
VTRM Annual Report Jan- Dec 2011

1.0 GENERAL INFORMATION

Project Name	<i>Vocational Training for Refugees from Myanmar</i>
ADRA Australia Reference Number	<i>P434700</i>
ADRA Germany Contract Number	<i>769-019</i>
ADRA Partner Office	<i>ADRA Thailand</i>
Principal Contact	<i>Thomas Benton – ADRA Thailand Program Director</i> thomas@adrathailand.org
Date Project Commenced	<i>1 January 2011</i>
Expected date of completion	<i>31 December 2013</i>
Report covers activities implemented in the period	<i>January – December 2011</i>
Report submitted by:	<i>Chris Jensen – ADRA Australia Program Director</i> cjensen@adra.org.au
Report prepared by:	<i>Thomas Benton- ADRA Thailand Program Director</i> <i>Matthias Rimarzik – ADRA Thailand Project Manager</i>

1.1 Project Summary:

1.1.1 Millennium Development Goal(s):

MDG1: Eradicate Extreme Poverty

Target 2: Achieve full and productive employment and decent work for all, including women and young people

MDG3: Promote Gender Equality and Empower Women

Target 1: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

1.1.2 Project Goal/Overall Objective:

EU: Overall Objective: Self-reliance and quality of life of the population of the seven refugee camps along the Thai – Myanmar border and surrounding communities enhanced.

AusAid: Project Goal: Enhanced self-reliance and quality of life of the population of three refugee camps along the Thai - Myanmar border and surrounding communities.

1.1.3 Outcomes/Specific Objectives:

EC: Specific Objective: Vocational skills of camp residents aged between 15 and 55 years through standardised quality VT in line with Thai and International standards increased.

AusAid: Outcome: Increased vocational skills of camp residents aged between 15 and 55 years.

1.1.4 Executive Summary of the Project in 2011:

Quarter 1 Jan- March 2011

Final notification of full funding for the VTRM was received by ADRA Thailand in mid-January 2011 and therefore initial activities focused primarily on start up activities, including VTRM project implementation team recruitment, recruitment of camp based staff, new office set up and transfer of VT assets from ZOA to ADRA Thailand.

In addition to start up activities, priority was given to preparing/ signing key agreements/MoUs with partners and key project stakeholders, including the Karen Refugee Committee (KRC), the Office of Vocational Education Commission (OVEC), and provincial level Vocational Training Colleges (VTCs).

Priority was also given to continuing work commenced in 2010 by the Refugee Vocational Training Transition Project (RVTTTP) team to lay the foundations for VTRM project initiatives. These including signing an MoU with Women's Education and Advancement for Empowerment (WEAVE) to facilitate access to income generation opportunities for graduates of the VT sewing course, closely monitoring the evaluation of the ZOA and Aide Medicine Internationale (AMI) internship program for the Child and Elderly Care VT course and facilitating a review of the stove making course in Mae Ra Ma Luang and Mae La Oon by an external expert.

Quarter 2 April- June 2011

Activities mainly focused on the intensive preparation process for launching the first round of vocational training courses under the VTRM project. These activities included the preparation and implementation of training of trainers (ToT), repair of camp vocational training building or reconstruction, and the provision of training material for each training course. The fact that the VTRM project team continued to be incomplete until mid May overshadowed the ongoing preparation process and resulted in partly heavy workloads for other including new team members. However, additional work from the staff as well as intensive support from the main office led to successful implementation of activities and a good start into partner relations.

During the month of June, a variety of six to ten vocational training (VT) courses were launched in each of the seven camps where currently 620 people are under training. First experiences revealed that trainers and camp staff will need time to learn about and understand the VTRM project structure and processes of VT operation under ADRA Thailand. In order to support a successful transition of camp based staff from the previous partner to ADRA Thailand and the VTRM project management, important steps toward effective partnership with KRC-VT as a key stakeholder were made. After few month of cooperation this CBO has increased in capacity and confidence to significantly contribute to the successful implementation of project activities.

It has become clear that project activities need to have strong cooperation with a variety of stakeholders will be essential within as well as outside the camps to implement innovations and changes for the meaningful VT operation. During the next quarter strong attention will be given to various key activities such as the coherent development of the monitoring and evaluation system in line with camp VT and KRC-VT structures, the development and implementation of meaningful VT policies, streamlined course curricula and practical training plans.

During the preparation phase for the baseline survey the project team had discussions with the support of an external consultant with extensive experience in vocational training and a few adjustments of the project log frames were recommended. It is recommended that the respective support offices (ADRA Germany and ADRA Australia) support the proposed changes of the log frames in order to strengthen the VTRM project structures and to help ensure that projects goals can be achieved by the end of the project's life cycle.

Continued start up activities:

- **VTRM Project Implementation Team completed:** ADRA Thailand was able to complete the recruitment process during the first quarter of 2011. However, it took several more weeks of the second quarter until the team were physically complete to start working as planned. One major incident occurred regarding visa for two project staff, who finally had to leave the country for up to 21 days until the last person

(Project Coordinator) obtained his visa for Thailand. Until that point (month of June) other team members covered more and additional responsibilities.

