



CARE
INTERNATIONAL
IN CAMBODIA

PERSONAL ADVANCEMENT AND
CAREER ENHANCEMENT (P.A.C.E.)
PROJECT EVALUATION 2012



Phnom Penh, Cambodia | Carol Strickler, Consultant

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Executive Summary

Introduction

Gap Inc.'s Personal Advancement and Career Enhancement (P.A.C.E.) program aims to provide female garment workers with the necessary skills needed to fulfill their potential and aspirations both at their workplace and in their personal lives. CARE International in Cambodia has implemented the P.A.C.E. program in Cambodia at the Bright Sky Factory in Phnom Penh since March 2009.

The P.A.C.E. program in Cambodia includes six life skills modules - Communication, Problem-Solving and Decision-Making, Time Management, Health and Nutrition, Gender, and Financial Literacy - and a Khmer Literacy module. The modules cover over 70 hours of in-class instruction, starting with an introductory session on Life in the City, and are delivered in weekly 1.5 hour sessions with groups of around 25 female garment workers (FGWs) over a 10 month period.

The purpose of this evaluation was to document the positive impact and changes in the personal and work lives of FGWs participating in the P.A.C.E. program, assess the Broader WorkForce program, and gather successes and lessons learned to improve the P.A.C.E. program. Qualitative methods of focus group discussions with FGWs and interviews with supervisors, factory managers and project implementers were supplemented by training reports, pre and post tests and other program data.

Findings

Participant Profile

Around 90% of the P.A.C.E. participants are between the ages of 18 and 30, with more than 50% between 20 and 25 years old and one-third between 26 and 30 years old. Three out of four women participating in P.A.C.E. in Years 2 and 3 were single compared to 59% in Year 1. Around 60% of women have attended some Primary School while a slightly higher percentage of Year 2 participants (37%) attended Lower Secondary School compared to Year 1 (30%). No education information on Year 3 participants is available, either through the P.A.C.E. program or Bright Sky factory data.

Over 90% of the women are from provinces outside of Phnom Penh, 25% of Year 1 and 33% of Year 2 participants have lived in Phnom Penh for 3 years or less. Over 75% lived with family members; 50% lived with a sibling but very few stayed with their parents (Year 1=7.5%, Year 2=4%). As such the introductory session on Life in the City provides young migrant women with important information on personal safety and security, adapting to city life and managing relationships.

P.A.C.E. Participation

Overall attrition reduced from Year 1 to Year 2 and stabilized in Year 3. Out of 260 women enrolled at the start of each year, 174 (67%), 201 (77%) and 194 (75%) completed all learning modules in Year 1, 2 and 3 respectively. The higher levels in Year 2 and 3 are partly due to a more careful screening process at the start and to closer follow up with women by CARE and Bright Sky.

Average class attendance for Years 1 and 2 was slightly over 70%, with a high of 83% for the communication module in Year 2 and a low of 66% for the gender module in Year 1. In Year 3, average attendance increased to almost 80% with a high of 90% for the communication module, largely as a result of daily follow up by the CARE and Bright Sky teams. However, attendance declined from the first module to the last two modules in all three years, suggesting that the length of the P.A.C.E. program could be shortened to improve both attendance and attrition rates.

Self-Efficacy and Self-Esteem

Many women reported increased confidence in their abilities, and now feel they have the confidence to learn new skills and are better equipped with the knowledge and skills to achieve their personal and professional goals in life. *“After participating in P.A.C.E. program, I am braver and have more confidence in myself. I have promoted myself through P.A.C.E.”* Women are also using supportive techniques to encourage and build the confidence of their team members at work.

Classroom observations, case studies and discussions with women have revealed that women have changed their opinions of themselves and place a higher value on themselves now as compared to before the P.A.C.E. training. They are proud of themselves and their accomplishments, both at work and at home.

Workplace Efficacy and Workplace Environment

Women are noticeably more responsible, efficient and committed, working to achieve results and are recognized for the overall good quality of their work by their line managers. Women have transformed the atmosphere at work through improved team work, communication and relationships. *“We know how to work as a team; we help each other, we negotiate with one another, we share our knowledge and our work. We talk to each other.”* (FGD with P.A.C.E. participants)

P.A.C.E. participants are praised by their supervisors for being more punctual and for being more responsible in the way they use and communicate their leave plans. Many women said they now are more proactive at work, seeking solutions from co-workers and their supervisors and line leaders, especially when faced with a problem on the production line.

Communication at home and at work

Women have made significant improvements in their ability to communicate with others and this is recognized by themselves, their co-workers, family and friends. Previously, many women viewed arguments as a positive way to solve problems with others. Now they realize there are more effective and positive ways to talk with and influence others. Women have become more mature in the way they interact with others by listening more, paying attention when others are talking, explaining their reasons and asking questions when they are not clear. Many supervisors and line leaders have also changed the way they interact with their workers by speaking more politely, explaining more carefully, listening more and openly praising their line workers for their good work.

Khmer Literacy

Women have shown dramatic improvements in their Khmer literacy skills and are applying their new literacy and numeracy skills at work with very positive results for production, communication and team work. Pre and post results for P.A.C.E. participants in all three years show increases in their knowledge of correct sounds and recognition of consonants and vowels as well as their ability to fill out factory forms and read factory signs. The women gained confidence with their improved reading, writing and numeracy skills and were introduced to the participatory learning style and processes of the P.A.C.E. life skills modules.

Health and Nutrition

Participants increased their knowledge of reproductive health, personal hygiene and nutrition and have changed their eating habits and hygiene practices. Knowledge of prevention of HIV is high and increased to over 98%, and while knowledge of Sexually Transmitted Infections (STIs) and family planning increased, as many as one third of women are still not fully aware of STI symptoms and the dangers of unsafe abortions. Women are particularly interested in the lesson on contraception and this is relevant given the poor reproductive health status of women in Cambodia.

Gender

Participants' overall knowledge of gender increased dramatically and classroom discussions revealed that women understand that traditional roles and limitations imposed on women are changing. They are using their new knowledge of gender roles to influence their male family members to share roles in the family, particularly housework. Many women have gained a better understanding that domestic violence is a violation of human rights and have started discussing the prevention, response and impact of domestic violence with their family and neighbors.

Financial Literacy

Women have improved their knowledge and behaviour on key financial management areas including reducing unnecessary expenses, knowing how to budget and save, understanding interest rates and becoming more familiar with banking services. Women report having developed plans for spending and saving, and how this has had a positive effect on themselves and their family. Women's ability to save money and plan for the future has increased their feelings of self-esteem as well. One woman said how proud she was of herself to be able to save money.

Feedback on P.A.C.E. Program and the Broader WorkForce Program

Time Management and Financial Literacy modules were viewed by women as being the most useful, followed by Communication, Problem-Solving and Decision-Making, and Health and Nutrition modules. Gender and gender related issues were rarely mentioned however. Without hesitation, women would recommend the P.A.C.E. program to their co-workers and friends at the factory.

