects of the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Name of the interviewer

Signature and date

Annex-03: FGD Questionnaire for CMC members

Strømme Foundation
Assessment of *Prottoy* Pilot Project
FGD Questionnaire for CMC members

Name of the implementing partner	:	
Address: Village	:	
Post Office	:	
Name of the District	:	
Date of conducting the FGD	:	

	Questions relating to effectiveness of the project								
1	How and for how many days you are involved with this project?								
2	Do you know the objectives of the project?	Yes	No						
3	Are these objectives achieved?	Yes	No	If not then why?					
4	If yes, then how far have the objectives been achieved?	30%	40%	50%	60%	70%	80%	90%	
5	How have you made this assessment?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) Attending monthly meeting, (7) others.

6	What are the roles of CMC in managing and monitoring the learning centres?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1)

(2)

(3)

(4)

(5)

(6)

7	Do CMC members organize meeting on the issues of the learning centres?	Yes	No	If not then why?					
8	If yes, then what do they discuss in the meeting?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1)

(2)

(3)

(4)

(5)

(6)

9	Have awareness and attitudes of the participants been changed after attending the course of the project?	Yes	No	If not then why?						
10	If yeas, then how could you ascertain this?	(1)	(2)	(3)	(4)	(5)	(6)	(7)		

(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) Attending monthly meeting, (7) others.

11	What changes have you noticed in the attitudes and behaviour of the participants (after attending the project) towards girls and women?	(1)	(2)	(3)	(4)	(5)	(6)	(7)		

(1)

(2)

(3)

(4)

(5)

(6)

12	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?	Yes	No	If not then why?						
13	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?									
14	Can you mention the past (if applicable) and the present income of some of the participants (who received IGA training from the project)?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

(1)

(2)

(3)

(4)

(5)

(6)

15	Linkage with the entrepreneur is an important factor for quick employment/self employment of the participants — What efforts are there in the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1)

(2)

(3)

(4)								
(5)								
(6)								
16	Is there anything to be added to the project activities to complement to fulfil selected objectives of the project in future?	Yes	No					
17	If yes, then what activities can be added?	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1)								
(2)								
(3)								
(4)								
(5)								
(6)								

Questions relating to the rationale and relevancy of the project

18	How far the project is logical and relevant to our social context?	adequate	inadequate	If inadequate, then why?					
19	If relevent, then why?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1) Attitudes and behaviour of the participants are changing with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) Attitudes and behaviour of the boys are changing with the awareness on rights of women, child, ethnic minority, disable etc. (3) Attitudes and behaviour of the participants are changing with the awareness on empowerment of women, gender equity etc. (4) Attitudes and behaviour of the boys are changing with the awareness on family laws, meditation, village court etc. (5) Attitudes and behaviour of the participants are changing with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) Attitudes and behaviour of the participants are changing with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality. (8) Others.

20	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?	yes	no						
21	If yes, then what activities can be added to make the project more logical and relevant?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Question relating to sustainability of the project

22	If external funding is not	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

	available, then what would be the role of CMC to run the project in future?								
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
23	In that case what supports CMC and the organization can extend?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
Question relating to design and nature of the project									
24	Is there any provision of providing training to the members of CMC under the project?	yes	no	If not, then is it required?					
25	Do you have any suggestion/comment to improve design and nature of the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Name of the facilitator :

Signature and date:

Annex-04: FGD Questionnaire for Parents

Strømme Foundation
Assessment of *Prottoy* Pilot Project
FGD Questionnaire for Parents

Name of the implementing partner	:
Address: Village	:
Post Office	:
Name of the District	:
Date of conducting the FGD	:

Questions relating to effectiveness of the project

1	Are you aware of the activities of the project?	Yes	No						
2	If yes, then whether objectives of the project achieved with those activities?	Yes	No	If not, then why?					
3	If yes, then how far have the objectives been achieved?	30%	40%	50%	60%	70%	80%	90%	‡ewk
4	How have you made this assessment?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

(1) Observing behavioural changes of the participants, (2) Exchanging & sharing views with the participants, (3) Visiting & observing project activities regularly, (4) Exchanging & sharing views with the neighbours, (5) Participating to the project activities, (6) Attending monthly meeting, (7) others.

