

SECOND CHANCE EDUCATION FOR
OUT-OF-SCHOOL ADOLESCENTS IN CHINA
(supported by UNICEF)

Project Impact Assessment Report



UNICEF, China
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II. Acronyms

CAST	China Association for Science and Technology
CRC	Convention on the Rights of the Child
FFL	Facts for Life
FGD	Focus Group Discussion
GoC	Government of China
IDD	Iodine Deficiency Diseases
IGA	Income Generation Activities
NFE	Non-formal Education
NGO	Non-Governmental Organization
RMB	Renminbi - Chinese Currency (Yuan)
SES	socio-economic Status
SPPA	Social Development Programme for Poor Areas
UNF	UN Foundation
UNFIP	UN Fund for International Partnership (UNFIP)
UNICEF	United Nations Children's Fund
UNICEF HQ	UNICEF Headquarters

III. Executive Summary

The “Second Chance Education” project for Out-Of-School Adolescents in Poor Areas in China began in February 1999. The first phase of the project was due to end in December 2000 but was extended for a six-month period until June 2001. China Association for Science and Technology (CAST) implemented the project with financial and technical assistance from the United Nations Children’s Fund (UNICEF). An amount of \$110,002.97 was approved in support of activities for the first phase.

On completion of the first phase, an impact assessment on the project was carried out during August 2001. The objective of the assessment was to find “best practices and innovations”, to draw lessons for the national level policies on non-formal education (NFE), to provide options for the future development of the Second Chance Education project and to identify areas where improvement may be necessary to enhance impact.

Further, the study was to provide a qualitative and quantitative assessment and analysis of the processes and results of the project as per project objectives. The techniques of data collection included focus group discussions (FGD), in-depth interviews and visits to families at villages.

Because of time and resource constraints, the study was restricted to 2 out of 15 project counties (Dalate Banner of Inner Mongolia, Guzhang county of Hunan Province) from 2 out of 5 provinces where the Second Chance Education project was undertaken. In each province the samples were selected independently, including 28 adolescents in Inner Mongolia and 17 in Hunan Province making up a total of 45.

By December 2000, 2,250 children were trained in all 15 project counties and 450-750 (30-50 in each county) of them were trained as peer educators. Several workshops were held for the training of peer educators and peer assistants. The new concept of peer education has been accepted by both trainers and adolescents.

As a whole, the project design was flexible enough to accommodate changing situations, children’s ages and their educational levels. Most of participants dropped out of school because of poverty. They were eager to acquire income generation skills to improve their family’s economic conditions. The training provided by the project included: functional literacy and numeracy; livelihood skills training, popularizing scientific knowledge and information on Facts for Life such as HIV/AIDS prevention, reduction of iodine deficiency disorders (IDD) and so on.

The study concluded that the implementation of the project was quite effective. Project management was clearly set out in the Framework of Monitoring System for Cooperation Project between CAST and UNICEF. There were project leading groups at province, county and township level. The members of leading groups came from local governments, CAST and other NGOs. The leader of the group was usually the governor or the vice governor responsible for science, technology and education development of the project provinces, counties or townships respectively. An effective monitoring and reporting system was built in. Project offices of CAST are located at province, county and township levels. With the project leading group, the local government lent support to the project office in the implementation.

The project provided a second chance for out-of-school adolescents in remote poor areas to continue learning activities that will be useful as life skills. The communities, families and adolescents were all appreciative of the project. The adolescents tried to attend every class of the training with the support of parents and community. Through training, the adolescents not only learned skills and knowledge, but also became more self-confident, especially the girls.

The project also generated hope for the whole community. Using the skills learned, some adolescents improved their family economy and provided a good example for other adolescents. Through training and experience exchange between peers, more and more adolescents took part in learning activities. This means the whole community took a step towards improving quality of their lives.

From the interviews and field visits the impression gained is that both CAST staff and local government officers have put in a great deal of effort to improve local economy and educational development in areas where the assessment was conducted. They appreciated UNICEF's assistance to their counties and hoped for continuation of project activities given the extreme backward nature of their counties.

1. Introduction

The Second Chance Education Project was designed to meet the requirements of the most disadvantaged youth, especially from poor families, who have been forced to drop out of schools largely by circumstances beyond their own control. The objective of the project, therefore, was to provide alternative education opportunities to out-of-school adolescents, especially girls. The project offered opportunities for obtaining basic literacy, numeracy, income-generation skills and health information.

After the completion of the first phase of project implementation (February 1999 - June 2001), CAST – the project implementing agency and UNICEF commenced the process of designing the next phase for 2001-2004. Prior to submission of such a project proposal for funding from a donor, it was agreed between CAST and UNICEF that a project impact assessment would be undertaken.

The time given to this assessment study was limited to one month (August 2001). The study tried to capture the essence of project impacts within the given period. This report is the outcome of the study.

The objective of this exercise was to draw lessons from the project to enable both UNICEF and CAST at the national level to provide options for the future development of the Second Chance Education Project and to identify areas in which improvements would be necessary to enhance its impact.

2. Background

There are a large number of young adolescents in remote and rural areas in China who do not complete their school education, mainly due to imbalanced economic development and the disparities in the natural and geographical conditions of the provinces. The non-formal education project assisted by UNICEF during the programme cycle (1996-2000) provided opportunities for out-of-school children to acquire basic literacy and skills in order to improve their livelihoods.