Bright Sky Factory expect and have observed significant changes in P.A.C.E. participants' behaviors and attitudes at work, including better communication with colleagues and supervisors, proactively helping others at work and sharing their learning from P.A.C.E. with others. This has had a positive effect on the working environment and production. No major difficulties were encountered by management since the classes were moved to outside working hours in Year 2.

Intensive daily follow up by the program implementers has been effective to increase class attendance and reduce attrition; however it has been costly in terms of the time and effort required. The initial weekly training reflection meetings resulted in an enhanced training curriculum, improved training materials and better quality learning sessions. In addition, the program implementers mentioned they have become more efficient in delivering the courses and sessions.

The Broader WorkForce program has strengthened women's agency by engaging and providing them with skills to share their learning with others. It has had a positive effect on the learning participants' attitudes and behaviors as women understand the importance of working together as a team, helping each other at work, and dealing with problems in a non-confrontational manner.

Recommendations and Conclusions

The P.A.C.E. program is widely recognized within the factory and among partners as an investment in women that has significant and positive impacts on women's personal and work lives. The P.A.C.E. program has the potential to have a substantial impact on the garment industry and overall social development in Cambodia through the **promotion to other factories in Cambodia**. Gap Inc., CARE, the Garment Manufacturing Association of Cambodia (GMAC), various government ministries including the Ministry of Labor and Vocational Training (MoLVT) and the Ministry of Women's Affairs (MOWA) and key development agencies such as the International Labor Organization (ILO) should be discussing how the P.A.C.E. program aligns with broader plans to introduce and expand vocational and life skills training to the garment sector in Cambodia.

To maintain the high quality of the P.A.C.E. program and improve outcomes the following could be considered:

Reduce the total length of the P.A.C.E. program from 10 months to maintain overall enrollment levels and to ensure a high level of participation of women from start to finish. Options to consider are to reduce some content and sessions, hold fewer but longer sessions over fewer months or weeks, schedule some sessions within working hours and/or include all or some of the sessions in the induction to the factory. **Modify** the objectives and content of the Health and Nutrition, Gender and Financial Literacy modules to fit 5 sessions, such as mainstreaming key gender topics into other modules and incorporating the HIV/AIDS session into the sexual and reproductive health session.

Introduce more flexible selection processes including enrolling eligible women who have expressed interest in joining P.A.C.E., consider nominations of eligible and interested workers by line leaders and supervisors, in addition to some random selection, as a way to maintain enrollment and attendance levels in the P.A.C.E. program. This may also reduce the amount of time spent on introductory information sessions and selection and re-selection processes.

Reschedule Sunday sessions as the very low attendance (50-60%) reduces participation in the review sessions, lowers the robustness of post test results and diminishes the overall educational value of the sessions. **Revisit the night shift** class times to maximize participation as women are repeatedly late to, absent from or tired in the classes. **Review the low participation of married women** to determine if the class times are a major obstacle to their participation in the P.A.C.E. program. **Explore ways of involving men** and/or developing key messages on gender-based / domestic violence and sexual and reproductive health aimed at men and boys.

Routine data on P.A.C.E. participant demographics should be collected including education levels, number of children, living arrangements and other relevant information as this would provide useful information for on-going monitoring and evaluation purposes as well as for comparative and trend analysis of the P.A.C.E. program and participants.

Bright Sky may wish to trial a selection of all women in some production lines to participate in the next P.A.C.E training or arrange for some production lines to have only P.A.C.E. graduates as a way to measure the impact of the P.A.C.E. program on productivity and quality levels.

CARE should provide extensive technical support on training skills, methodology and content of the modules, as well as for the management, monitoring and reporting processes of P.A.C.E. during the next phase when Bright Sky takes over the implementation of the P.A.C.E. program.

Bright Sky has the opportunity to increase the **involvement of the production team** as they are key decision makers affecting scheduling of events, class participation and follow up and may wish to develop a more **comprehensive support system** for proper follow up and referrals to appropriate social services. This could include a service provider resource manual. Bright Sky may also wish to consider **a condensed version of P.A.C.E. for line leaders and supervisors**, either through the sensitization sessions or mini P.A.C.E. sessions focusing on the 3 core modules, thereby creating a more supportive work environment for everyone with increased benefits for production as well.

Continue with a **modified Broader WorkForce program** developing clear selection criteria for fewer learning buddies, while having longer training and follow up sessions to enhance the overall quality of the knowledge sharing sessions. Learning buddies should be encouraged to share the lessons at home and after work, as time at work is limited. Time Management could replace the Problem-Solving session, as this lesson may be easier for women to apply immediately with results.

1. INTRODUCTION

1.1 Garment Industry in Cambodia

The garment industry in Cambodia continues to be a large contributor of exports and employment for the Cambodian economy. It is the largest industrial sector, represents approximately 90% of total export value and employs over 300,000 workers.¹ Cambodia's garment industry grew 40 percent per year from 1995 to 2006, but Cambodia was also one of the most adversely affected countries in the global economic downturn in late 2008, with an estimated 75,000 women laid off. The number of factories operating dropped from a high of 300+ in 2008 to 243 in 2009, and has slowly increased to 262 in 2010 and just over 280 in 2011. The garment industry in Cambodia has since stabilized and grew in 2010 and 2011, with production reaching pre-crisis levels. Employment levels however have been slower to rise, up from 279,000 in 2009 to 320,000 in 2010 and 345,000 in 2011, but are still below the 352,955 in the pre-crisis peak in 2008.²

Women are the main labor force in the garment industry in Cambodia. Around 70% are young single women and over 90% come from poor, rural areas outside of the capital city of Phnom Penh. Many of these women migrate to work in the garment factories in Phnom Penh to support their families, as few employment opportunities exist outside the capital city.³ The education and literacy levels of the female garment workers are generally low, with the majority of women having only some level of primary school education. While there are opportunities for advancement in the garment industry, women's lack of overall education and advanced technical skills present some obstacles to higher level positions.

Women who work in the garment industry in Cambodia tend to be major contributors of income to their households, especially through remittances to their families in rural areas. Yet many face disempowerment such as the lack of ability to make decisions that affect their lives (e.g. education, marriage, contraception use).⁴ Young women's low self image also hinders their ability to deal effectively with certain workplace situations and personal challenges in a constructive manner. The P.A.C.E. program is designed to respond to this context.

1.2 P.A.C.E. Program

Gap Inc.'s Personal Advancement and Career Enhancement (P.A.C.E) program is an innovative workplace program for female garment workers (FGWs). The P.A.C.E. program aims to provide female garment workers with the necessary skills needed to fulfill their potential and aspirations both at their workplace and in their personal lives. The program imparts life skills education and technical training to female garment workers through a module based curriculum. The life skills education is managed by CARE Cambodia while the technical training is provided by Bright Sky.