5	What changes have you noticed in the attitude and behaviour of the participants (after attending the project) towards girls and women?	(1)	(2)	(3)	(4)	(5)	(6)	(7)

(1)

(2)

(3)

(4)

(5)

(6)

6	Are IGA trades selected under the project appropriate for livelihood development of the adolescent?	Yes	No	If not then why?						
7	If the answer is yes, then how many trained adolescents are presently involved in income generation activities?									
8	Can you mention the past (if applicable) and the present income of some of the participants (who received IGA training from the project)?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1)

(2)

---

(3)									
(4)									
(5)									
(6)									
9	Is there anything to be added to the project activities to complement to fulfil selected objectives of the project in future?	Yes	No						
10	If yes, then what activities can be added?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Questions relating to the relevancy of the project

11	How far the project is relevant to our social context?	adequate	In adequate	If inadequate, then why?					
12	If relevent, then why?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

(1) Attitudes and behaviour of the participants are changing with the awareness on primary health care, adolescent period, reproductive health, HIV/AIDS etc. (2) Attitudes and behaviour of the boys are changing with the awareness on rights of women, child, ethnic minority, disable etc. (3) Attitudes and behaviour of the participants are changing with the awareness on empowerment of women, gender equity etc. (4) Attitudes and behaviour of the boys are changing with the awareness on family laws, meditation, village court etc. (5) Attitudes and behaviour of the participants are changing with the awareness on delinquency, acid throwing, eve teasing, drug addiction etc. (6) Attitudes and behaviour of the participants are changing with the awareness on environment, disaster management etc. (7) Participants are getting opportunity of having different livelihood skill training from the project and simultaneously getting involved in income generation using knowledge and information about available services of the local government and the non-government organizations in their locality. (8) Others.

13	Under existing social context, do you have any suggestion to make the project more logical and relevant in future?	yes	no						
14	If yes, then what activities can be added to make the project more logical and relevant?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Question relating to sustainability of the project

15	If external funding is not available, then what would be your role to	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

	run the project in future?								
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
16	In that case what supports community and the organization can extend?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Question relating to design and nature of the project

17	Is there any requirement of providing awareness orientation/training to the guardians under the project?	yes	no	If not, then is it required?					
18	If yes, then what sort of orientation training is required?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
19	Do you have any suggestion/comment for overall development of the project?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									

Name of the facilitator :

Signature and date:

Annex-05: FGD Questionnaire for Youth participants

Strømme Foundation
Assessment of *Prottoy* Pilot Project
FGD Questionnaire for Youth participants

Name of the implementing partner	:	
Name of the District	:	
Date of conducting the FGD	:	

Sl No.	Questionnaire
1	How long were you involved in this project?
2	Are you all received training on IGA from the project?
3	Who received which IGAs training from the project?
4	Other than the IA training what issues were discussed in the centre?
5	What benefit have you gained out of these learning? (a) in the case of raising awareness, (b) in the case of changing attitude, (c) in the case of developing skills (d) in the case of increasing income and earning?
(a)	You learnt many things about primary health care, adolescent period, reproductive health etc. What are the affects of these learning upon your lives?
(b)	You learnt many things about HIV/AIDS etc. What are the affects of these learning upon your lives?
(c)	You learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon your lives?
(d)	You learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon your lives?
(e)	You learnt many things about family laws, meditation, village court etc. What are the affects of these learning upon your lives?
(f)	You learnt many things about delinquency, acid throwing, eve teasing, drug addiction etc. What are the affects of these learning upon your lives?
(g)	You learnt many things about environment, disaster management etc. What are the affects of these learning upon your lives?