- **Project Offices:** A new project office to accommodate the VTRM project implementation team in Mae Sot was identified in February and the transition was implemented as planned during mid-April. The necessary building modifications were conducted according to the schedule and within the given budget. The office sharing agreement with ZOA is seen as a successful cooperation and therefore, will be extended until the end of 2011. The agreement continues to cover the sharing of field offices in Mae Sariang and Kanchanaburi, as well the sharing of staff houses in Umpang and Sangklaburi.
- **VT Asset Transfer:** The physical transfer of assets from ZOA to ADRA was delayed for several reasons. The Project coordinator due to his visa problems was not fully available to take the lead in this process. His prior experiences were essential to finalize and settle disagreements at the camp level. However, in late June the process continued and the physical check of assets in the camps will be finished in July. There might be few cases where ADRA will have to revise the asset list and contact ZOA again for closing the process.
- **VT building repair process:** Prior to the VT training in the camp, the project had to assess, repair and/or reconstruct the VT buildings in all seven camps. This repair and reconstruction process started during the previous quarter and was completed in May before the first VT training session was launched. One major obstacle was to achieve authorization from the Thai authority in time (national, provincial and camp level) to access necessary material to the camps. The project staff had to learn and internalize the Thai authorization procedure but also realized some conflicting information from the Thai side regarding the right way and process.
- **VT Course material supply:** The material list for each VT course offered in the camps was revised after ToT was conducted. Valuable information about necessary items was gathered during the ToT sessions and partially, the Thai trainers were able to support this activity, managing different material requests from the areas. The project team learned that camp VT trainers had no coherent understanding of what material should be used in e.g. a sewing course. This fact led to the decision to purchase material for only the first training session in order to learn about the real necessary material but also to work on coherent material lists for the VT courses. However, it is likely that this process will take few more months until a satisfied level of coherency is achieved.

Quarter 3 July – Sept 2011

This period was characterized by a wide range of project activities that focussed on “Building Skills for Life”. The VTRM project implementation team (20 staff in three provincial offices plus 6 KRC-VT staff as key partners) was able to improve communication to include the camp level of 42 camp based management staff and 113 camp trainers.

In early August, the second batch of 535 trainees started their courses of which 463 have already completed or will in early October complete the training. Due to the challenging life and circumstances in the refugee camps, the dropout rate of 14 percent seems to be within the normal range. The major reasons for the dropout rate are due to health problems, resettlement and other private implications.

In order to move forward in project implementation, ADRA focussed during the third quarter on the following key activities:

- (a) conducting the baseline survey;
- (b) preparation and conduction of the Training Needs Analysis (TNA) in all seven camps;
- (c) strengthening the cooperation with all Thai Vocational Training and Polytechnic colleges;
- (d) improving the procurement and material supply process for all VT courses;

- (e) essential steps toward curriculum assessment at camp level as well as familiarizing all trainers with improved methods of training (adult learning principles) and important steps for developing structured syllabuses for all VT courses through capacity building units;
 - (f) finalizing the asset transfer from ZOA to ADRA including physical checks of existing assets at camp level including training for camp management and logistic staff;
 - (g) enhancing the cooperation with KRC-VT, especially in terms of data collection from camp levels (align M+E system);
 - (h) ensure sufficient training conduction and improvements in communication between KRC-VT, camp staff and ADRA;
 - (i) intensify the communication with other NGOs regarding internship opportunities.
- Despite some noteworthy challenges the project implementation process is in line with planned activities and the current working plan.

Quarter 4 Oct – Dec 2011

The fourth quarter of 2011 was characterized by conducting the third training session in all camps since the project started to fully function. In this context, the partnership with the Thai vocational colleges clearly supported the projects attempts for improving course quality by strengthening the camp VT trainers' capacity. As a result of this cooperation, 148 course participants who finished a certified course during the third training round received Thai certificates. The total number of trainees who received Thai certificates in 2011 in Tak camps is 580 people of which 60% were female. The total number of trainees trained during the third training round in the Tak camps is 191 people.

Regarding the partner KRC-VT central, capacity building / training in "Management, Leadership, MS Excel, and Community Mobilization" was conducted and contributed to an improved management capacity. In this context, the development of individual training plans for KRC key staff is in process. Regarding camp management staff, logistic training was conducted in all camps to further improve, streamline and systemize the material supply records. Additionally to the capacity building strategy, the understanding grew to design a new role within KRC-VT management structures at camp level to monitor and facilitate income generating activities as well as supporting and monitoring training quality improvements. This understanding resulted in the design of a "*Training and Income Generating Facilitator*" (TIGF) role at camp level. During the fourth quarter the new position was advertised in all Tak camps and within few weeks the implementation team was able to identify and hire three individuals able to work in this capacity.

The project team also completed to submit the course syllabuses in Thai language to all Thai Colleges. Despite the fact that feedback from the College limited, it helped to transparently share the course contents that all Colleges could better understand the training level. The development of new VT courses was linked to the TNA results in which ADRA was investigating possibly two to three new courses being developed from 2012 onwards. After some deliberation, the decision was made to develop and introduce two new courses in 2012; wiring installation and massage.

The fourth quarter was also marked by the preparation and conducting promotion activities in the Nupo camp. The overall concept behind was to get access to a larger camp population by opening the VT workshops and displaying the activities including demonstrating what skills are build. This event became a successful outreach in which about 450 camp residents visited VT activities.

During 2011 the project made intensive effort to streamline the VT course curricula and implement a systemized structure to all courses. This process has started to pay off in terms of improved course quality as described above. However, the development process will continue but five textbooks were already translated into Burmese language to help in particular Burmese speaking trainers (i.e. Nupo camp), to have access to up-to-date information. In early 2012 an assessment will be conducted to learn how many books are necessary to print. In order to be cost-effective, the understanding has grown that textbooks should be generally printed for trainers and training purposes at the training workshops (available for all trainees during training hours) but not simply donated to trainees. Trainees however, will receive training hand outs which are also under development and being ready in a printable form some time during the first quarter of next project year.

2.0 ACHIEVEMENTS AND ANALYSIS

2.1 Beneficiaries to Date¹

Beneficiaries	# This Quarter (4)			# Cumulative (4)		
	Female	Male	Total	Female	Male	Total
1. Total Primary Beneficiaries	328	221	549	935	613	1548
Total VT Course Participants	258	134	392	865	526	1391
Tak trainees: ML, UPM, NP	113	41	154	422	267	689
MHS trainees: MRML & MLO	94	76	170	273	197	470
KAN trainees: BDY & TH camps	51	17	68	170	62	232
VTRM camp based staff	70	87	156	70	87	157
2. Secondary Beneficiaries (Families)						

Please note that primary beneficiaries identified for QRP 4 include VT camp based staff and trainers as well as camp residents enrolled in the third session of VT training courses.