To achieve the overall goal of creating positive change in the lives of FGWs, their families and their communities, the program aims to achieve the following objectives:

- Positively impact FGWs in factories that make Gap Inc. products by providing them with foundational skills and support that will help them make decisions for themselves, thus enabling their advancement in the workplace and in their personal lives.

¹ Cambodia's Garment Industry rebounds from Global Economic Downturn, International Labor Organization (ILO), Better Factories Cambodia (BFC), April 2011

² Ibid, Cambodia's Garment Industry struggles in the face of the Global Economic Downturn, ILO, BFC March 2010 and ILO Better Factories Cambodia 27th Synthesis Report, January 30, 2012

³ Women and Work in the Garment Industry, CARE, ILO, BFC, UNIFEM, World Bank, 2006

⁴ Gap Inc. Global Evaluation Framework Reference Guide, 2011

- Synergize women’s personal and professional opportunities while building a more highly skilled workforce, thereby increasing opportunities for advancement, ensuring higher levels of productivity and deepening employee loyalty.
- Have a positive impact in the communities where Gap Inc. does business by strengthening relationships with strategic vendors and local community partners.
- Create a sustainable and scalable program model that benefits all participants and contributors, and can be expanded to impact more women.

1.3 Background

In 2008, the P.A.C.E. program was expanded to Cambodia, and is implemented by CARE International in Cambodia in partnership with Gap Inc., and Ocean Sky International at the Bright Sky facility in Phnom Penh, Cambodia.

The first year of the P.A.C.E. program implementation in Cambodia started in November 2008 with a comprehensive needs assessment at the Bright Sky facility based on experience from the P.A.C.E program in India. The first training sessions started in late April 2009 with 259 FGWs, after a baseline survey administered by the International Center for Research on Women (ICRW) in early April, and finished in March 2010 with 174 women completing the training modules. The second year of P.A.C.E. began in April 2010 with 260 FGWs and finished in March 2011 with 201 women completing all modules. The third year of P.A.C.E. program started in April 2011 with 260 FGWs and will finish in March 2012. About 194 women are expected to complete all the P.A.C.E. training modules.

The P.A.C.E. program in Cambodia targets FGWs between the ages of 18 and 35 years old, with at least 1.5 years of service with Bright Sky and willingness to spend their own time out of working hours to participate in the training sessions. Eligible women were randomly selected from factory lists, provided information on the P.A.C.E. program and given the choice to accept or decline participation. Between 20%-40% of the women declined or were screened out by CARE for various personal reasons such as planned maternity leave, plans to resign from the factory, child care commitments or other work at home as well as distance from home to the factory.

The P.A.C.E. program in Cambodia includes six life skills modules and a Khmer literacy module. Communication, Problem-Solving and Decision-Making, and Time Management form the 3 core modules and Health and Nutrition, Gender, and Financial Literacy make up the 3 other modules. The modules, including a 1.5 hour introductory lesson on Life in the City, are delivered in 1.5 hour weekly sessions to groups of about 25 FGWs, with over 70 hours of in-class instruction spanning a period of 10 months. The core modules each have 8 sessions while the other 3 modules each have 5 sessions, and all include pre and post tests and review sessions.

CARE contracted VBNK, a local training institute, to deliver the 3 core and Financial Literacy modules, partnered with Marie Stopes International Cambodia for the Health and Nutrition module, and delivered the Gender module themselves. In Year 3, a one and a half hour session on managing city life was added before the start of the Khmer literacy module. In addition, CARE delivered the Financial Literacy module themselves in Year 3. (See Appendix 10 for P.A.C.E. Modules and Sessions)

In Year 1 (2009-2010) the training sessions were held during working hours at the factory for the day and night shifts. Starting in Year 2 (2010-2011), the classes were held outside of working hours at the factory, after the day shift ended and before the night shift started. In Year 1, Khmer literacy lessons were provided for 30 minutes at the start of the life skills sessions for a period of 6 months. Starting in Year 2, an eight-week literacy training covering 12 hours of Khmer literacy was conducted prior to the start of the first life skills module. The Khmer literacy classes divided the FGWs into Level I

(Illiterate) and Level 2 (Semi Literate) according to their national literacy test scores and the sessions were delivered by trained literacy teachers.

In Year 2, CARE introduced the Broader WorkForce program as part of the P.A.C.E. program. The aim is to share key life skills messages with the larger workforce of Bright Sky Factory. It is also intended as a way to keep P.A.C.E graduates and current participants involved in the program. Learning Buddies, as these peer educators are called, volunteer to share key messages from the Communication, Problem-Solving and Decision-Making, and Health and Nutrition modules, in 15 minute sessions to at least three of their peers at the Bright Sky Factory who have not yet attended the P.A.C.E training sessions.

1.4 Purpose of Evaluation

Gap Inc. does not require a comprehensive end of program evaluation. However CARE Cambodia was interested to formally document the positive impact and changes in the personal and work lives of FGWs participating in the P.A.C.E. program, assess the Broader Workforce program and gather successes and lessons learned to improve the P.A.C.E. program in the future.

2. METHODOLOGY

2.1 Approach

Given the limited time and funding available for the project evaluation, qualitative methods were used to focus on understanding the changes in complex outcomes such as self-esteem and self-efficacy. These included Focus Group Discussions (FGD) with FGWs and Key Informant Interviews (KIIs) with key stakeholders. Semi-structured discussion and interview guides were developed for each FGD and KII, using the Gap Inc. Global Evaluation Framework Reference Guide. Some quantitative data was reviewed including the training module pre and post tests, class attendance records, the P.A.C.E. Year 1 Final Evaluation Report and P.A.C.E. Year 2 Baseline Survey Report.

Ten P.A.C.E. Year 1 and 2 program graduates and Ten Year 3 participants were randomly selected from the factory day shift lists and invited to participate in two separate FGDs. All eight Year 1 and 2 P.A.C.E. participants who were promoted to line leaders were invited to join the third FGD. Twenty learning participants of the learning buddies in the Broader Work Force program who had attended all 3 knowledge sharing sessions were selected and invited to join two FGDs. Eight supervisors and line leaders who had at least nine workers that had attended the P.A.C.E. program (Year 1, 2 and/or 3) were invited for individual interviews. All selected participants were informed of the purpose of the interviews, asked for their consent, and all accepted to be part of the discussions and interviews.

The literature review of available documents included the VBNK and CARE training reports for each module, case studies of P.A.C.E. participants prepared by CARE P.A.C.E. Project staff, CARE Annual and Semi-Annual P.A.C.E. Program Progress Reports to Gap Inc., the P.A.C.E. Year 2 Baseline Survey by CARE and the P.A.C.E. Year 1 Final Evaluation report by ICRW. Additional documents related to Cambodia, gender issues and women in Cambodia and the garment industry in Cambodia were referenced for background information.