(h)	You received several IGA training under the project. What are the affects of these training upon your lives?	
(i)	You learnt many things about the services of different local government and non-government organizations. What are the affects of these learning upon your lives?	
6	In terms of the present social context, how far the project is relevant?	
7	Is there anything to add to the present project to make it more relevant and meaningful? If yes, then what is that?	
8	For future extension of the project, do you think there should be some development require of the process and the methodology already followed by the project?	
9	If donation for the project is stopped in future, then how this project can be financed?	
10	How far are you satisfied with the delivery system of the projects in order to bring expected changes of your knowledge, skills and behaviour? Do you think there should be any improvement of this?	
11	Do you have any suggestion/comment to improve overall design and nature of the project? What is that?	

Name of the facilitator of the discussion

Signature and date

Annex-06: FGD Questionnaire for sisters/mothers of the participants

Strømme Foundation
Assessment of *Prottoy* Pilot Project
FGD Questionnaire for sisters/mothers of the participants

Name of the implementing partner	:	
Name of the District	:	
Date of conducting the FGD	:	

Sl No.	Questionnaire
1	Do you all aware that your son/brother is involved in the Prottoy project? How?
2	Did they attend learning centre of the project regularly?
3	Did they all receive IGA training from the project?
4	What else have they learnt from the project?
5	What benefit have they gained out of these learning? (a) in the case of raising awareness, (b) in the case of changing attitude, (c) in the case of developing skills (d) in the case of increasing income and earning?
(a)	Boys learnt many things about primary health care, adolescent period, reproductive health etc. What are the affects of these learning upon the lives of these boys?
(b)	Boys learnt many things about HIV/AIDS etc. What are the affects of these learning upon the lives of these boys?
(c)	Boys learnt many things about rights of women, child, ethnic minority, disable etc. What are the affects of these learning upon the lives of these boys?
(d)	Boys learnt many things about empowerment of women, gender equity etc. What are the affects of these learning upon the lives of these boys?
(e)	Boys learnt many things about family laws, meditation, village court etc. What are the affects of these learning upon the lives of these boys?
(f)	Boys learnt many things about delinquency, acid throwing, eve teasing, drug addiction etc. What are the affects of these learning upon the lives of these boys?
(g)	Boys learnt many things about environment, disaster management etc. What are the affects of these learning upon the lives of these boys?

(h)	Participants received several IGA training under the project. What are the affects of these training upon the lives of these boys?	
(i)	Boys learnt many things about the services of different local government and non-government organizations. What are the affects of these learning upon the lives of these boys?	
6	In terms of the present social context, how far the project is relevant?	
7	Is there anything to add to the present project to make it more relevant and meaningful? If yes, then what is that?	
8	If donation for the project is stopped in future, then how this project can be financed?	
9	Do you have any suggestion/comment to improve design and nature of the project? What is that?	

Name of the conductor :

Signature and date:

Annex-07: Example of Project work

Name of the Project: *Limiting practices of Dowry from the society*

Objectives of the Project

- Become personally aware about the consequences of dowry;
- Make family members aware about the consequences of dowry;
- Make own community aware about the consequences of dowry.

Actions to be taken

- Meeting, discussion about dowry in the learning centre (What is it?, existing laws regarding dowry, consequences of dowry system on personal, familial and social life etc.)
- Organize courtyard meeting in the community on the consequences (specify number of meeting)
- Organize rally on the consequences (specify number of rallies)
- Organize public meeting on the consequences (specify number of meeting)
- Organize drama/popular theatre on the consequences (specify number of dram/theaters)