2.2 Outcomes/Specific Objectives

Outcomes	Rating
<p>EC: Specific Objective: Vocational skills of camp residents aged between 15 and 55 years through standardised quality VT in line with Thai and International standards increased.</p> <p>AusAID: Outcome: Increased vocational skills of camp residents aged between 15 and 55 years.</p>	3

2.3 Outputs/Expected Results

Please note indicators in the EU and AusAID proposals vary and so have been separated in the table below for clarity of reporting.

Outputs	Indicator (EU)	Indicator (AusAID)	Total Achieved in Previous Quarter(s)	Target for This Quarter (4)	Actual Achieved This Quarter	Variance* This Quarter	Target for Next Quarter
1. Quality and relevance of selected and already existing VT courses enhanced to meet the educational needs and income opportunity of the target population.	-	Relevance and quality of all existing VT courses assessed by ADRA project staff by the end of year 1.	<i>TNA conducted</i> <i>Basic Training Skills Dev. WS held in all camps</i>	<i>Two new courses selected</i> <i>Syllabuses for six certified courses developed and submitted to VTCs</i>	<i>achieved</i>		<i>New cooperation agreements need to be achieved with Thai colleges</i>
	-	Relevance of VT courses improved by aligning courses with the needs and opportunities of the camp population by end of project.	<i>N/A for this reporting period.</i>		<i>Overall positive feedback from VTCs regarding course quality</i>		<i>Further fine tuning of monitoring toward improvements with VTCs/PCs</i> <i>Fine-tuning of course syllabuses</i>

¹ This data is for all 7 camps, please see participant data for camp specific data

	Training Needs Analysis (TNA) completed by the end of month 9. Ongoing six monthly environmental scans to identify changes in market opportunities completed in years 2 and 3.	TNA completed by the end of month 9. Ongoing six monthly environmental scans to identify changes in market opportunities completed in years 2 and 3.	<i>TNA conducted in seven camps;</i>	<i>Final selection of 3 new courses</i> <i>Env. Scans for traditional courses</i>	<i>2 new courses selected</i> <i>Decision obtained with KRC to initiate transition of trad. courses to IGA</i>	<i>1 new course needs to be selected in 2012</i>	<i>Information gathering for new courses</i> <i>Search for partner to develop curriculum</i>
	Recruitment process for VT trainers ensures filling of vacancies with new trainers within 2 months enabling continuous VT activities	Recruitment process for VT trainers developed and operational to ensure filling of vacancies with new trainers within 2 months to support continuous VT activities.	<i>110 camp based trainers are recruited</i>	<i>Sufficient number of staff; vacant positions filled</i>	<i>112 camp based trainers are recruited</i>	<i>Some fluctuation between training sessions</i>	<i>All positions filled,</i> <i>TIGF position introduced in Tak camps</i>
	70% of participants who receive SED module as a part of VT training are found utilizing basic business skills and are involved in income generating activities after 6 months of completion of the training	SED modules incorporated into relevant VT course curricula by month 16.	<i>N/A for this reporting period.</i>	<i>WS conducted that include principles of calculating costs</i> <i>Basic Training Skill Dev.</i> <i>WS contained first steps toward SED module</i>	<i>First training conducted, camp business school (Nupo camp) approached and introduced to the concept; Support requested and agreement achieved</i>		<i>Complete development of the SED module and incorporation to the course syllabuses</i>
2. Relevant new VT courses are developed and added to increase the range of skill areas covered by the VTP.	Three new VT courses certified with Thai education institutions and implemented by end of project.	Two new VT courses identified and implemented by end of project.	<i>TNA process completed in all 7 camps</i>	<i>Two courses selected</i>	<i>achieved</i>		<i>Develop course syllabuses, Purchase materials, prepare training places incl. buildings</i>
	600 trainees complete new VT courses by the end of the project and receive new skills.	300 trainees complete new VT courses by the end of the project.	<i>N/A for this reporting period.</i>	<i>N/A for this reporting period.</i>			
	-	Meetings held	<i>N/A for this</i>	<i>N/A for this</i>			<i>Conduct</i>

		with Thai education institutions to seek certification of both new VT courses.	<i>reporting</i>	<i>reporting</i>			<i>meeting with all VTCs to identify ways to achieve certification of 2 new courses</i>
3. Relevant opportunities to practice skills are integrated in each VT course curriculum.	-	Practical components are incorporated into all VT course curricula by end of month 16	<i>N/A for this reporting</i>	<i>Certified courses have revised syllabuses and practical components included</i>	<i>Achieved except C+E care course</i>	<i>Cooperation with other NGO for C+E care practice/internship in process</i>	<i>Achieve agreement with MI and AMI</i>
	-	Working agreements and/or MoUs with NGOs/CBOs to establish an internship program signed by end of month 12.	<i>Continued discussion with MI, AMI + SMRU</i>	<i>Agreements with MI who run camp clinics for the C+E care course internship</i>	<i>Oral agreement with MI</i>	<i>AMI, SMRU, no agreement</i>	<i>Working agreement with MI and SMRU in written form</i>
	1,250 trainees completed internship program by end of project.	600 trainees completed internship program by end of project.	<i>N/A for this reporting period.</i>	<i>N/A for this reporting period.</i>	<i>N/A for this reporting period.</i>		<i>Proposed LF changes</i>
	30% of usage of camp workshops for income generation activities (70% for training purposes) by end of project		<i>Consensus with KRC about transforming traditional courses to IGA</i>	<i>New position developed (TIGF)</i>	<i>Achieved</i>		<i>Develop sustain. structure for IGA at camp level</i> <i>Discuss way to open training places for IGA</i>
	75% of host organizations participating in internship program report satisfactory capacity level of interns and added value for their organization by end of project		<i>N/A for this reporting period.</i>	<i>N/A for this reporting period.</i>			<i>Proposed LF changes</i>
	75% of internship participants report an increase in technical		<i>N/A for this reporting period.</i>	<i>N/A for this reporting period.</i>			<i>Proposed LF changes</i>