2.2 Data Collection and Processing

A total of five Focus Group Discussions were conducted with 36 female garment workers involved with the P.A.C.E. program. Three FGDs were held with 20 former and current P.A.C.E. training participants. Two FGDs were held with 16 women who had participated in the Broader Workforce

program. The FGDs were conducted over 3 days from January 23-25, 2012, during working hours at the Bright Sky Factory, by two teams of two persons from CARE. (See Appendices 1-4 for the FGD Guides)

A total of 14 KII were conducted with 17 persons. In-depth interviews with the supervisors and line leaders were conducted at Bright Sky Factory by the CARE Evaluation Team over 2 days on January 24 and 25, 2012. Each CARE Team member conducted two interviews. The consultant conducted in-depth interviews with Bright Sky Factory Management, VBANK Trainers and CARE P.A.C.E. Project staff separately on January 20, 30 and 31, 2012. (See Appendices 5-8 for the KII Guides)

See Appendix 9 for a list of the focus group discussions and key informants interviewed.

2.3 Limitations

Due to funding and time constraints, P.A.C.E. graduates and current participants were not interviewed individually. As such this evaluation relies on previous information collected by the CARE P.A.C.E. Project Team in the form of case studies, pre and post tests and training reports to supplement the information collected from the FGDs with FGWs.

The FGD with the P.A.C.E. participants who were promoted line leaders started late as women arrived late for the session and then time ran out before questions on P.A.C.E. training and the Broader Workforce program could be completed. As such, only two FGDs of P.A.C.E. participants were able to provide information on all the questions in the interview guide.

3. FINDINGS

3.1 P.A.C.E. Participant Profile

In Year 1, the average age of the women enrolled in the P.A.C.E. training sessions was 25 years. In Year 2 and Year 3, 54% and 60% of the women were between 18-25 years old and 38% and 29% were between 26-30 years old respectively. A slightly higher percentage of Year 2 participants (37%) attended Lower Secondary School compared to 30% in Year 1. No education information on Year 3 participants is available either through the P.A.C.E. program or Bright Sky Factory data.

About three quarters of the Year 2 (72%) and Year 3 (76%) participants were single or engaged compared to 59% of the women in Year 1. Of the married women in Year 1, 76% did not have children compared to 39% in Year 2. As such, there were more single women participating in the P.A.C.E. program in Year 2 and 3 than in Year 1, perhaps because the classes were held outside of working hours making it more difficult for married women, especially those with children, to attend. While there were fewer married women participating in P.A.C.E. in Year 2 than in Year 1, more than twice as many married women had children (61%) compared to married women in Year 1 (24%).

Virtually all the women originally came from provinces outside of Phnom Penh, with 50% of all women coming from the nearby provinces of Prey Veng and Kampong Cham. In Year 1 one-third of the women had been living in Phnom Penh for 3 years or less compared to about one-quarter in Year 2. About 40% of the women in Year 1 and Year 2 had lived in Phnom Penh for 4-6 years, while about 7% of the women in Year 2 had lived in the capital city for more than 10 years compared to 2.8% from Year 1. This is consistent with other studies and data that show that almost all the female garment workers in Cambodia migrate from rural areas to the city for work in the garment factories.

Over 95% of women from both Years 1 and 2 were living with other people, including family, relatives, friends and/or colleagues. Over 75% were living with immediate family members or relatives and almost half of lived with a sibling (Year 1=49% and Year 2=47%). Very few women lived with their parents (Year 1=7.5% and Year 2=4%), showing that most female garment workers migrate from their homeland to the city. It is common in Cambodia for unmarried daughters, sisters and female relatives to live with one of their family members for safety and security reasons.

Table 1: P.A.C.E. Participant Profile

P.A.C.E. Participant Profile	Year 1	Year 2	Year 3
Age – average	25 years		
18-25 years	-	54%	60%
26-30 years	-	38%	29%
30+ years	-	8%	11%
Education			
No Schooling	3%	2%	N/A
Primary School: Grade 1-6	63%	58%	N/A
Lower Secondary School: Grade 7-9	30%	37%	N/A
Upper Secondary School: Grade 10-12	4%	3%	N/A
Marital Status			
Single/Never Married	59%	72%	76%
Married/Ever Married	41%	28%	24%
No. of Children			
No children	76%	39%	N/A
One or more children	24%	61%	N/A
Province of Origin			
Phnom Penh	2.8%	1%	N/A
Other Provinces	97.2%	99%	N/A

P.A.C.E. participants in Year 1 had a mean monthly income of USD 108 (including overtime), ranging from USD 80 to USD 150. Half of the participants earned between USD 97 and USD 120. P.A.C.E. participants in Year 2 received on average of USD 124 per month ranging from USD 90 to USD 160. Slightly less than half (46%) of the women earned between USD 121-150 per month while another 46% earned between USD 100-120 per month. Monthly income is higher for Year 2 than Year 1 participants, perhaps due in part to the minimum wage increase effective June 2010 as well as the recovering global economy which fueled a rebound in the garment industry in Cambodia in 2010.⁵

3.2 P.A.C.E. Sessions

3.2.1 Schedule, Attrition and Attendance

The overall attrition from the P.A.C.E. program reduced from Year 1 to Year 3. In Year 1, 174 (67%) out of 259 women completed the six training modules. In Year 2, 201 (77%) out of 260 women graduated and in Year 3, 194 (75%) out of 260 are expected to complete all modules of the P.A.C.E. program. A large majority (75%) of the women who dropped out of the P.A.C.E. program actually left the factory for personal reasons (return to home village, found another job, family issues) while the remaining one quarter were either on maternity leave or pregnant, studying after work or moved too far away to attend classes after or before working hours.

⁵ Cambodia's Garment Industry Rebounds from the Global Economic Downturn, ILO, BFC, April 2011

Arranging the 8-week literacy classes before the start of the life skills modules starting in Year 2 was a strategic move. The literacy classes not only provided women with basic literacy information, increased their literacy skills and imparted key factory information; they provided an introduction to the classroom learning environment for the life skills modules. The women gained confidence in themselves with their improved reading and writing skills as well as through the P.A.C.E. participatory classroom and learning processes.

With the P.A.C.E. training classes rescheduled to after and before working hours in Year 2 and 3, production was not interrupted and fewer problems were encountered with supervisors and line leaders around class attendance. In Year 1, attendance in classes ranged from a high of 75% in the first module, Communication, to a low of 68% and 69% for the Gender and Financial Literacy modules. In Year 2, attendance was significantly higher for the first module on Communication (83%) but was similar to Year 1 for the other modules. In Year 3, average attendance increased overall to a high of 90% for the Communication module but declined to a low of 70% for the Gender module. Missed classes in Year 2 and 3 had more to do with personal and family issues and lack of time outside of working hours. Close follow up on women’s weekly attendance by the CARE P.A.C.E Project team with the Bright Sky Factory and the FGWs has enabled women to make up missed classes and to further encourage them to continue with the sessions.