With the indication of potential funding from UN Foundation (UNF), China Association for Science and Technology (CAST) and UNICEF Beijing organized a workshop in Beijing in early 1999, involving 8 adolescent school drop-outs from remote and rural areas to gain first hand information on their problems and needs. The design of the project proposal was discussed and opinions from children were requested on how to promote/enhance their development and participation rights. This was a follow-up to an initial planning meeting for inter-country project on adolescent girls' rights to participation and development, held in New York from 5 to 11 February 1999, and participated by CAST and UNICEF. Out of 17 countries, UNICEF's support for a total amount of US\$ 111,000 was allocated to China as a planning grant. The continuation of the project beyond this start-up project was based on the review of this first phase.

China's project proposal to the funding from UNF reflected the focus of the Government of China (GoC)-UNICEF cooperation agreement on meeting the needs of

the most disadvantaged youth, from poor families, whose children have had to drop out of school mainly on account of poverty and poor schooling facilities.

It was planned that the project would be carried out in two phases - the first phase in 1999-2000 as a pilot project and the second phase during 2001-2003. The purpose of this evaluation at the end of Phase 1 is to identify innovations and “best practices” drawn from the project counties, as the basis to formulate a Phase 2 (2001-2003). The focus of Phase 2 would be on establishing sustainable mechanisms for youth participation in the initial counties, and expanding the youth participation initiatives into additional counties and provinces. The expansion will take place through a process of advocacy and experience exchange strategies and will promote development of cogent project designs for implementation on a wider scale. The proposed plan in Phase 1 envisioned an amount of \$ 1,575,000 (1999-2000). However, an amount of \$ 110,002.97 was approved.

2.1 Objectives of the project

- To enhance the knowledge of out-of-school adolescents for self-protection and the realization of their rights, and to increase their skill and capacity to access resources for improving their and families' quality of life
- To develop methodologies for definition of problems and the processes of capacity building for substantive participation by adolescents in the formulation and implementation of programmes
- To develop examples and approaches for an enhanced involvement by the governmental institutions and civil society to address issues for providing development and participation rights of adolescents
- In each of the project counties that implement the project, 150 out-of-school adolescents annually will receive literacy and skills training, and 50 of them will receive training as facilitators and peer educators

4.5 Purpose of the impact assessment

- 1) To assess the extent to which :
 - has enabled out-of-school children to continue their education through non-formal means
 - participation of children, especially girls was promoted in livelihood skills provided
 - organized learning, especially on rights and girls' empowerment through peer education
- 2) To review the lessons learned from the process of project implementation and prepare a comprehensive summary of the results compared with the goals and objectives outlined in the project document.

2.2 Users of the Study

- UN Foundation and other potential donors
- China Association for Science and Technology
- Ministry of Education, GoC
- UN Basic Education Theme Group in China
- UNICEF

The study will also be used for preparation of comprehensive report by UNICEF HQ to the UN Foundation for International Partnership (UNFIP) and submission of a new project proposal by UNICEF in China to the UNFIP.

3. Methodology of the Study

Two project counties out of 15 (13.3%) in two provinces out of 5 project provinces (40%) were selected as samples. They are :

- Guzhang County, Hunan Province
- Dalate Banner(county), Inner Mongolia

In each province, samples were selected independently, including 28 adolescents in Inner Mongolia and 17 in Hunan Province. The children taking part in focus group discussion were those who participated in the activities under the Second Chance Education Project such as training on literacy, numeracy, livelihood skill and peer education during 1999-2001. Major targets for the assessment were adolescent girls.

Random method was used when selecting children in project villages. The study was carried out to provide a qualitative and quantitative (where data was available) assessment and analysis of the processes and results of the project as per project objectives.

The assessment was based on open-ended questions administered through focus group discussions with stakeholders, mainly adolescent girls, community, and parents of adolescent girls and CAST project staff. Interviews were held with a smaller number of individual girls to obtain greater insight into their personal experiences and the manner in which the project had changed their lives. Questions were designed to raise basic issues on the assessment. Qualitative data was supplemented with quantitative data on the number of days attended by children. Semi-structured questions were designed to use in the FGDs and focused on the following areas :

- To understand knowledge gained by the target group on issues related to
 - a) Promotion of child participation
 - b) Child rights
 - c) Vocational skills
- To explore the extent to which the target group were able to access resources for bettering family economic conditions.
- To understand methodologies developed by project to encourage participation of adolescents in programme implementation.
- To understand the extent of the involvement of government institutions and civil society in promoting adolescents involvement in issues affecting their lives.

Different sets of questions were prepared for each group of stakeholders, namely project, leaders, children, and parents of children, community leaders and trainers. The topics of questions changed according to the role of each set of stakeholders in the project. The questions explored changes in the perceptions of adolescents related to their development, protection and participation rights.

At the beginning of group discussions, icebreakers and games were conducted in order to make the adolescents to feel more relaxed with strangers. During discussions, participants were facilitated to discuss aspects of the project amongst themselves. Documentation of group discussions was done through photographs, audiotapes and written notes. During individual interviews, questions explored girls' experience, knowledge, practice and attitudes.