Action Plan

Sl No.	Activities	Indicators	Responsibility	Remark
1	Meeting, discussion about dowry in the learning centre (What is it?, existing laws regarding dowry, consequences of dowry system on personal, familial and social life etc.)	Sessions conducted in the centre as scheduled in the course module	Animator	
2	Sharing with the CMC members on the issue and prepare a joint action plan	Sharing organized with the CMC & a joint action plan is prepared by the 2nd week of the session.	*Prottoy* participants and CMC members	
3	Sharing with the *Shonglap* participants on the issue and prepare a joint action plan (as and where possible)	Sharing organized with the *Shonglap* & a joint action plan is prepared by the 2nd week of the session.	*Prottoy and Shonglap* participants	*Prottoy* will work alone where there is no *Shonglap*
4	Organize courtyard meeting in the community on the consequences (specify number of meeting)	Ten courtyard meeting conducted on the issue by the 2nd month of the session.	*Prottoy and Shonglap* participants	*do*
5	Organize rally on the consequences (specify number of rallies)	Two rallies organized on the issue by the 2nd month of the session.	*Prottoy and Shonglap* participants with the support of CMC members	*do*
6	Organize public meeting on the consequences (specify number of meeting)	Two public meetings organized on the issue by the 2nd month of the session.	*Prottoy and Shonglap* participants with the support of CMC members	*do*
7	Organize drama/popular theatre on the consequences (specify number of dram/theaters)	Two dramas organized on the issue by the 3rd month of the session.	*Prottoy and Shonglap* participants	*do*
8	Reporting	Project completion Report prepared at the end of the project and submitted to the animator/supervisor	*Prottoy and Shonglap* participants	*do*
9	Prepare news for the newsletter	News item prepared sent to the editor	Animator	
10				

Annex-08: Field visit Plan of the Consultant

Day	Name of the organization and area	Program	Comments
23- 25 February	SUS, Sathkhira	- Meeting with the Core SF officials and project staff; - Interview with the project officers/supervisors; - Interview with the animators; - FGD with the CMC members; - FGD with the parents; - FGD with the youth participants of the project; - FGD with the sister/mothers of the youth participants; - Interview with the teachers/ government official - Interview with the entrepreneurs/ trainers of the youth participants	The consultant started from Dhaka on 23rd night and worked 24-25 Feb full days and returned on 25 nights or on 26 as convenient.
02-04 March	Coast Trust, Cox's bazaar	Program same as above	Consultant started for Chittagong on 4th March afternoon/evening after finishing Cox's bazaar
05-06 March	CODEC, Chittagong	Program same as above	Consultant came back to Dhaka by last flight on 6 March.
09-10 March	RDRS, Thakurgoan and Dinajpur	Program same as above	Consultant started for Thakurgoan on 8 March Evening and returned back on 11 March.

Annex-09: Abstracts of the Study

S.N.	Particular findings	Concern area	Specific recommendations	Remarks
01.	It was observed through contacting animators and reviewing related literature that further efforts are to be made to enhance information and knowledge base of the animators on different issues of the project.	Knowledge base of the animators and the course materials	▪ Information and knowledge base of the animators on different issues need to be enhanced further through providing issue-based additional printed materials. ▪ Demonstration classes by the supervisors/trainers, off and on, will be useful for the animators learning much on how to conduct *Prottoy* session properly.	
02.	Detail process documentation of methodologies & techniques followed conducting sessions of the basic training is presently absent in the project.	Quality standard of the basic training.	▪ Detail process documentation of different methodology & techniques of the basic training need to be developed maintaining quality standard of the base training.	
03.	*Prottoy* partners did not properly follow recommendations of the need assessment study conducted before starting the pilot project.	Need assessment study	▪ Awareness issues can be more attractive to the participants provided drama, popular theatre, open discussion etc. are organized with the issues designed for the project. ▪ The project needs further attention in selecting more market driven skill training as recommended in the need assessment study of the project.	
04.	IGA training provided under the project are fully or partially appropriate for livelihood development of the adolescents.	Need assessment study and IGA training	▪ The project needs further attention in selecting more market driven skill training as recommended in the need assessment study to get adolescents involved in better earning and livelihood.	
05.	Except some isolated efforts, no serious efforts were made by the PNGOs of the project to establish linkage with appropriate entrepreneurs for mainstreaming trained adolescents in the world of economy for better income generation.	Linkage with the entrepreneur/employers	▪ Meaningful linkage with the existing and the potential entrepreneurs needs to be strengthened further in future project. Some extra budgetary provision may also be required for this purpose.	