Table 2: Life Skills Modules Average Attendance

P.A.C.E. Life Skills Module	Year 1	Year 2	Year 3
	Average Attendance (%)		
Communication	75%	83%	90%
Problem Solving & Decision-Making	72%	73%	84%
Time Management	75%	72%	80%
Health and Nutrition	72%	75%	78%
Gender	68%	66%	70%
Financial Literacy	69%	70%	70%*
Average Total	71.8%	73.2%	79%*

**Year 3 estimates for Financial Literacy and Average Total*

However the women working the night shift often come 15-30 minutes late for class, as they must arrive at the factory at 4pm, 2 hours before their shift begins at 6pm. Many are reportedly sleepy as they must get up earlier to attend class before their night shift begins while women on the day shift are noticeably tired after a 10 hour workday. The final wrap up sessions on Sundays have always had lower attendance, between 40%-60%, as it is the only day off in the week for women, and many are busy with personal and family matters or live too far away. As a result, fewer women take the post test and while the workshop environment is enjoyable with learning activities, games and prizes, with over 100+ participants, the learning is not deep enough for a thorough review session.

The training room at Bright Sky Factory is large, spacious and bright and provides a good learning atmosphere. It is close to the Bright Sky production however it is not always available for P.A.C.E. training sessions. The training room at the Facility Improvement Center is quite small for the number of participants (25-30 persons), can be quite noisy and is crowded with furniture and sewing machines. It is a less than an ideal learning environment.

3.2.2 Content and Knowledge

Pre and post test results across all six life skills modules and the Khmer literacy module showed significant improvements in knowledge, attitude and understanding of the topics as well as related

behavior change in the P.A.C.E. participants. The Khmer literacy and the 3 core modules are discussed below, while the other 3 modules are described under the social outcomes section.

a) Khmer Literacy Module:

The Khmer Literacy module aims to strengthen the basic reading and writing and numeracy skills of women for their personal and professional development. P.A.C.E. participants' literacy levels were assessed at the start of the training using the national literacy test.

Table 3: Khmer Literacy Levels*

Literacy Level (at start)	Year 1	Year 2	Year 3
Level 1: Illiterate	24%	47%	28%
Level 2: Semi-Literate	56%	52.7%	67.8%
Level 3: Literate	20%	0.3%	4.2%

- *P.A.C.E. Khmer Literacy Assessment*

The education of girls and women is a key determinant of social development and women's empowerment. Literacy and numeracy are important factors for improved livelihoods, increased economic opportunities and for further advancement at the workplace. The low literacy levels of P.A.C.E. participants are well below the national adult literacy rates of 85% for young women between 15 and 24 years, 73% for women between 25 and 34 years of age, and 66% for women in rural areas.⁶ The national adult literacy rates are linked to education levels assuming that students are functionally literate by the end of primary school. However, the quality of basic education in Cambodia is still low, with high repetition and dropout rates as well, meaning that many students finishing 5, 6 or 7 years of school are not necessarily functionally literate. For example, in Year 1 women in Level 2 (semi-literate) had completed between four and eight years of school. As such, the percentage of P.A.C.E. participants assessed as semi-literate (Table 3 above) may actually correspond more closely to the rural literacy rate of 66%, but is still lower. The Royal Government of Cambodia is committed to increasing literacy levels of its population, especially girls and women, so providing Khmer literacy lessons for female garment workers has substantial benefits for women, their families and the workplace.

Participants in all three years and across all literacy levels showed substantial increases in their knowledge, comprehension, reading, and writing and numeracy skills according to the pre and post tests. For example, FGWs in Level 1 (illiterate) showed substantial improvements in knowledge of correct sounds and recognition of consonants and vowels indicating they can read and understand most sentences and simple texts. FGWs in Level 2 (semi-literate) increased their reading and comprehension of simple texts and notices, as well as writing answers correctly and filling out factory forms correctly. FGWs in Level 3 (literate) in



⁶ General Population Census of Cambodia, 2008, Ministry of Planning

Year 1 also showed remarkable improvements in their overall literacy skills, including reading, writing and comprehension as well as the ability to fill out forms correctly and understand and follow signs.

“I have learned many things from the program, such as vowels and consonants, spelling, reading some factory signs ... When I was back home during the P’chum Ben holiday I taught my children what I had learned in my literacy class,” (FGW Year 1 CARE Case Study)

Table 4: Khmer Literacy Tests Results

FGW Literacy Level	Year 1 % point increase Pre-Post Test	Year 2 % point increase Pre-Post Test	Year 3 % point increase Pre-Post Test
Level 1 (Illiterate)	77%	64%	52%
Level 2 (Semi-Literate)	78%	83%	69%
Level 3 (Literate)	98%	N/A	N/A

The majority of women can now read and write; and many have learned and applied their new knowledge and skills at work and at home. *“I can use the fire extinguisher now. I have learned addition, multiplication, subtraction and division, and 5s (sustain, shine, straighten, sort and standardize) as well as the leave request, wedding, and forget ID card forms - before all these forms were completed by the clerk.”* (FGW Year 3 CARE Case Study)

Many supervisors and line leaders recognized the improvements in P.A.C.E. participants’ literacy skills. *“Some FGWs are illiterate, and now their knowledge has increased, they become literate especially in numeracy.”* (KII with Supervisor) Women are applying their new literacy skills at work with very positive results for production and team work. *“Women who were illiterate can now read, write, and write numbers. For example: “One women in my line who works at the day time, needs to transfer the work to the night shift person by writing notes such as this shirt is not good, this shirt lacks buttons, etc. Even though she is not as fast as some other women with more education, she does well. She can now add up and write the number of shirts sewed per day.”* (KII with Line Leader)

b) Core Modules – Communication, Problem-Solving and Decision- Making and Time Management:

Communication Module: The aim of the communication module is to improve and enhance communication skills of female garment workers at the workplace and within their families.

Pre and post tests reveal overall improvements in P.A.C.E. participants in all three years. In Year 1, 62% rated their communication skills as *poor or very poor* at the start and only 8% said they had *good or very good* skills. By the end of the session, this was reversed, with 72% rating themselves *good or very good* at communicating and only 5% rating themselves *poor or very poor*. Year 3, results showed similar dramatic improvements to Year 1 with 77% of women assessing themselves as *good or very good* at the end compared to only 26% at the start of the communication module.