	knowledge and skills by completion of internship						
		Two workshops are established in each camp by end of project for training purposes.	N/A for this reporting period.	N/A for this reporting period.			Proposed LF changes
4. Importance and societal value of vocational skills are promoted in the community and introductory VT courses are provided with trial High Schools.	-	All relevant organisations involved in the management of high school education in the camps have been approached and agreement reached to carry out activity by end of year 1.	Pilot project with one High school carried out	Initiate discussion with KRC-EE about High School program and achieve agreement over set up structure	achieved		Syllabus development for High School program; trainer familiarization and set up training rooms
	At least one promotional event per camp per year held to promote vocational training and value placed by society on vocational skills	At least one VT event per camp per year to promote vocational training held.	Activity in planning	One activity in Nupo and one in MRML camp	Achieved in 2 camps	5 camps without promotion activity	Develop cost-effective VT promotion activity to run the activity in all camps each year.
	Value index of camp community leaders and camp residents indicates greater value placed on vocational skills and importance of vocational training by end of project		N/A for this reporting period.	N/A for this reporting period.			
	By end of project, 3 high school VT courses have been designed and were offered in at least 4 camps and completed by a total of at	By end of project, 3 high school VT courses have been designed and were offered in all three camps and completed by a total of at	N/A for this reporting period.	With KRC-EE develop strategy for High School students	Achieved		Develop syllabuses for High School taster courses

	least 500 high school students.	least 250 high school students.					
	-	Quarterly meetings held with camp community leaders to promote VT.	<i>Attend quarterly meetings in all camps</i>	<i>Attend in relevant camp meetings in all camps</i>	<i>achieved</i>		<i>Host quarterly meetings with camp section leaders and CBO representatives</i>
5. VT management provided with necessary skills to improve transparency, accountability and management capacity in line with principles of inclusion.	Camp level VT management structures and policies reviewed and revised to ensure good governance by end of month 12.	VT management structures and policies reviewed and revised to ensure good governance by end of month 12.	<i>Discussion with KRC-VT to revise VT mgmt policies.</i>	<i>Revise VT policies; Train partner and camp staff in various subjects related to indicator</i>	<i>Training conducted Policy revision not complete</i>	<i>Policy revision ongoing</i>	<i>Complete VT mgmt policy revision</i>
	Individual training plans for 15 VT staff at Central and Camp level developed and implemented by end of project.	Individual training plans for 7 VT staff at Central and Camp level developed and implemented by end of project.	<i>N/A for this reporting period.</i>	<i>Training needs assessed among KRC-VT (informal)</i>	<i>achieved</i>		<i>Assess detailed skill gaps and develop structured plan to address the needs within 2012</i>
	Organizational capacity of camp based VT management demonstrates improvement by end of project.		<i>N/A for this reporting period.</i>	<i>Some training conducted (Logistic, ...)</i>	<i>Selected training conducted</i>		<i>Complete the revision of VT policies and guidelines</i>
	Two management trainings per year per camp provided to camp based VT staff.	Two management trainings per year per camp provided to camp based VT staff.	<i>N/A for this reporting period.</i>	<i>Logistic training conducted</i>	<i>One training conducted</i>	<i>One training session in each camp</i>	<i>Follow up logistic system Develop mgmt and leadership training</i>

**Variance= Actual – Expected*

2.4 Outputs/Expected Results Narrative

2.4.1 Output/Expected Results 1: *Quality and relevance of selected and already existing VT courses enhanced to meet the educational needs and income opportunity of the target population.*

Activity 1.3 Develop and implement VT course curricula to broaden the scope of VT courses in line with Thai and international standards.

During the fourth quarter 2011 the curriculum team continued with revising existing textbooks as well as translation projects and trainer monitoring trips. Regarding the monitoring trips, the team conducted tailored and individualized follow-up camp visits for the “Basic Training Skills Development Workshop” conducted in all camps

during previous quarter. During 11-14 October the team went on to BDY and TH camps, November 9+10 to MRML and MLO and finally on 22, 24, and 28 November to the Tak camps. The monitoring purpose was to follow up previous training input and the introduction of the new syllabus structure. The team helped the trainer to find good ways to systemize the course hours so that the training input appears as a coherent and logical course. In another activity, the curriculum team became direct linked to all Vocational and Polytechnic colleges. Therefore, all colleges were visited and the Thai course syllabuses were submitted (please note the previous report). During the visits the team reported that most trainers made good progress in incorporating and applying a better structured training schedule. It was felt that trainees directly benefit from these improvements. During the reporting quarter, the curriculum team also initiated and supervised translation projects with two different translators contracted. In total, four books were translated into Burmese language to address the need for material / books in Burmese language for the increasing number of Burmese speaking camp trainers and trainees.

Table 1: Translation projects

No	Book / Subject	Language	Translation completed on	Proof reading	Layout
1	Hair cutting	Burmese	4. Oct.		
2	Hair dressing	Burmese	2. Nov.		
3	Basic sewing	Burmese	8. Nov.	Completed	completed
4	Sewing women	Burmese	2. Dec.		
5	Motorcycle repair	Burmese	15. Dec.		

During the next quarter the curriculum team will focus on printing these books but prior to this, they will assess the needs at the camp level. The project is not aiming to print books to store

Activity 1.4 Design and introduce a Small Enterprise Development (SED) module into relevant VT courses by end of month 16.

The VTRM management has started to elaborate an understanding of how an SED module can be integrated into the course structure and lesson plans. There is an understanding that the future course instructions will include the focus on building basic business skills that would help building skills that trainees may feel better equipped to start an own small income generating activity. In order to develop this module, a business school in Nupo camp was approached with the issue and possibilities for cooperation were discussed orally.