The data collection process was undertaken through:

- A review of project documents.
- Discussions with project officers of Education Section of UNICEF.
- Discussions with CAST staff at national, provincial and county levels.
- Interview with the project leaders at the county level.
- Site visits to project provinces, counties, townships and villages.
- Focus group discussions through lead questions with stakeholders (adolescents, peer educators, trainers at the learning centers, community leaders at the villages).
- Interviews with identified individual girls.
- Visits to the families and other places (such as the animal pens, the field and the orchard, etc)



Interview with an out-of- schoolgirl and her father

4. Evaluation findings

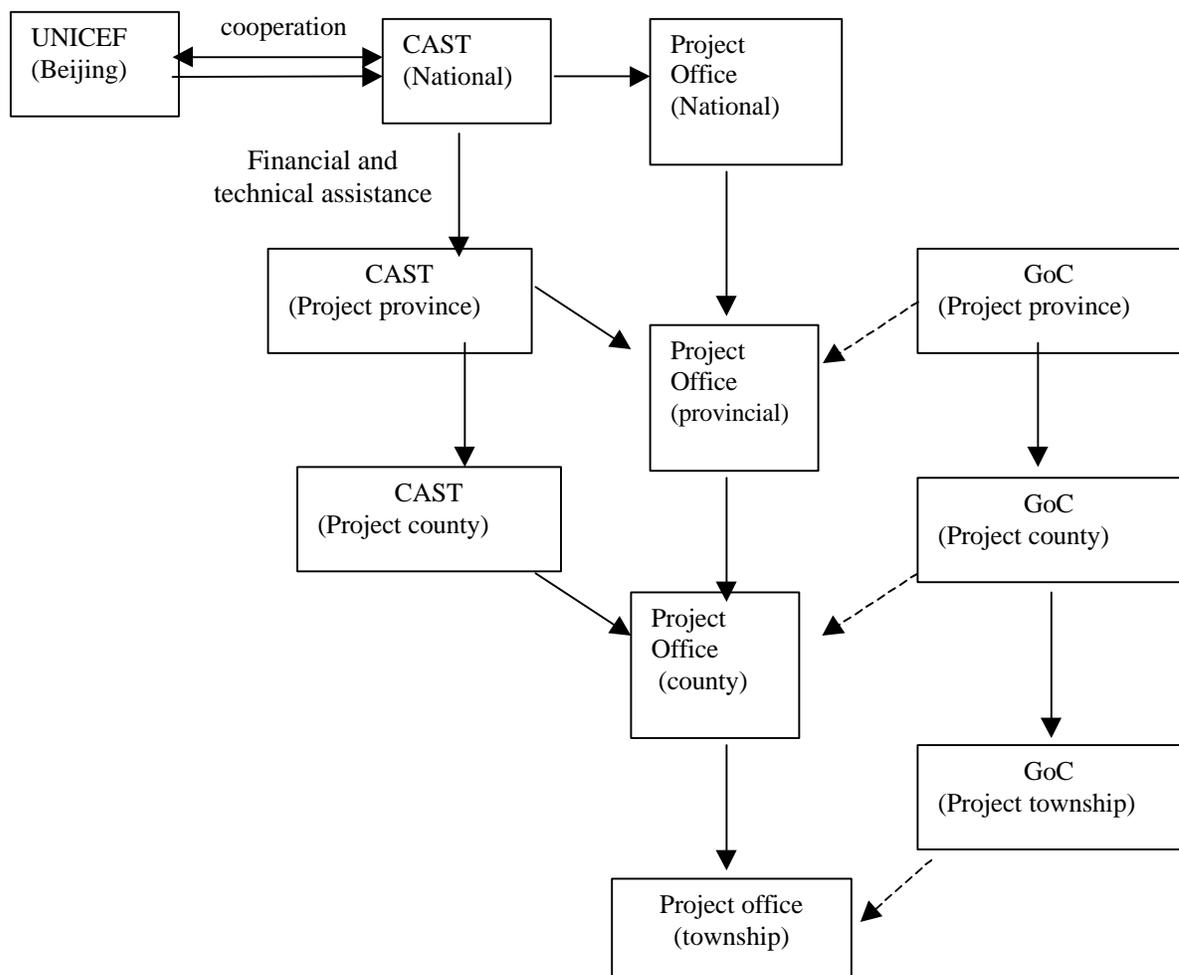
The Second Chance Education Project provided non-formal/learning opportunities for dropout girls and boys. The initial project period was from March 1999 until December 2000, and was extended for a period of 6 months until June 2001.

4.1 Was the project design appropriate?

4.1.1 Management structure/organization

The organization chart below shows the structure and linkages between the different levels. CAST at the national level is responsible for the overall co-ordination and implementation of the project. At the provincial level, the “Second Chance Education” project offices were set up within CAST to provide management, technical and monitoring support for the project implemented in their respective counties. At provincial, county and township levels, project offices are established to carry out the planned activities in the villages.

Organization chart



The project management offices were set up in the office of the county CAST. The CAST project offices at the township level have been established in the office of the township government and are actually overseen by one of the township vice-governors.

The project was designed with the objectives of providing training on literacy, numeracy, health and livelihood skills to out-of-school children between the ages of 13-18.

The design was largely flexible. Interaction flow was mainly top-down. Project leading groups established at national, provincial and county levels were responsible for project implementation. Training was provided to project staff and trainers on project management and training on peer education provided to adolescents at village level. Project staff heard the views and opinions of the adolescents, requirements of which were reflected in training topics during the process of livelihood skills training.