Table 5: Communication

Assessment	Year 1 Pre- test	Year 1 Post- test	Year 1 % point change	Year 2 Pre- test	Year 2 Post- test	Year 2 % point change	Year 3 Pre- test	Year 3 Post- test	Year 3 % point change
Very poor	23%	.1%	-22.9%	6%	2%	-4%	15%	1%	-14%
Poor	39%	5%	-34%	10%	8%	-2%	27%	3%	-24%

Medium	28%	24%	-4%	20%	26%	+6%	32%	19%	-23%
Good	8%	48%	+40%	32%	38%	+6%	18%	41%	+23%
Very good	.1%	23%	+22.9%	32%	26%	-6%	8%	37%	+31%

Year 2 pre and post tests showed little overall improvement as significantly more women rated themselves *good and very good* (64%) at the outset, compared to Year 1 (8%) and Year 3 (26%). The training report did not reveal any errors in administering the tests but discussed the possibility that women were over-confident or were not as aware of the gaps and limitations in their knowledge and practice of positive communication styles at the start of the module. Training reports, case studies, learning applications classroom observations and feedback from supervisors and line leaders all described significant changes in women’s attitudes and behaviour in communicating with others.

Year 3 results were also re-organized into 4 areas; general communication, communication at home, at work, and at public places. Further review of the detailed responses indicates that women feel much more confident to communicate with their supervisors and co-workers as well with the general public. Women’s communication at home also increased but was rated higher at the start.

Table 6: Year 3 Communication Assessment

Assessment	Year 3 Pre-test	Year 3 Post-test	% point increase
My Communication in general	57%	95%	38%
My Communication at home	70%	97%	27%
My Communication at workplace	55%	96%	41%
My Communication in public places	51%	98%	47%

Participants’ application of their learning through in-class discussions has revealed that many women have improved their relationships with their families, peers and supervisors, increased their ability to listen and give constructive ideas and feedback and respect one other’s feelings and needs. *“After attending the training course on communication, we now think before speaking, are brave, self-confident and more assertive, speak clearly, read the feeling and needs of others. We feel that we are strong persons in communication at workplace, home and public”.* (Participants in Year II, Communication Training Report 2010)

Problem Solving and Decision Making Module: The aim of this module is to improve problem-solving and decision-making skills through enhancing FGW ability to think through the problem in a systematic way and identify appropriate solutions as individuals and in a group.

Pre and post test results of participants in all three years showed positive changes in women’s knowledge, skills and attitude toward problem solving, with increases ranging from 13% to 56% in their understanding, confidence and ability to solve problems.

Table 7: Problem-Solving and Decision-Making

Assessment	Year 1 Pre-test	Year 1 Post-test	Year 1 % point increase	Year 2 Pre-test	Year 2 Post-test	Year 2 % point increase	Year 3 Pre-test	Year 3 Post-test	Year 3 % point increase
Attitude, behavior and perception	32%	86%	54%	73%	88%	15%	38%	64%	26%
Approaches to problem solving	47%	84%	37%	74%	87%	13%	17%	64%	47%

Getting Better Results	49%	88%	39%	66%	89%	23%	7%	63%	56%
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Pre test results showed women were uncertain how to solve problems, were not confident in their decision making, did not understand the real problem or how to go about developing a plan and often did not share or discuss problems with others. Post test results show improvements, particularly in Year 1 and Year 3 participants, indicating that women have changed their behavior and attitudes, increased their approaches to problem solving and improved their capacity to in practicing problem solving, sharing and finding better solutions.

Participants' application of their learning through in-class discussions has revealed that they have changed from avoiding problems to solving problems by analyzing, finding the root causes and addressing them. *"Before I never thought of helping anyone, I focused only on my task but now I try to help others in my line even if it is not my task so the output increases, and my line does not get blamed like before"*. (Participant Year 1, Training Report Year 1 2009) This was also recognized by the supervisors and line leaders: *"They help each other, especially those who sit at the end as they are the last person to finish in the line. This kind of help can provide benefits to all workers in line."* (KII with Line Leader)

Time Management Module: To enhance female garment workers ability to balance work and home life more effectively by improving their time management skills.

Pre and post tests for all years reveal increases in FGWs understanding of the value of time and that careful management of their time has benefits such as improved productivity at work, reduces stress, and allows for more time to build better relationships with family and friends. Women also gained knowledge and skills on how to overcome barriers to effective time management such as prioritising tasks, planning, organising things, less procrastination so they can work more efficiently and have more time to relax.



Table 8: Time Management

Assessment	Year 1 Pre-test	Year 1 Post-test	Year 1 % point increase	Year 2 Pre-test	Year 2 Post-test	Year 2 % point increase	Year 3 Pre-test	Year 3 Post-test	Year 3 % point increase
Attitude and practice on time and stress management	60%	77%	17%	57%	79%	22%	64%	78%	14%

Training reports reveal numerous examples of women's improved time management at home and at the work place with positive results for their own increased output, improved team work on the production line, as well as better management of their household chores and with more stress-free relaxation time with family and friends. *"We learned how to arrange our personal materials, are more organized in cleaning our rooms and keeping our things tidy. It is easier to find what we need"*

and we felt good and comfortable.” and “In the past I had a lot of shirts to complete, and I never prioritized which ones were the most important to complete so then I could not finish them on time. In contrast, now I know how to prioritize when I face challenges”. (Participants Year 3, Training Report 2011)

More examples are elaborated in the following sections and were corroborated by FGDs with P.A.C.E. participants and KII with line leaders and supervisors as well as through the sensitization sessions held with supervisors and line leaders.

3.2.3 Sensitization Sessions with Supervisors and Line Leaders

CARE conducted regular sensitization meetings for each module with key influencers - selected line leaders and supervisors and Bright Sky human resource and administration staff - who had workers attending the P.A.C.E. training. The objectives of the sensitization meetings are to inform participants about the modules and project activities, to discuss how they can encourage their workers to attend class on time and regularly, and to gather feedback and share how workers have applied their learning in their workplace and at home.

Table 9: Sensitization Sessions

Sensitization Sessions	Year 1	Year 2	Year 3*
No. of sessions per year (2-3 meetings per session)	6	7	7
Average no. of KI attending each session	79	52	68
Total no of KI attending sessions per year	474	370	476

**Estimates for final sessions in Year 3*

Average attendance was higher in Year 1 as the P.A.C.E. program was new, and almost all supervisors, line leaders, human resource and administration staff and some senior supervisors and factory management participated as well. In Year 2 and 3, the sessions were geared more to line leaders and supervisors who had workers in the P.A.C.E. training class so overall numbers of key influencers invited to each session was slightly reduced.