06.	**Result monitoring,** at this stage limits only to few indicators like, (a) observing whether participants exercise and practice what they learnt, (b) observing changes of the behaviour of the adolescent etc. Although partners are to follow the tools similar to that of *Shonglap* for this purpose but in reality PNGOs didn't pay due importance to this in the pilot project.	Monitoring	▪ More indicators can be included as part of **result monitoring,** like: (a) changes of income and expenditure of the adolescent after having IGA skills, (b) changes of livelihood pattern of the graduates of the project, (c) changes in attitude and behaviour of the participants towards women and girls etc. ▪ Participatory monitoring between *Prottoy* and *Shonglap* can be introduced. Besides, *Prottoy* participants can be involved monitoring learning centres as and where possible. In this case they need to be properly oriented.	
07.	Understanding of LFA was found reasonably satisfactory among the respective staff of the PNGOs but application of LFA was not quite prominent in the pilot project. Field observation reveals that the issue was not given due importance and priority during the pilot phase.	Use of Logical frame appraisal (LFA)	▪ LFA is an abridged account of goal, objectives, activities and milestones of the project and helps monitoring activities and thereby assessing progress of the project more systematically, so it must be followed appropriately keeping track of the project in future. As a separate project, *Prottoy* should have separate LFA like *Shonglap*.	
08.	Responses gathered with regards to the complimentary roles between *Shonglap* and *Prottoy* concluded that − (a) there can be joint meeting of *Shonglap* and *Prottoy* on issues of common interest; (b) *Shonglap* and *Prottoy* participants can organize cultural function, drama, competitions etc. jointly on issues discussed in the centre.	Complimentary roles of *Shonglap* and *Prottoy*	▪ There can be sharing of common issues, organization of cultural function, drama, competitions etc. among girls and boys of the two projects. Besides, some sorts of competitive arrangements on common issues between *Shonglap* and *Prottoy* can be organized in agreement with the CMCs and parents of the two projects.	
09.	Many CMCs are found to be able to	Involvement of CMC	▪ CMC can be oriented on how to continue and	

	contribute to continue and follow up the program, generate resources, extend networking for employment, ensure parental involvement for strengthening future program etc.		follow up the program, generate resources, extend networking for employment, parental involvement for future course of action etc. ▪ CMC members can also be more active with the project activities provided they were assigned some issue based tasks, such as, observing various national and international days in addition to their usual roles as a member of CMC. ▪ One or half day orientation for the CMC and the parents can be organized at the outset to make them more inclined towards the project.	
10.	In some cases, there is a scarcity of candidates with adequate qualification and willingness to work with a remuneration package of Bdt. 2,000. As a result, often less qualified candidates were found to be involved in the project as animators (RDRS).	Availability of qualified animators and their service	▪ More quality service can be obtained from the animators provided their remuneration package is increased. ▪ In particular case where qualified animators are not available, on-the-job supervision and guidance must be strengthened.	
11.	Suggestions of the respondents to strengthen future project include: (a) Introduce skill training on more marketable trades as suggested in the need assessment study; (b) operate IGA training throughout the course with longer duration; (c) Conduct IGA training during off the season; (d) Introduce provision of providing loan to the participants; (e) Introduce one or half day orientation for the CMCs and the guardians; (f)	Suggestions to strengthen the future project	▪ More marketable IGA training as suggested in the need assessment study should be introduced in the future project. ▪ Scope and opportunity of introducing loan provision, similar to that of *Shonglap*, can be explored for the participants of the project. ▪ Organizations having micro-credit program can also explore opportunities of enrolling *Prottoy* graduates into their existing programs. ▪ Govt. officers, who are committed and willing to participate to the development initiatives, can be invited to visit the project. Some budgetary provision may be required	