In the workshop held in 1999, representatives of out-of-school adolescents, besides expressing their needs for literacy and numeracy, also requested training on livelihood skills. The girls also desired to attain self-confidence. This led to preparation of special training on farming techniques and animal husbandry in some villages.

The project provided training in literacy, numeracy, health and livelihood skills. The project introduced a new concept of "Peer Education" as a training methodology. Apart from teachers (trainers), adolescents who had been trained as peer educators assisted the teachers with the training and referred to as "Peer Education Assistants". This was an innovative strategy wherein adolescents taught and learned in the group on Facts For Life and Child Rights. Several workshops were organized on Peer Education, which also gave opportunity for exchange of experiences amongst adolescents.

The project has become increasingly responsive to local needs as evidenced through visits to both the counties of Inner Mongolia and Hunan provinces. Project staff considered the concept of peer education as an innovative educational approach and a good training technique. Adolescent girls and boys found that it was easier to learn from their peers in an informal atmosphere. Trainers too discovered the value of peer assistants reaching out to children, since some villages were located quite far, scattered around the county. The peer assistants also helped each other to organize learning activities.

Discussions and interviews with county-level staff, project participants, instructors and community leaders indicated that stakeholders were satisfied that their opinions were sought and incorporated in the project design.

*Mr. Zhang Baochao, project staff at Dalate Banner CAST said:
"Second Chance Education gave an opportunity to the adolescents
who drop out mainly because extreme poverty of family. "*

*Zeng Qingmei, a 16-year-old girl, said: "Now I like the literacy
and numeracy training because I want to be a translator in the
future!"*

4.1.2 Outline of main activities

- 1) February 1999 - CAST and UNICEF organized a workshop in Beijing involving eight adolescent school drop-outs (all aged 17) to consult with them on the current project design (in which seven had participated), and on ways to enhance development and participation rights for adolescents. Workshop participants included five girls and three boys, coming from poor counties of three different provinces.
- 2) May 1999 – a workshop on project preparation at Pawling, USA, and a workshop on preparation of training modules for adolescents
- 3) September 1999 – a project design workshop by children in Zhengzhou, Henan Province. Key members of project personnel of 5 project provinces participated in the workshop.
- 4) Compilation of training information and teaching materials for training in vocational skills was based on needs of local target group. In each project province, experts and technical personnel were invited to do the compilation according to local conditions. In cooperation with departments of local county governments including agriculture, science and technology, education, environment protection and health, the project offices at county level developed and printed advocacy and training materials for distribution in project counties.
- 5) February 2000 - Internet Chat. This was an on-line communication that provided a unique opportunity to out-of-school adolescents to communicate with senior management of UNICEF, New York and the World Bank. Six children (4 girls and 2 boys aged 16-17), from Inner Mongolia who expressed desire to exchange their ideas and opinions with peers in other countries, were selected.
- 6) March 2000 - Peer Education Training Workshop (pilot training course for peer educators and training workshops for peer assistants) in Lanzhou, Gansu province. Official from UNICEF, New York conducted the sessions on the new methodologies related to participatory teaching and learning. Participants were project personnel from five project provinces. After the workshop, a trial practice was conducted in Yongdeng County, Gansu Province.
- 7) June 2000 - Peer Education Practice Workshop in Xi an, Shaanxi province. The project personnel from all five project provinces participated. They familiarized themselves with the concept and the methods of peer education using participatory methods. Each project county developed a *Guideline of Peer Education Assistant Training* on the basis of the contents provided during the training workshops.
- 8) April 2001- Girls Education workshop in Huhhote, Inner Mongolia. 65 out-of-school girls from not only project provinces, but also non-project provinces, communicated with the project officers of UNICEF, Beijing, and CAST on their life experiences and their needs for learning.

4.1.3 Feedback from Stakeholders on project activities

The following feedback was obtained from the various interviews and focus group discussions on project activities.

Out-of-school adolescents eagerly took part in most of project activities. They wanted to be associated with the project group. Apart from adolescents, community members, especially the women also took part in the training provided by the project.

1) **Functional literacy and numeracy:**

The project organized training on functional literacy and numeracy for adolescent participants. The objective of literacy training was to enable adolescents to read brochures, training materials and guidelines published by CAST and UNICEF. The objective of numeracy training was to enable participants to reach the level of elementary school graduates. Most of the trainees were teachers from elementary schools. They held classes for out-of-school adolescents at weekends or in the evenings. Adolescents sat together in one “classroom” (usually in a fixed place) to attend class. Lessons in Chinese and arithmetic were provided.

Most of adolescents interviewed said they could read brochures, posters of scientific knowledge and other training materials without help. They also developed mathematical ability on multiplication and division, recordings on expenditures and incomes. Literacy and numeracy skills enabled the adolescents, especially girls (there are more out-of-school girls than boys since parents prefer interest on education for boys to girls) to acquire new knowledge, feel confident, increase possibilities of employment and reduce risk of being victimized by outsiders.

Realizing the significance of literacy and numeracy

The children narrated this story to demonstrate their desire for upgrading their literacy skills.

An out-of-school girl in a village of Guzhang County, Henan Province found a job outside her village. When she wanted to remit money home through the post office, she had to ask other people to fill in the form for remittance, as she was only semi-literate. This experience was not very pleasant for her.



Literacy and numeracy training in Pancao village, Guzhang County.