The Karen Education Development Course (KEDC school) runs a relative high quality 2 year program with major in accounting and business. Once cooperation with the school could be achieved to develop the SED for relevant VT courses, time effective training could be conducted quite easily. A similar strategy is planned for other camps so that local partners (CBOs) will get a stake in developing a module while the curriculum team will oversee the implementation part as well as ensure the module coherence. All in all, the VTRM management aims to ensure that an introduction of such complex and new training module will be well understood and accepted by all camp trainers. Another cooperation partner (ARC) who offers micro enterprise training in three camps expressed their interest to train VT trainees in business skills.

Activity 1.5 Establishment of recruitment processes to ensure recruitment of trainers within 2 months of vacancies and ToT and/or refresher courses provided once a year for at least 80% of the trainers.

During the fourth quarter, the VTRM area coordinators (ACs and AACs) with support from KRC-VT staff conducted VT staff assessments for all VT staff and trainers. The assessment interviews became necessary before issuing new trainer contracts in early January. For the Tak area, six trainers expressed their plans to resign by the end of the year from the training job (ML 1; UMP 5). The reasons were mainly linked to different future plans or health issues but not resettlement.

The overall structure of the VT operation is flexible and decisive enough to hire soon new trainers within the given timeframe. Generally, all trainers who resigned finished their courses so that a proper hand over was achieved. After the trainer gave notice one month ahead the VT management informed KRC-VT as well as VTRM staff about the vacancy. In a second step, KRC-VT ensured that the vacant position was announcement at

camp level. A deadline of approximately 2-3 weeks was set and after receiving applications, interviews were scheduled where VTRM staff, KRC-VT and if appropriate, the camp VT committee member took part. During 2011 the whole process was relatively smooth so that in most cases a vacant position was filled within 2-4 weeks. In few cases were the project faced larger drop outs of human capacity through resettlement or other personal reasons. The current challenge is that the welding trainer resigned and therefore, the course was not conducted in the third training round. As well, the trainers for the Child and Elderly care course resigned and it became harder to recruit new trainers. The position was vacant for several weeks but still within the given timeframe of two month. In this context it can be seen that the resettlement program reinforces a continues brain drain.

Activity 1.6 Establish and further develop relationships with Thai MoE and training institutions.

By the end of the first project year, we are able to look back to a successful cooperation with all Vocational Training and Polytechnic Colleges. The cooperation has reached a level of trust and confidence in each other's capacity. ADRA was able to achieve agreement with all colleges to conduct regular camp monitoring visits and to provide feedback to the course conduction of the six certified courses (Sewing women and man, Haircutting/hairdressing, Cooking and baking, Auto mechanics). In total, the Thai colleges provided certification to trainees who finished the courses as data is given in the following table.

Table 1: Trainees received Thai certificates

3rd batch (during 4th quarter)			In 2011		
Thai certificate	M	F	Total	M	F
MHS	61	52	113	122	197
Tak	41	107	148	232	348
Kan	9	27	36	9	27
Rat	8	19	27	16	50
Total	102	159	261	379	622

The monitoring trips conducted by the VTCs have helped the project to further improve course quality and also trainers' performance and commitment.

2.4.2 Output/Expected Results 2: *Relevant new VT courses are developed and added to increase the range of skill areas covered by the VTP.*

Activity 2.1 Develop curricula and implement new courses, using a competency based approach.

After the decision was made to develop two new courses in 2012, the VTRM management approached an organization (CBO) based in Maesot with the question of whether or not the CBO would be able to develop a curriculum for the *Electrician/wiring installation* course. The feedback and decision is still pending.

Activity 2.2 Seek Thai certification for new courses.

After contacting the Vocational Training Colleges it became clear that the certification can be obtained after the ToT training.

Activity 2.3 Procure and allocate required equipment, materials and human resources for new VT courses.

2.4.3 Output/Expected Results 3: *Relevant opportunities to practice skills are integrated in each VT course curriculum.*

Activity 3.1 Working agreements and/or MoUs reached by end of month 12 with NGOs/CBOs to develop internship programs.

Please note approved LF changes.

The Child and Elderly Care VT course is the only current course where the project aims to achieve internship arrangements. After an intensive revision of the Child and Elderly care curriculum ADRA sought to cooperate with other NGOs that trainees who completed the theoretical training could also receive practical training. Specifically the C+E care course requires a cooperation framework with other organizations where trainees have opportunity to practice what they have learned in theory. So far, ADRA has contacted several NGOs providing medical services at camp level and received positive feedback only from Malteser International (MI). Due to an intensive discussion (several necessary meetings) the cooperation will not start earlier than during the first quarter 2012. All other agencies (AMI, SMRU, IRC) could not see options to integrate VT trainees in their day to day camp clinic operation or identified an overlapping with the work nurses are doing. The reasons for the current situation may have following backgrounds:

- a) Potential partners (AMI, MI, SMRU) are maintaining own and intensive training programs for nurses etc. and indicated to have only limited or no capacity to receive interns from the VT program.
- b) The first revised Child and Elderly care curriculum including the internship learning objectives were likely too ambitious; - medical staff identified overlapping with medical training programs for nurses;
- c) Course certification (Thai system) is a challenge. The Thai VTCs are not eligible to issue certification for the C+E care course and therefore, the cooperation with a local hospital (third party) will be necessary. Meanwhile, medical staff at the Maesot Hospital who previously cooperated with ZOA was approached but the responsible person had changed and a discussion/introduction of the VT program shall start over again.
- d) The conducted pilot project under ZOA revealed several issues that were finally perceived as obstacles i.e. what practical training input is required/practice plan, who is responsible for monitoring, attendance check, reporting, etc.). Consequently, the stake for developing an internship program between two organizations was set much higher and resistances became more obvious than envisaged.
- e) Intensive technical cooperation's between different mutual independent NGOs is uncommon; the CCSDPT membership which basically envisages such cooperation's is still under-developed. NGOs are only used to be accountable to its donors and beneficiaries.

Activity 3.2 Internship guidelines are produced for at least 3 VT courses by month 16 and reviewed annually by ADRA and participating NGOs/CBOs.

Please note approved LF changes.