	Conduct bi-monthly orientation at the local high school; (g) Setup separate library for the participants; (h) Inclusion of first aid treatment in the centre; (i) Organize drama, popular theatre, open discussion etc.; (j) involve and contact govt. officers in the project activities regularly; (k) Exchange visit among the organizations with similar project etc.		in the project for conveyance and entertainment of these people as and where needed. ▪ Exchange visit by the managers and supervisors within the organizations to share innovations and successes of different partners can be more meaningful to improve quality of the project. ▪ The project can organize animators' conference at the middle of the project and also convention of the *Prottoy* graduates once in every year. Some budgetary provision may be required in the project for this purpose.	
12.	Organizing IGA training during off the season was a demand of a particular community of particular region.	Choice of timing of IGA (in particular cases)	▪ Timing of IGA training needs to be scheduled in agreement with the timing of the participants.	
13.	Many of the high school students are found interested to the awareness issues discussed in the *Prottoy* centres.	*Prottoy* for other children	▪ An informal assessment from the partner organizations can be done to study the feasibility of conducting meeting and orientation with the high schools students and then, if found feasible, an option of conducting orientation sessions for the local high school students can be organized in future project. ▪ Where possible, *Prottoy* sessions can also be organized using adjacent high schools as venue for the learning centres where students of the very schools, who are interested, can join and be benefited. If respective participants agree session can be organized jointly.	
14.	Suggestions made by the respondents with regards to the process and the methodology include: (a) there	The process and the methodology	▪ Some follow-up of learning is necessary in order to sustaining the results of learning of the participants better in the future project.	

	was no follow-up of learning during the pilot phase of the *Prottoy* project for sustaining the results of learning; (b) use of flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues was limited.		▪ Use of some flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues would be more useful for retention of learning.	
15.	Suggestions with respect to the existing learning methodologies, techniques and materials include (a) issue based discussion can be more meaningful if it is done through some visual presentation and story telling; (b) provision of recreation should be increased (more game materials etc.).	Learning methodologies, techniques and materials	▪ Issue based discussion in the learning centres can be more meaningful if it is done through some visual presentation and story telling. ▪ Some pictorial supplementary reading materials on different issues of the project can be developed and distributed to the learners of the project. ▪ **Project work** with the issues discussed in the learning centres can be organized by the participants of *Prottoy* independently or jointly with *Shonglap* through out the year. ▪ Monitoring of project based work should be there while results and impacts of these events should be published regularly from the project, better in the form of a newsletter.	
16.	No significant efforts were made by any PNGO during pilot phase, to explore potential donors who are willing to fund the project.	Future funding	▪ Most partner organizations are able to explore potential donor to fund such a project in future, as reported by the designated respondents, in case existing funding become limited or reduced. ▪ The project still requires supports from SF but partner organizations should also extend their efforts to explore potential donors for future funding of the project.	

Annex-10: Evaluation Summary *(not to exceed two pages)*

NORAD's project number:
Name of your organisation: Stromme Foundation
Local partner (s): Coast Trust, CODEC, RDRS and SUS
Evaluation year: 2012
Conducted by: Stromme Foundation
Country: Bangladesh
Region: South Asia
Theme/DAC sector:
Title of the evaluation report: Assessment of *Prottoy* Pilot Project

1. Project Description and Background to Evaluation: *Prottoy* is a small pilot initiative for adolescent boys ageing from 11-19 years. This project is a by-product of *Shonglap,* an ongoing project for adolescent girls being implemented from 2006. In the mean time, *Shonglap* project has created a tremendous demand among the communities of *Stromme Foundation* working area. Realizing the usefulness of *Shonglap* knowledge, the girls demanded the same program for boys as they will be the future husband/father of their families. Based on the demand primarily from the *Shonglap* girls, *Strømme Foundation* (SF) conducted a feasibility study in existing *Shonglap* areas with the help of an external consultant who was involved actively in designing *Shonglap* program. Based on the study findings the pilot project was initiated in a small scale to see its impacts in the society especially the changes of stereotyped patriarchal attitude of the boys. Similar to *Shonglap*, *Prottoy* also is a one year's project. As a pilot initiative the project started in October 2010 and continued up to October/November 2011 among 04 PNGOs those are implementing *Shonglap* program. Every PNGO implemented 05 centers within *Shonglap* areas.