2) Production skills:

Training was provided to improve adolescents' production skills in line with their major production activities. Production skill training was particularly focused on agricultural production and animal husbandry. The training changed according to local conditions. In Inner Mongolia, for example, adolescents were taught how to plant corn and vegetables, suitable for the dry climatic conditions there. They were also taught how to feed pigs and sheep in the pen rather than herd the animals on grasslands. This method protected soil in the grasslands from being blown away by the wind. In Hunan province, adolescents were taught knowledge and skills of citriculture, the planting of tea and Chinese traditional medical herbs suitable for the humid climatic conditions there.



Vegetables at courtyard of an out-of-school girl's house, Dalate Banner, Inner Mongolia.

Trainers from local agricultural and animal husbandry departments usually conducted training on production skills. Apart from out-of-school girls, out-of-school boys and women in the village also attended the training to increase their earnings. In Guzhang County, the leader of Pancao village mobilized about 120 people to attend training activity offered by an expert from Changsha who was invited by Guzhang county CAST.

3) Life skill and hygiene education

Training on the skills-based health education emphasized personal and household hygiene practices and behavioural changes. This also included promotion of sanitary latrine use, HIV/AIDS prevention and eradication of iodine deficiency disorders (IDD). Training was provided mainly by the medical staff of the local health bureau responsible for prevention/control of epidemic diseases. These training helped in changing conventional habits of villagers who have had no knowledge on such issues. Adolescents shared the knowledge with their families, neighbours and peers.

Evidence of this was cited through examples such as in the past, the minority people in project county used non-iodized salt, shared only one towel among all family members and drank unboiled water. After training, knowledge on hygiene helped improve practices for better hygiene and sanitation, reducing the risk of diseases. At present, there is near universal use of iodized salt and boiled water amongst minority communities.

Training was also provided for enhancing knowledge on environmental protection and on the awareness on child rights.

Although the project was designed to meet local needs, there were increasing demands for other skills relevant to the market economy. As a non-governmental organization specializing in promoting scientific and technological knowledge among children, CAST project staff at county level identified skills in farming, animal husbandry and environmental protection as vital in meeting local needs and conditions. But in the focus group discussions, the adolescents expressed their new aspirations to learn other skills, such like hairdressing and facial make-up in line with the urbanization of local areas.

Project planners had not envisaged future demands and changes for skill requirements. This means that demands are increasing for additional skills training such as for hair-dressing, dressmaking as well as skills typically required in urban areas such as typing, business management, marketing knowledge, etc. Adolescents also stressed the need for small loan schemes to enable them to utilize their skills in starting small businesses.

4.2 Has the implementation been effective?

The project management mechanism was clearly set out as per the Framework of Monitoring System for Cooperation Project Between CAST and UNICEF (on record at

CAST) in which information management, lines of communication, decision-making procedures, report production, record keeping and a feedback mechanism were clearly delineated at each level. Consultant was able to verify through FGDs, that project staff at all levels did adhere to the framework, which has facilitated project management and monitoring.

1) Monitoring

The project officers appointed at provincial level provided direct management and monitoring support to the officers at county and township levels. The latter are involved in routine management and monitoring of all project activities. Outcome of field visits, reports from the lower levels and other project-related activities were reviewed at the annual review meetings.

The general components of monitoring for the project implementation included :

- field visits by the project staff to villages
- activity reports by project counties
- evaluation of work by project counties
- project mid-term and annual reviews



Collection of documents, photos and video tapes of the Second Chance Education Project in Guzhang County

2) Leadership and coordination

In order to strengthen the multi-sectoral coordination and cooperation for the project implementation, “project leading groups” were established at provincial, county and township levels. The head of the leading group is normally a governor or the vice governor who is responsible for science, technology and education development. Members of the leading group are from related local governmental departments such as Education, Health, Finance, Information and other non-government organizations (NGO) such as the All China Women’s Federation. The project leading group at each level thus representing a combination of various agencies and is thus an influential support to the project office.

4.3 What are the outcomes?

The Second Chance Education Project provided an opportunity for education and skills training to 12-18 year old out-of-school children from 15 counties of 5 provinces. It promoted their capacities for self-protection and expression. It enabled them to access resources to improve the economic conditions of their families.

1) Success of training

- In the implementation of the Second Chance Education Project, there has been substantive participation by out-of-school adolescents in contributing to programme content.
- In the project counties, on account of popular demand, training in literacy and numeracy skills was held on a regular basis. Training in production skills was sometimes combined with the activities of other agencies such as Women’s Federation, or other activities of local governments.
- Most of adolescents trained in vocational skills helped their families to increase agricultural production. Some of them became principal producers for the family economy.
- According to project records 2,250 adolescents of 15 project counties attended training courses provided by the Second Chance Education Project, of whom 450-750 (30-50 in each project county) adolescents became peer assistants at the end of the year 2000. Dropped-out girls have constituted a significant number of the peer educators, who provided assistance to project staff in the management of the project.
- Training on child rights enhanced the knowledge of out-of-school adolescents on self-protection and their skills and capacities to access resources for improving their poverty conditions.

Skills learning

Du Haiyan, a girl in Dalate Banner, Inner Mongolia: Her family breeds 20-30 sheep and 3 pigs in the yard. Her father said proudly: “Haiyan learned skills on how to make separate feed for sheep and pigs mixed with corns and leaves of Mizi (a kind of grass). This has proven to provide better nourishment to the animals. She also planted some vegetables in the yard. Haiyan did all this herself thanks to the livelihood skills training under the Second Chance Education!”