The currently offered Child and Elderly Care VT course is designed to have 150 hours of theoretical input with following practice session in one acknowledged medical institution, such as a camp clinic. A general cooperation agreement with MI was reached in October 2011 (MHS province). What followed was the mutual understanding that a checklist for camp clinic nurses should guide the input VT trainees may receive and clearly outline the different responsibilities in terms of monitoring trainees. The VTRM management hopes that this "pilot" cooperation will be successful so that other NGOs especially operating in Tak province (AMI, SMRU) can also identify the mutual benefits of a joint activity.

Activity 3.3 Trainees of adapted courses are provided with internship opportunities.

Please note approved LF changes.

No longer needed as Internship is now clearly specified as applying only to Elderly and Child Care VT course. A mentoring program is established for other courses where opportunities to practise skills are available within the course but there would also be benefit in providing opportunity to further practise these skills under supervision while establishing income generating activities.

2.4.4 Output/Expected Results 4: *Output 1.4: High school students provided with the opportunity to undertake introductory VT courses and the value of VT promoted.*

Activity 4.1: Establish agreements/MoUs with a sufficient number of relevant organisations involved in the management of high school education in camps to initiate activity.

In November 2011 ADRA approached KRC-EE to discuss the concept of incorporating High School students with VT opportunities. During the first initial meeting, three different models were presented to KRC-EE, 1st the model

of running 150 hour courses also for High School students who would benefit more than in shorter introductory courses; 2nd short introductory courses with a duration of 30-40 hours as taster courses offered on block (during school breaks), and 3rd Friday afternoon VT courses for a semester duration.

In a second meeting in December, KRC-EE clearly expressed their interest to run the Friday afternoon VT courses which would ideally fit into the High School curriculum. There was a decision to focus on Grade 10 students to offer in total around 60 hours VT practice in the VT training centres. There was agreement to offer maximum four courses (Cooking and baking, sewing, hairdressing and mechanics). As well, the VT courses should be offered in the 1st school semester from May onwards in all Tak camps as well as in BDY and TH camps.

Within a next step during January 2012 KRC-EE aims to approach relevant High Schools with the opportunity to send few students to the VT training. The total target number VTRM aims to reach was shared as well as an approximately camp breakdown/quota per camp.

At this point there was no communication whether or not a formal agreement with KRC-EE should be designed.

Activity 4.2 Design and implement introductory VT courses for high school students.

Please see activity 4.1 above.

Activity 4.3 Advocate for higher recognition of vocational/technical skills among camp communities.

During the fourth quarter project staff continued to take part in camp meetings and used the opportunities to update and inform all stakeholders about the VT operation.

Additionally, two VT promotion events were conducted in two camps (MRML, Mae Hongson province and Nupoe camp in Tak province. These promotion/“Open Door” events were designed to approach the entire camp community by providing the opportunity to “see” and “taste/feel” what the VT program in the camp is all about.

The following table gives an estimated overview of the number of people who directly approached VT camp trainers with questions.

Table 2: Participants in VT promotion events

Camps	When	Participants counted
MLO	30.11.2011	155
NP (Tak)	8.12.2011	450
Total		605

Activity 4.4 Quarterly meetings held with camp community leaders to promote VT.

The project team as well as the VT management uses opportunities to share VT relevant project details with camp leaders and CBOs. So far, the activity was more unofficial and will be intensified and better structured in 2012. Already in 2011 the VTRM team has engaged camp leaders in leading VT building repair activities as community based work. ADRA is sure that this approach in general will help promoting VT at the camp level. However, the VTRM management is aware of the possible dynamics that may come from informed section leaders who are able to spread information about VT as well as promote the courses. The engagement of camp leaders started to be intensified in November and December when (see activity 4.3) VT promotion events were conducted in two camps.

2.4.5 Output/Expected Results 5: VT management provided with necessary skills to improve transparency, accountability and management capacity in line with principles of inclusion.

Activity 5.1 Review and analyse existing VT management structures and policies, supporting adjustments were necessary.

As reported for the last quarter, the revision process of the VT policies and guidelines became delayed. The rewriting of a “VT Operational Manual and Policies” document which shall get approved by KRC-VT and VT

camp committee is still in process and requires larger input than initially expected. Meanwhile, ADRA has engaged one additional workforce to support and complete the redesign of the policies within the first quarter 2012.

Activity 5.2 Develop and implement individual training plans for core VT staff.

During the December meeting with KRC-VT further steps for developing capacity was discussed. Some of the expressed training needs in 2011 were addressed but it became obvious, that the partner organization may need more specific input in other fields, such as monitoring and evaluation. Therefore, the VTRM management aims to identify more specific training needs from each of KRC-VT staff, considering the current function and the expected output in this particular function. However, the current strategy included KRC-VT central only but shall be extended to camp staff where more tailored capacity building plans shall be developed.

Activity 5.3 Regular training courses for middle and lower VT management staff conducted.

During the third and fourth quarter, the KRC-VT received training for several of its staff at central and camp level. These trainings were mainly based on the project needs to ensure a smooth operation at camp level (logistic training to register and manage the incoming materials).

In partnership with another ADRA project, more training opportunities for KRC-VT central occurred. These opportunities were good and the offered subjects of training met the partner needs but shall be intensified during the next quarter.

The first training conduction experiences during 2011 outline clearly the need to continuously upgrade the skills and understanding of camp staff in basic areas, such as logistic, general management, monitoring and evaluation as well as communication and problem resolution.