CARE distributed the lists of line workers attending the P.A.C.E. training classes to the supervisors and line leaders to make it easier for them to encourage their workers to attend class regularly and on time. At the end of each module, CARE recognized their efforts and contributions by presenting small gifts to the line leaders and supervisors whose workers attended all the sessions. Specific examples of how the line leaders and supervisors encouraged and followed up with their line workers included advising them to set the alarm clock to come to the training, asking whether they have gone to the training the day after class, reminding them the day before the class, and advising them to arrange their time and be more committed to learning with P.A.C.E. This is evidence of their commitment to actively support their line workers to join the P.A.C.E. classes.



Supervisors and line leaders discussed the content of the modules, how their workers have applied their learning, and provided feedback on the changes they observed in their workers. Common themes have emerged throughout the sessions supported by comments such as:

- “The workers in my line help each other now and I do not need to remind them. They take responsibility.”
- “They ask the line leader for help when they have a problem” “She helped her friends to solve problems with her line leader”
- “They speak more politely” They are more patient” “ They listen more”
- “The workers in my line are braver and more confident to ask me for help in at work”.
- “My workers are not as sick as often as they were before - they know about personal hygiene, hygiene in cooking food and spending money in the proper way.”

In Year 3, some of the most important skills taught in the P.A.C.E. training sessions were introduced and practiced in the sensitization meetings. This enabled the line leaders and supervisors to gain more understanding and greater competence in certain areas, such as communication and time management, as well as reinforced the positive benefits of the P.A.C.E. training.

3.3 Social Outcomes

3.3.1 Self-Efficacy

Self-efficacy is defined as a person’s belief in their ability to produce the desired results by their own actions.

The P.A.C.E. program seems to have increased women’s confidence in themselves, particularly in the workplace. Many women talked about how scared they used to be of making mistakes at work and of getting blamed. They often said they had no confidence in their skills and worried they could not do their job properly. Before when they made mistakes, they were quiet or denied responsibility. They often remained silent or complained to others, even if they were not to blame or at fault.

This is a common description of how women feel they have changed. *“Before I was scared of my line leader, but now I am brave to ask her questions, explain my actions and correct her when she talks impolitely. She admires me and has changed the way she speaks.”* Other women have realized the positive benefits for themselves of being open to asking for help and being willing to learn. *“Now when I have a sewing mistake, I solve the problem by telling my line leader. She has coached and instructed me about how to sew well, and that I should design more when I am sewing.”* (FGD participant) As a result women have realized that by changing their own behavior in a positive way has had a positive impact both on themselves as well as others around them.

Many of the supervisors interviewed recognized the increased confidence levels of P.A.C.E. participants to respond and act in positive ways. *“There’s a change in their level of confidence. Most FGWs now dare to talk to the supervisors and line leaders; and when their line leader asks them something, they respond in a friendly manner.”* (KII with Supervisor)

A majority of the women who have been promoted to line leaders explained that they never expected or even wanted to be promoted. Many said they were not confident in their skills or ability and worried they could not handle the responsibility. But *“After participating in P.A.C.E. program, I am braver and have more confidence in myself. I decided to give myself a chance to try the line leader position that was offered as promotion to me by the factory. I have promoted myself through P.A.C.E.”* Another woman said *“I tried the position because I gained confidence in myself through knowledge from P.A.C.E.”* (FGD participants)

Women's own self-doubt and lack of confidence in their ability often holds them back in their personal and work life. The P.A.C.E trainings sessions are being credited for changing this so women now believe in themselves and their abilities. *"One worker did not agree to be promoted to line leader because she felt she had little education, no skills, and was so shy she never dared to talk with others. But after she completed the P.A.C.E. training, she said that she wants to be a line leader because she gained a lot of knowledge from P.A.C.E. training and has more skills like sewing single or double needle machine and attaching button.* (KII with Line Leader)

Women are also using supportive techniques to encourage and build the confidence of their team members at work. *"I said to one of my team members "try your best to do it. I believe you can do it. After a few days she sewed the garment with good quality."* (FGD with promoted line leaders)

Women now have a better understanding of the value of time and the fact that they have control of how and the way they choose to spend their time. Many have made small but significant changes in the way they manage their time at home and at work. Some simple changes have been to set the alarm so they can get to work on time and to reduce the time spent watching T.V. so they can complete their chores on time. At home many now have arranged a schedule so that they do housework or cooking first, which then enables them to relax later and get more sleep. *"I learnt "Time Management from P.A.C.E.". I now have a specific schedule. "I leave work at 6pm – go to the market to buy food, go back home and clean up the house, cook food, then relax and go to sleep".* As a result, the women said they are not as rushed at home and not as tired at work anymore.

Many women now feel they have the confidence to learn new skills and are better equipped with the knowledge and skills to achieve their personal and professional goals in life. Some women have changed their life's goals as a result of learning with P.A.C.E. but many said their goals are the same but they now know how to plan for success. *"My goal is the same but I now have a plan on how to be successful. I want to open a grocery shop. I know that I want to open it so I plan to save money".* (FGD participant) A lot of women understand that budgeting and saving, combined with effective time management, is the key to achieving their goal. *"I have had the same goal for a long time, but I never thought about how to reach the goal. My goal is to be a pig feeder. After I studied with P.A.C.E., I know how to manage my time and I don't waste time. I also send more money home and buy something to reach my goal. Now I have achieved some."* Many women realize that they have the power within themselves to make their own choices and decide on actions which can lead them to achieve their goals.

3.3.2 Self-Esteem

Self-esteem is defined as the awareness of being competent to cope with the basic challenges of life, and feeling worthy of happiness.

Many women expressed and many supervisors and line leaders felt that women were happier at work as a result of participating in the P.A.C.E. program and applying their learning in their personal and work lives. We heard such expressions as "I am happy now" from many women. One woman commented *"My husband values my work and motivates me to work in this factory, I am happy and my skills have improved."* We were told "They love their work and their team" time and again. Another FGD participant said *"My supervisor said I have done a very good job, I have commitment and can be promoted as a line leader. She trusts me and appreciates me. I am so delighted."*

Observations from other key informants were that women in general seemed noticeably happier at work, talking, laughing, helping one another and enjoying themselves. *"One P.A.C.E. trainee surprised all her colleagues. She changed from an unfriendly person to a respected person that others now learn from. She became a new person."* (KII with Supervisor)

Classroom observations, case studies and discussions with women have revealed that women have changed their opinions of themselves and place a higher value on themselves now as compared to before the P.A.C.E. training. They are proud of themselves and their accomplishments.



“I was a part of the team before as a sewer. But even though I knew I could do the line leader job, I did not dare to try and I worried about making mistakes. Now I manage all the members within my team. I coach them and teach them. I am different from before when I was concerned they would be jealous and I would not be valued by my team members. I am happy.” (FGD with promoted line leaders)

Women are actively using the information and knowledge gained through the P.A.C.E. training sessions in their daily lives with their family and neighbors. They are actively using their newly learned communication techniques as well as problem-solving methods to positively influence others. *“I bring the information I learned from P.A.C.E. to share with my neighbor. I try to educate them until they are interested, now all of them call me teacher.”* (FGD participant)

There is evidence that P.A.C.E. is helping women think more carefully and deliberately about possible consequences before making decisions. One woman shared her story during the classroom learning application sharing session, *“A friend asked me to go work in the beer garden; she said I could make more money. But then I thought a lot about this and discussed with friends about the risks, and decided to stay at the factory.”* Women have learned they can solve problems themselves and they try to solve problems in a constructive way, often through sharing and discussing with friends, co-workers or family members.