2. Purpose/objective: The main objectives of the present study are (1) To what extent program Participants are respectful to girls and women; (2) To what extent program participants changed their stereotyped patriarchal attitude towards girls and women and become proactive activist to establish gender equality in the community; (3) To what extent program participants are active in curving eve-teasing, violence against girls and women and promoting their rights in the community; (4) To what extent program participants are involved in family and community development activities restraining from evil activities like: drug use, unproductive and evil activities.

3. Methodology: As part of the methodology, the existing secondary documents: reports, documents, guide books, training documentation etc. in relation to the present study were reviewed. The consultant conducted field visits to observe activities implemented by the partner PNGOs with the participants of the project and collected case studies, organized FGDs, interviews with program participants, parents, CMCs and partner staffs. The consultant also visited other programs with relevant needs, like, *Shonglap* and later facilitated discussion meeting with the SF-Partners and took feedbacks from all concerned to validate findings of the study.

4. Key findings: Key findings of the study include: (1) further efforts are to be made to enhance information and knowledge base of the animators on different issues of the project, (2) Process documentation of methodologies & techniques followed conducting sessions of the basic training is presently absent in the project, (3) *Prottoy* partners did not properly follow recommendations of the need assessment study conducted before starting the pilot project, (4) IGA training provided under the project are fully or partially appropriate for livelihood development of the adolescents, (5) Except some isolated efforts, no serious efforts were made by the PNGOs of the project to establish linkage with appropriate entrepreneurs for mainstreaming trained adolescents in the world of economy, (6) *Result monitoring*, at this stage limits only to few indicators like, (a) observing whether participants exercise and practice what they learnt, (b) observing changes of the behaviour of the adolescent etc. Although partners are to follow the tools similar to that of *Shonglap* for this purpose but in reality PNGOs didn't pay due importance to this in the pilot project, (7) Understanding of LFA was found satisfactory among the staff of the PNGOs but application of LFA was not quite prominent in the pilot project, (8) Responses gathered with regards to the complimentary roles between *Shonglap* and *Prottoy* concluded that — (a) there can be joint meeting of *Shonglap* and *Prottoy* on issues of common interest; (b) *Shonglap* and *Prottoy* participants can organize cultural function, drama, competitions etc. jointly on issues discussed in the centre, (9) Many CMCs are found to be able to contribute to continue and follow up the program, generate resources, extend networking for employment, ensure parental involvement for strengthening future program etc., (10) In some cases, there is a scarcity of candidates with adequate qualification and willingness to work with a remuneration package of Bdt. 2,000. As a result, often less qualified candidates were found to be involved in the project as animators (RDRS), (11) Suggestions of the respondents to strengthen future project include: (a) Introduce skill training on more marketable trades as suggested in the need assessment study; (b) operate IGA training throughout the course with longer duration; (c) Introduce provision of providing loan to the participants; (e) Introduce one or half day orientation for the CMCs and the guardians; (f) Conduct bi-monthly orientation at the local high school; (g) Inclusion of first aid treatment in the centre; (h) Organize drama, popular theatre, open discussion etc.; (i) involve and contact govt. officers in the project activities regularly; (j) Exchange visit

among the organizations with similar project etc., (12) Organizing IGA training during off the season was a demand of a particular community of particular region, (13) Many of the high school students are found interested to the awareness issues discussed in the *Prottoy* centres, (14) The respondents commented: (a) there was no follow-up of learning during the pilot phase of the *Prottoy* project for sustaining the results of learning; (b) use of flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues was limited, (c) issue based discussion can be more meaningful if it is done through some visual presentation and story telling; (d) provision of recreation should be increased (more game materials etc.) and (15) No significant efforts were made by any PNGO during pilot phase, to explore potential donors who are willing to fund the project.