Date	Training	Female	Male	Target staff
2. Sep 11	Logistic training in Maesot office	4	6	Tak camps; MSR camps
13. Sep 11	Logistic training in Tham Hin camp	1	2	TH
15. Sep. 11	Logistic training in Bon Yong camp	1	2	BDY
15.-16. Sep.11	MS applications, HR issues	2	1	KRC-VT central
28.-29. Sep.11	Leadership in CBOs		2	KRC-VT central
7. Nov. 11	TIGF staff training	2	3	Tak camps
21.-22. Nov. 11	Recourse mobilization workshop	1	3	KRC-VT central
Total		11	19	

2.5 Assessment

During the fourth quarter 2011 where the third training sessions was conducted, the EU sent an external monitor in November to assess the project's outputs and progress. As the EU budget is eligible to cover needs at all seven camps, it was agreed to assess the activities in the Northern camps, Mae Ra Ma Luang and Mae La Oon. At the same time, the project received visitors from the partner offices (ADRA Germany and ADRA Australia) for their yearly monitoring visits. The VTRM management saw the combined monitoring as a unique opportunity to discuss VT relevant camp structures, project challenges and expected outputs. In this context, the approval of the proposed Log frame modifications were seen as an important step to address significant project realities where building partnerships with other NGOs has been more difficult than the project proposal was able to envisage.

2.6 Strategic Achievements

The conclusion of a three year cooperation agreement with the Ministry of Education – office of vocational education commission (parent organization of Thai vocational and polytechnic colleges) is a cornerstone of the project that leads to detailed agreements with each vocational or polytechnic college.

While the cooperation with the two vocational training colleges (Tak and Mae Hongson province) were more smooth, more input was necessary to finally achieve certification for the third batch of trainees from the Southern camps, Tam Hin and Don Yang. The intensive input into the curriculum development, as well as the progress on

camp level in the course conduction was convincing the Polytechnic College to finally issue certificates for the third batch of trainees. In this context, the VTRM management decision to translate all ToT course syllabuses into the Thai language was a significant signal of openness and transparency that helped building trust relationships with the Thai partners.

2.7 Cross-Cutting Issues

2.7.1 Gender And Development (GAD)

At the end of the first project year a general trend can be identified that more women than man participated in the VT training. In total, 63 percent of all trainees in 2011 were women while the percentage of female trainers was constant by 55 percent.

The experiences and intensive work with camp residents indicate that man quite often seek other work inside or outside the camp and therefore, simply less available to participate in VT trainings. The strategic decision is made to target with one new course (Electrician/wiring installation) mainly male participants. There is a slight chance to reach a more gender balance in future training sessions.

2.7.2 HIV&AIDS

Not Applicable

2.7.3 Environment

Water supply is the main issue that was raised as a concern in the Mae La refugee camp and outlined in the previous report already. Meanwhile, the issue was settled by achieving an agreement (MoU) with Solidarite' that has started to connect the VT water system with the public system, controlled by water committees. From October onwards, VTRM pays a monthly fee according the amount of water used. Solidarite ensures to deliver a certain amount of water (estimated by 1 m³ per day) to cover all needs for all VT activities.

While the water issue is an ongoing challenge in the Mae La camp, the water supply has never been a problem in other camps. However, there is the need to sensitize all camp staff about the value of water as well as appropriate waste management while conducting training using huge amount of supplies. This could become an issue for training during the next quarter and possible joint activities with other NGOs working in these fields.

2.7.4 Family Planning

Not Applicable

2.7.5 Child Protection

All care and due diligence is taken in all project and administrative activities of ADRA to ensure that children's rights and concerns are taken into account. ADRA has extensive CP systems and policies that ensure that all staff, volunteers and others working or contributing to the project activities are:

- Aware of CP issues and understand the rights of children
- Able to Prevent child abuse through the application of protocols and code of conduct
- Understand and follow procedures and systems for communication, reporting and responding to minimise risk
- Sign and agree to follow the ADRA Thailand code of conduct

2.7.6 Disaster Prevention & Mitigation

No activities where undertaken,

2.7.7 Other:

Nil

2.8 Next Quarter's Activities

Year 2012, 1. Quarter				
Activity	Jan	Feb	March	Implementing body
Course material purchase process for all camps for the first training round	x	x	x	area teams, procurement officer
Recruitment process for TIGF positions in MSR camps	x	x		PC, AC, KRC-VT
TIGF workshops		x		PC, curriculum team, PM
Monitoring, Evaluation for Learning (MEL) workshop/training and MEL officer implementation		x		PM, PC, APC
Prepare ToT: discuss with VTCs & find agreement over training schedule and finances	x	x		PM, PD
Meeting Thai village leaders and camp commanders		x	x	Mgmt, ACs
Complete the revision of the ADRA – KRC-VT cooperation framework (extend MoU)		x		ADRA & VTRM Mgmt
Finalize the revision of the VT policies			x	VTRM Mgmt, KRC-VT
Continue to work out an Internship program for the Child and Elderly care course participants		x	x	PM, APC, curriculum team
Draft new courses syllabuses, develop High School course syllabuses	x	x	x	Curriculum team

2.9 Project Strengths & Weaknesses

Strengths	Effect on Project	Further Improvements or Actions Taken
Cooperation with Thai Colleges	3. batch trainees received Thai certificates in all areas	Regular communication about course syllabuses improvements and changes
Cooperation with KRC-VT	Mutual trust to joint action at camp level	KRC-VT capacity building
TIGF position implementation in 3 Tak camps	Support on course quality improvements	Align new position in KRC structure with clear JD and capacity building
Transition from ZOA to ADRA completed.	Asset ownership	Strengthen KRC-VT office mgmt & logistic at camp level
MEL officer position in design	Capacity improvements and work load allocation	Prepare clear introduction to the project details through training, incl. selected project and KRC-VT staff
Improved camp VT management and team work	Work efficiency improved	Continues capacity building and training need analysis
Internship agreement for the Child and Elderly Care course achieved with Malteser International (MI)	Trainees see deeper meaning in signing up for the course	Close monitoring of all trainees and regular discussion about challenges

in MRML and MLO		
Weaknesses/Challenges	<i>(The same as above)</i>	<i>(The same as above)</i>
VT policies revision still in process	VT camp management needs more direct guidance and supervision	VT policy document to be completed in 1. Quarter 2012
No internship agreements for the Child and Elderly Care course in Tak camps as well as TH camp.	No practice sessions possible in Tak camps as well as TH camp	Continued approach to AMI and SMRU, IRC;
Camp VT staff stipend system	No differentiation between trainer and assistant	ADRA mgmt approached to discuss a revision
High trainer fluctuation/turn over in Tak camps	Vacant positions and brain drain (challenged course quality)	Improved recruitment system, improve advertisement through camp leaders
Some VT courses offered in camps could not achieve full number of trainees	Less trainees per training session	Increase efforts for promoting VT at camp level by including the camp leadership
Traditional courses do not find enough recognition among trainees	Only few trainees signed up for the courses	Initiate the transition to IGA, supported by TIGF
Leadership positions at camp level are changing (elections, resettlement, etc)	Camp section leaders do not know enough about VT courses	Intensify the effort to inform section leaders through meetings and workshops