Du Haiyan, an out-of-school girl



Du Haiyan's father showing the feed that Du Haiyan made for sheep

2) Innovation in the “Second Chance” Project : Peer Education

Peer education is a new training methodology introduced through the Second Chance Education Project. In 2000, 30-50 of 150 participants in each county received training as peer educators. Workshops on peer education were held in Zhengzhou, Lanzhou and Xi'an counties. These peer educators have successfully passed on skills and knowledge to both peers and adults in their respective villages.



Han Xia, an out-of-school girl from Dalate Banner talking about her understanding on peer education in the training class

4.4 How has the project brought impact on the lives of adolescent children, especially girls and their families? *

1) Betterment of economic conditions

Despite the absence of baseline data, the participants in focused group discussions and interviews reported having generated income as a result of using the skills acquired through project training activities, with some participants more successful than others on certain skills. The improved economic conditions of their families increased their siblings' opportunities to continue formal education and encouraged other out-of-school adolescents to participate in the project activities.

Review of project documents and field visit to counties and townships also revealed that training activities for out-of-school adolescents were organized on a regular basis, which were quite popular and well attended by adolescents. There was greater awareness on environmental protection and preservation, improved hygiene, sanitation

* Attempts were made to assess the project impact, but this has been difficult to accomplish, given the scope of the project objectives, the lack of baseline data, and also limited period of project implementation (Feb. 1999- June 2001).

and water security at homes and communities, and enhanced capacity of CAST project staff to implement project activities.

2) Increased confidence

Participants in the Second Chance Education Project were very satisfied with the training on vocational skills, since most of them were forced to drop out of school. (With increased knowledge of literacy and numeracy, the possibility for the employment prospects of out-of-school girls has increased, and the risk of being duped is perceived to have been decreased. In addition, awareness on their rights provides them with a greater sense of security. Acquiring one or two vocational skills have increased the confidence levels of children.

Change of mind

Huang Chengjiao, a girl in Guzhang county, Hunan Province said shyly, "Through training class, I not only learnt the skills and literacy but also felt a sense of glory since I attended the training at the county! "

Ma Erping said: "I feel a sense of pride as the training made me feel confident and capable. It gave me the courage to communicate with others, change ideas and dream about my future!"



Ma Erping (right) and Qiao Xuezheng, out-of-school girls

3) Promotion of Gender Equality

CAST project staff at county and township levels emphasized importance of training to out-of-school girls and systematically expanded training opportunities. The adolescent girls were able to progressively take more responsibilities in project implementation. There was also a clear evidence of heightened self-esteem and aspirations among girls and women as a result of this gender sensitivity. This was evidenced in that many girls who were shy at the beginning of the project became volunteer peer educators passing on learned knowledge and skills to other girls and boys.

4) Sustainability: How sustainable are the ideas and processes introduced through the project

The project has facilitated the revitalization of community aspirations through the provision of vocational skills training and generated hopes for the future among project participants. Communities have also benefited in the process. Participation in the project has contributed to enhance self-esteem, pride and economic betterment. Thus, maintaining and sustaining project-initiated activities and facilities were important to the project communities.

Experiences learned from the project were being applied in the two counties visited even after completion of project activities at the end of 2000. Techniques on growing medical herbs and animal husbandry breeding were applied to income generation activities. This indicates the popularity of the project concept and the interests generated in the community.

The out-of-school adolescents appreciated the opportunities provided by the project. There was enthusiasm among girl participants for the livelihood skills training, which greatly encouraged other out-of-school adolescents to participate in the project. The adolescent girls who were interviewed for the study were reluctant to talk about the reasons of their dropping out of schools because of their strong self-esteem. They did not want to talk about living conditions of their families. Nevertheless, adolescents who attended the discussions expressed their appreciation for the project and great expectations of learning new skills for improvement of their living conditions.

The concept of Peer Education gained popularity in the project counties. In focus group discussions, some girls said that many of their peers who were unable to attend the training classes due to their pre-engaged work requested them to inform what they learned from the class.

Intensive training, in particular peer education training for CAST staff, instructors and advocates resulted in the improvement of the teaching methodologies. Teaching experiences enabled them to better understand needs of out-of-school adolescents so that they could develop better curricula and materials in the second phase of the project.

Both project and county officials interviewed were appreciative of the project strategies. They said they would continue their best to implement the activities with credit. The

counties visited are also included as project counties of the current Non-formal Education Project (2001-2005).

Through interviews and field visits it was found that both CAST staff and local government officers took considerable amount of work for improvement of local economy and educational development. They expressed great enthusiasm about the project achievements and appreciation for UNICEF's assistance to their counties with hopes that the Second Chance Education Project would continue.

4.5 What are the inputs from beneficiaries?

Through focus group discussions the consultant found that apart from acquiring knowledge on livelihood skills, the adolescents also shared their knowledge with their parents, siblings and neighbours thus promoting achievement of project objectives.

Some parents who responded during interviews said that they had supported the adolescents in participating in the project activities. Most of them wanted their children to learn more in the training. Many parents helped their children's work during training classes.