5. Recommendations: (1) Information and knowledge base of the animators on different issues need to be enhanced further through providing issue-based additional materials. Demonstration classes by the supervisors/trainers, will be useful for the animators learning much on how to conduct *Prottoy* session properly; (2) Process documentation of different methodology & techniques of the basic training need to be developed maintaining quality standard of the base training; (3) Awareness issues can be more attractive to the participants provided drama, popular theatre, open discussion etc. are organized in the centre; (4) The project needs further attention in selecting more market driven skill training as recommended in the need assessment study to get adolescents involved in better earning and livelihood; (5) Meaningful linkage with the existing and the potential entrepreneurs needs to be strengthened; (6) More indicators can be included as part of **result monitoring,** like: (a) changes of income and expenditure of the adolescent after having IGA skills, (b) changes of livelihood pattern of the graduates of the project, (c) changes in attitude and behaviour of the participants towards women and girls etc. Besides, participatory monitoring between *Prottoy* and *Shonglap* can be introduced. *Prottoy* participants can also be involved monitoring learning centres; (7) As a separate project, *Prottoy* should have separate LFA like *Shonglap*; (8) There can be sharing of common issues, organization of cultural function, drama, competitions etc. among girls and boys of the two projects. Besides, some sort of competitive arrangements on common issues can be organized in agreement with the CMCs and parents of the two projects; (9) CMC can be oriented on how to continue and follow up the program, generate resources, extend networking for employment, parental involvement for future course of action etc. One or half day orientation for the CMC and the parents can be organized at the outset to make them more inclined towards the project; (10) More quality service can be obtained from the animators provided their remuneration package is increased. In particular case where qualified animators are not available, on-the-job supervision and guidance must be strengthened; (11) More marketable IGA training as suggested in the need assessment study should be introduced in the future project. Scope and opportunity of introducing loan provision, similar to that of *Shonglap*, can be explored for the participants of the project. PNGOs having micro-credit program can also explore opportunities of enrolling *Prottoy* graduates into their existing programs. Govt. officers, who are committed and willing to participate to the development initiatives, can be invited to visit the project. Exchange visit by the managers and supervisors within the organizations to share innovations and successes of different partners can be more meaningful to improve quality of the project; (12) Timing of IGA training needs to be scheduled in agreement with the timing of the participants; (13) An informal assessment from the PNGOs can be done to study the feasibility of conducting meeting and orientation with the high schools students and then, an option of conducting orientation sessions for the local high school students can be organized in future project. Where possible, *Prottoy* sessions can also be organized using adjacent high schools as venue for the learning centres where students of the very schools, who are interested, can join and be benefited; (14) Some follow-up of learning is necessary in order to sustaining the results of learning of the participants better in the future project. Use of some flip chart, flash cards, visual demonstration etc. during elaboration of awareness issues would be more useful for retention of learning; (15) Issue based discussion in the learning centres can be more meaningful if it is done through some visual presentation and story telling. Some pictorial supplementary reading materials on different issues of the project can be developed and distributed to the learners. *Project based work* with the issues discussed in the learning centres can be organized by the participants of *Prottoy* independently /jointly with *Shonglap* through out the year while results and impacts of these events should be published regularly from the project, better in the form of a newsletter; (16) The project still requires supports from SF but PNGOs should also extend their efforts to explore potential donors for future funding of the project.

6. Comments from the organisation, if any: *(this section to be filled by the staff responsible in SF's Regional Office)*

Literature Reviewed

1. *Boys' Program Need Assessment Study Report,* Stromme Foundation.

2. *IGA Prottay Training Report,* CODEC.

3. *NORAD (SFBD) Revised Annual Report, 2010,* Stromme Foundation.

4. *Shonglap Boys Basic Training Report 2010,* Stromme Foundation.

5. *Shonglap guide book, Part-I, II and III,* Stromme Foundation.

6. *Status of Prottay (Boy's Shonglap),* Education program, COAST Trust.

7. *Training budget for Prottoy,* Stromme Foundation.