2.10 Lessons Learned

Lessons Learned	For the Attention Of
1. Realization that for Thai authorities the inclusion of camp surrounding communities is vital	ADRA mgmt, ADRA Donors
2. VTRM field staff need to develop close links with camp section leaders to inform about VT learning opportunities (<i>many do not have enough information about VT courses and therefore do not promote learning opportunities</i>)	VTRM mgmt
3. It seems that potential NGOs for an cooperation internship (C+E care course) are caught up in own frameworks and therefore not open enough to incorporate such concept in own structures	PD, CD, CCSDPT level
4. Improve trainee registration system that they have a wider timeframe for applying for VT courses	PC, PM, ACs

2.11 Impact Story (removed)

3.0 PARTNERS AND OTHER CO-OPERATION

3.1 Formal Partners:

KRC/KRC-VT: The cooperation with KRC-VT has become an integral part of the project. Regular capacity building activities took place during 2011 and the CBO has grown in confidence to support VTRM in implementing the project, in particular in monitoring and evaluation of project activities. At the same time, this can be seen as an area of necessary future and continued input. The trainings provided during the third and fourth quarter are necessary to intensify in future and include other subjects and training needs. The KRC-VT TNA is in process where a plan will guide the search for training opportunities. The focus on streamlining the Monitoring and Evaluation system of the VTRM project will be essential and is seen as a cornerstone of this CBO capacity building need.

3.2 Government Authorities:

VTCs/PCs: As noted in activity 1.6 above, ADRA Thailand and the two Vocational Training and two Polytechnic colleges were able to intensify their partnership through various face to face meetings as well as monitoring/trainer support visits to the camps. Meanwhile, the VTRM management learned the different systems between the VTC and the Polytechnic College working with VTRM in the Southern camps. These quality differences are reflected in the regular monitoring sessions at camp level where the Polytechnic College sets the stake higher than the Vocational Training College i.e. in Tak province. However, the Polytechnic College was confident to issue training certificates for trainees in both Southern camps as the VTCs did in all other camps. This can be seen as a big step forward in the overall cooperation and may open the door for a good start into the next project year.

District and Provincial Authorities:

The area teams continued to regularly attend invited meetings with Thai authorities, such as camp commander/MOI meetings.

3.3 Other Partners:

NGOs as cooperation partners for training & supplies: The VTRM team was able to continue the fruitful discussion with Malteser International regarding an internship for the Child & Elderly Care trainees. MI provides medical services to camp residents in the Mae Sariang camps (MRML, MLO) in Mae Hongson province. The discussion started in July/August and both organizations agreed about the benefits of a joint training program for the Child and elderly care course.

However, other organizations are more reserved and have expressed some concerns about the joint activity, despite the first and initial interests. This leads to the strategy where the VTRM management needs to continue its communication and clearly identify the concerns. This will help to develop strategies to overcome these boundaries. The in early 2012 starting cooperation with MI has also the potential becoming a positive model for other NGOs.

ICChange: Since the last report the overall planning with the NGO *Innovative Canadians for Change* (ICChange) is going according to the schedule. Meanwhile ICChange came and worked with the camp stove trainers on improved stoves as well as building a kiln in MRML camp. The next training session is planned for February 2012 where stoves will be burned and tested in comparison to traditional /common stoves.

This cooperation has the potential to expand into other areas, like Tak camps to further improve the stove making techniques. So far and as reported in the previous report, TBBC is ready to start a joint project activity in stove making in which improved stoves may get a chance for being promoted on a larger scale.

3.4 Synergies

Synergies are present between ICChange and ADRA in the cooperation of improving the quality of stoves to the benefits of camp population as well as reducing the use of charcoal. Training sessions were conducted in November/December where an external trainer worked with the stove trainers in the Northern camps, MRML and MLO. Additionally, the recent discussion and overall agreement between MI and ADRA for the Child and Elderly internship program is an important step forward and has potential to influence / model other NGOs to consider a partnership for the C+E care course.

4.0 VISIBILITY

Preparation of visibility materials commenced in QRP 1 to ensure donor recognition. T-shirts identifying donors were designed and will be produced and distributed to VTRM project staff, camp based staff and partners in QRP 2. Furthermore, signs identifying donors were designed to place on camp VT facilities. These will also be produced and placed on camp VT facilities in QRP 2.

The project press release has been completed and has been released to various news outlets.

5.0 FINANCIAL ACQUITTAL

5.1 Income/Expenditure against Budget

See Attachment Financial Acquittal


6.0

DECLARATION

I declare:

- this report is complete and accurate;
- the acquittal attached is a correct record of income and expenditure for this Project;
- interest earned on funds has been calculated accurately and applied to the Project or refunded;
- the expenditure detailed in the acquittal has been extracted from the NGO's (or the delivery organisation's) financial accounting records;
- a detailed record of income and expenditure at an individual item level is available;
- the funds allocated to the Project were used in accordance with Agreement number DCI-ASIE/2010/256-896, Exchange of Letters number P434700, and the Project Proposal, including any variations to the proposal approved by ADRA Australia in writing.

Full Name: Chris Jensen

Signature: 

Position in NGO: ADRA Australia International Program Director

Date: 26 February 2012