4.6 Summary of good practices

- Good relationship with local governments and their support to the project made it possible for staff of CAST project offices at county levels to successfully carry out project activities in respective project sites.
- Peer education was introduced to the non-formal education project as a new training concept and many adolescent girls and boys were educated as peer educators.
- Project staff at county level have developed training materials according to local conditions and requirements in project areas, taking consideration of different factors such as economic development status, climate and soil conditions and the knowledge and educational level of adolescents. Flexibility was taken into account design of training topics and methods in meeting the local needs.
- The project became part of the on-going non-formal education project assisted by UNICEF. This enabled the project staff to manage the project in an efficient way.

5. Lessons learned and recommendations

- County governments have had difficulties in making advance payments for all the costs related to project activities. This often caused delay or postponement of project activities.
- Project counties visited were located in rural areas where there were many ethnic minorities. It was found that family planning was not strictly practised in these

counties as most out-of-school adolescents had more than one sibling. As the families could only afford the education cost of only one child, there were many cases that other siblings had to drop out of the schools. The target group of the project was the adolescents up to the age of 18 years, who would become parents after several years. Therefore, it is imperative to include health education on the advantages of family planning.

- The objectives of project need to be designed to provide training according to the educational level and age of adolescents. There were adolescent girls and boys who dropped out of schools at some stages of primary or junior schools. It will be beneficial to provide income-generation training to adolescents aged over 15 years, who have already finished junior high schools while providing training on literacy and numeracy to children below 15 years.
- It is necessary to modify the training design in line with changing demands in the market economy by widening the scope of training topics not only on livelihood skills for agricultural production and animal husbandry but also skills on operation and repair of farming tools, typing, haircutting and handicrafts.
- Access to information needs to be provided to adolescents in order to obtain necessary skills conducive to enhancing their understanding and knowledge of techniques. Provision of additional funds for subscription of newspapers and magazines can help out-of-school adolescents to improve their reading ability and knowledge of livelihood skills and techniques.
- It is necessary to include education on environmental protection. In the project counties visited, communities did not pay attention to rubbish strewn around the streets. Effective utilization of natural resources and social mobilization on awareness of environmental protection will reduce environmental problems. In addition, environmental cleanliness may promote tourism to bring additional benefits and earnings.
- Consideration should be given by UNICEF and CAST to the idea of providing funds in advance to ensure timely completion of project activities.
- After acquiring certain livelihood skills adolescents may need financial support to start up their own income generating activities. It is suggested that the Second Chance Education Project could incorporate a micro-credit programme, which would be of great benefits to adolescents and their families to assist them in utilising the skills they have learned from the project.

6. Future perspective of the Second Chance Education

The Second Chance Education Project has been implemented over a two-year period. Though a great deal of effort has been inputted by project staff during this period, the time constraint was found to be a major setback for achieving objectives of educational development.

Several counties that benefited from the Second Chance Education Project took part in the project activities of the Non-Formal Education Project supported by UNICEF for a number of years. As noted, many positive achievements have been made under the Non-Formal Education project. Continuation of the Second Chance Education through integration with the Non-Formal Education Project will surely make significant changes to the improvement of quality of lives of adolescents.

According to the proposal of the phase 1 of the Second Chance Education Project, there will be a second phase project *“during which focus will be on establishing sustainable mechanisms for youth participation in the initial counties, and on expanding the youth participation initiatives into additional counties and provinces”*. With the outcome of the phase 1 of Second Chance Education Project and the Non-Formal Education Project (1996-2000), all the project personnel believed that in the phase 2 of the Second Chance Education Project they would improve the project management for achievement of greater successes. The out-of-school adolescents also have expectations for the phase 2 project as a continuation of the Second Chance Education Project.

Annex

1. QUESTIONS FOR OUT-OF-SCHOOL GIRLS/BOYS:

1. Warm-up:
 - ask about their families and themselves
 - harvest of this year.
 - any other local issue of interest.
2. Did you participate in training provided by the Second Chance Education project?
 - What activities?
 - When?
 - For how long?
3. Did the training fit your needs?
 - If yes, how?
 - If no, why?
4. Do you know about Child Rights?
5. How many rights can you name?
6. What information did you get from Facts For Life (FFL)?
7. What aspects of training of the Second Chance Education liked/did not like?
 - How do you suggest change of the training topics?
8. How many out-of-school girls in your village participated in training?
 - If not all, why not everybody?
9. How did the training you received affect your lives?
 - How did you apply training you learnt to your life?
 - What changes has the project brought?
10. What do you think the benefit of the Second Chance Education Project on your life?
 - To what extent?
 - Their attitude to life
 - their self-confidence
 - their plan for the future
 - other girls attitude to the training/education
 - family' s attitude toward education
11. Did you receive peer education training?

- What did you learn?
 - Was it clear why you got this training?
 - Where and when did you participate in the training?
 - Was it convenient for you to come?
 - If yes, did you help others with the skills you learned? How did you do this?
 - If no, did you ever receive any help from other peers who participated in the peer education project?
12. How many children were you interacting with?
 13. How did the children respond?
 14. Were there different training topics for girls and boys?
 - If yes, how?
 15. Would you like it to be this way? How can such training be made better?
 16. Are you using this training now?
 - If yes, how?
 - If not, why did you stop being a peer educator?
 17. What is your opinion about peer education?
 18. What is your peers' opinion about Second Chance Education?
 19. Do you plan to continue to participate in such a kind of training in future?
 - Which activities?
 - For how long?

2. QUESTION FOR THE PARENTS OF PARTICIPATED CHILDREN

1. Is your daughter/son out of school?
2. Did you allow your daughter/son to participate in any training?
 - If no, why not?
 - If yes, how do you think s/he benefited?
3. Did you support your child in participating the training?
 - If yes, how?
4. What changes have taken place since your daughter/son received training on some skills, knowledge or help from the Second Chance Education?
5. How many children do you have? Are they boys or girls? Will you allow them to continue their formal education?

- If no, why not?
 - If yes, how long?
6. What is your opinion about the Second Chance Education?

3. QUESTIONS FOR TRAINERS

(conduct this interview/discussions prior to focused group discussions)

1. How many out-of-school children are there in the county/township/village?
2. Under what age groups are they in?
3. What course/training did you provide to the children?
 - Did you design yourself for preparation of such training topics? *Did you design the training yourself?*
4. How many training and what kind of training did children participate in?
5. What successes do you think the training has achieved?
 - Do you think the training is effective or not, according the objectives of training?
6. Which training was most useful and interesting for children?
 - Did the training use participatory approach – not lecture?
 - Were you able to organize the training in a similar manner?
7. What were the objectives of the training programmes?
8. What difficulties have you encountered in training?
 - teaching aid
 - method
 - students
 - attitude toward training
9. What is your opinion about the Second Chance Education project?
 - Did you notice any changes of your students in their behavior, attitude and life?
10. A report last year said that training and literacy classes were not utilizing the participatory method. Did you experience the same?
 - Why?
11. What activities did you do on child rights?

12. Did you use any posters?
13. Do you know about Facts for Life?
14. How did you introduce this to the children?
15. Do you think the training has met with the needs of out-of-school girls/boys?
Examples : (how?)
16. Were you able to provide training using participatory methods?
 - If not, why not?
16. Were any peer training guidelines developed at the central level?
17. Did you use these guidelines for your training with children?
18. What good practices did you do in training?
 - any innovation?
 - If not, why?
19. What lessons did you find for improvement of the project management?
 - For second chance education
 - For peer training
 - For Vocational training
20. Has it improved participation of children in school activities?
 - Any evidence?

4. QUESTIONS FOR COMMUNITY LEADERS:

1. What was your input in the project design and implementation?
 - suggestion
 - human resources
 - financial support
 - management mechanism
2. Were you consulted on design of second chance education project?
3. Do you think that your suggestions about project be considered for the next stage of the project design?
 - How were your suggestions incorporated?
4. How many children in your community have participated in training?
 - What are the benefits of the Second Chance Education on community?
 - the change of life-level of community (evidence)

- the change of attitude toward education
5. Have you assessed progress/implementation of project?
 - If yes, how and what was the outcome?
 - Have the objectives been achieved?
 6. What is your opinion on the Second Chance Education?
 - Do you think such kind of project should be continued or not?
 7. Do you think the training met the needs of participants as well as community?
 - How did you assess and analyse the needs of drop-out children?
 8. What sort of good practices did you introduce in project implementation?
 - Any innovation?
 9. What is the general situation of the economy of the community?
 10. What lessons do you think you learnt after completion of the project?
 11. How can this project be made sustainable?

5. QUESTIONS FOR PROJECT LEADERS OF PROVINCIAL AND COUNTY LEVEL

1. Are you aware of this project on the Second Chance Education?
 - What do you know about it?
2. What is your input in project design and implementation?
3. Who was responsible for the Second Chance Education project?
 - suggestion
 - human resource
 - financial support
 - management mechanism/monitoring system
4. Did your suggestions about project be considered at the stage of the project design?
 - How?
5. How did you select the project areas?
 - Counties
 - Townships
 - villages
6. How was the progress/ implementation of the project evaluated?

- Were the objectives realized?
7. How do you consider the needs of county, townships, and communities?
 - Which way would be the best to meet the needs?
 8. Is there any collaboration with other institutions?
 - Who are they?
 - In which way did the project cooperate with other organizations?
 9. What are the good practices in the implementation of project?
 - What is it?
 - Any innovations?
 10. Are the project objectives met?
 11. Basic information about the project
 12. Any other lessons learnt from this project?
 13. How can this project be made sustainable?

6. QUESTIONS FOR PROJECT LEADERS OF NATIONAL LEVEL (UNICEF AND CAST STAFF)

1. What is your input in project design and implement?
2. Who is responsible for the Second Chance Education project?
 - Suggestion
 - human resource
 - financial support
 - management mechanism/monitoring system
3. How did you design the project?
4. Were there any problems at the stage of the design?
 - Any innovations in the design of the project?
5. How did you know the needs of project areas at the different level?
 - Province
 - County
 - Township
 - community
6. How did you select project areas at different level?

7. Did you revise project objectives annually?
 - When?
 - Why?
 - How?
8. Were there any collaboration with other projects and other organizations?
9. Does CAST have plan to continue the Second chance education project with UNICEF in future?
 - Why?
 - For how long?
10. Do you think that the project is sustainable after support from UNICEF?
11. How did you monitor the project implementation at county level?
12. How did you ensure that new training methods were being used by all? It has been reported that this was not universal. What are the reasons?
13. Did you finalize guidelines on peer education?
14. How did you design materials on Child Rights?
15. How can this project be made sustainable?