3.3.3 Communication in personal lives

The P.A.C.E. program has had a profound effect on the way and manner in which women communicate with family, friends and co-workers, as recounted by almost all women through focus group discussions, case studies, training reports and observations by co-workers and key influencers.

Women are more aware of their own previous poor communication skills and reactions, such as being angry, shouting, and using rude language, and have talked openly how they have changed the way they listen, speak and generally communicate with others. *“I was always short-tempered. When I saw my sister outside the room I yelled at her in front of others and called her a bad word in Khmer. Now when there is problem I call her into the room and talk about it. I have changed a lot now.”* (FGD participant) A key informant has observed changes in his sister-in-law’s behavior *“my sister-in-law has changed her mindset; before she was always angry with people, now she says she understands that being angry is being blind, just see and talk bad things.”* This change in attitude and behavior has resulted in women being able to reduce tensions at home and with family members and friends.

Other women have undergone a significant transformation in their beliefs and attitudes of acceptable ways to communication with others. Previously, many women viewed arguments as a positive way to solve problems with others. *“I used to believe that my sister and brother were right to argue with others, especially with my cousin, and use bad words. I cannot talk like this now, I feel*

so ashamed. Now, if I come home to see a dirty house or dishes, I ask and listen to their reasons.” Now many women realize there are more effective and positive ways to talk with and influence others.

Table 10: My Communication in general

Sample Key Statements	Pre-Test Agree/Strongly Agree %	Post Test Agree/Strongly Agree %	% point change
I speak clearly when I talk with someone	25%	74%	49%
I think before I speak	30%	70%	40%

Women have become more mature in the way they interact with friends and family members. Many said they listen more to others and really pay attention when others are talking, instead of ignoring or dismissing them. One married women said *“I was an unreasonable person before. When I was angry with my husband, I did not talk to him a month. Now I have completely changed”*. (FGD participant) Others said they speak in a softer manner and are better able to explain and use reason with others as well. *“Previously I talked in a strong voice to my sister in-law. I also never talked to her first as I waited until she talked to me. After I studied with P.A.C.E, I have opened my heart and now talk when I meet her, I have changed my attitude.”* In classroom discussions, many P.A.C.E. participants said they received positive feedback from their friends and family members who noticed they are more polite, speak with reason and listen. This has led in many instances to improved relationships with family members and friends.

Many women who said they were previously quiet and shy around others have become more sociable and friendly with neighbors and friends. *“I rent a room where many FGWs also live, and before I rarely talked with them. This has changed. I am now a friendly person.”* (FGD participant) This has in turn has expanded their sphere of friendships and sense of community. *“Before I didn’t like to talk with people, now I am a happy person and like to talk with everybody.”* (FGD participant)

A common issue that both married and single women deal with is male members of their family who drink alcohol and get drunk. Women said previously they would react with anger and shout at their husbands or brothers who were drinking. They have since recognized that they cannot reason with a drunken person so have learned to control their emotions and discuss their feelings with their family member at a later time. *“I used to get angry and talk badly to my husband when he was drunk. Now I have changed, I wait until he is no longer drunk, then I talk with him in a nice manner. I can control my feelings, so I can reduce the problem.”* (FGD participant) *Before, when my brother was drunk, I always complained to him and my mother. Now I have changed to talk nicely, in a soft manner. I am able to express my feelings and explain my reasons to him and my mother as well.”* (FGD participant) Women are becoming agents of change to deal effectively with the negative consequences of alcohol abuse within their family.

3.3.4 Health and Nutrition

While health outcomes and life expectancy in Cambodia are generally improving, Cambodia continues to have some of the weakest health indicators in the region, including one of the higher maternal mortality rates.⁷ The health and nutrition sessions provide information on key sexual and reproductive health topics including STIs, HIV/AIDS, prevention of unwanted pregnancy and dual protection strategies, as well as seek to increase knowledge of nutrition and hygiene in cooking.

⁷ A Fair Share for Women, Cambodia Gender Assessment 2008, MoWA

According to the pre and post test results for all three years, participants increased their knowledge of various reproductive health, HIV prevention, and personal hygiene topics, by around 30% , from as low as 48% at the start of Year 3 to as high as 93% at the end of Year 1. Knowledge of prevention of HIV and hygiene in cooking was fairly high and increased even further to 98% (prevention of HIV) and 99% (hygiene) across all 3 years. Knowledge of STIs showed dramatic improvement, but 20% to 30% of women are still not fully aware that not all STIs present symptoms. In addition, knowledge of risks of unsafe abortions showed some improvement but as many as one in three women are not aware of the dangers (Year 2). As such these are topics that may require increased attention especially given the poor overall reproductive health status of women in Cambodia.

Training reports and focus group discussions with P.A.C.E. participants revealed that women have learned more about nutrition and proper hygiene and have changed their eating habits and hygiene practices. *“Before I don’t know how to eat or buy nutritious food. Now I buy some vegetables to cook myself. I also share with my friend.”* (FGD participant) This was also confirmed by many line leaders and supervisors in the interviews. *“One of my workers said, I am healthier now, I know how to take care myself with good hygiene such as washing vegetables two times using salt and have proper hygiene when eating”.*

Table 11: Nutrition and Hygiene

Assessment	Year 1 Pre-test	Year 1 Post-test	Year 1 % point increase	Year 2 Pre-test	Year 2 Post-test	Year 2 % point increase	Year 3 Pre-test	Year 3 Post-test	Year 3 % point increase
Behavior in seeking health service, eating safe nutritious food, and practicing safe hygiene in cooking	52%	89%	37%	44%	88%	40%	46%	90%	44%
Knowledge of STIs/HIV prevention, preventing and options of unwanted pregnancy	65%	93%	28%	53%	88%	35%	48%	87%	39%

Women explained how they paid more attention to cleanliness at home now as well as to personal hygiene. *“My room is clean and tidy, because of what I learnt about hygiene from P.A.C.E.”* Though the FGD did not reveal much information regarding changes in personal hygiene and practices, classroom discussions and interviews with KIs revealed that women are talking more about and sharing information about various sexual health topics like menstruation, condom use, and HIV/AIDs with their co-workers, friends and family members. A few women said that before the P.A.C.E. lessons *“they felt ashamed when they had some (sexually transmitted or personal hygiene) disease.”*

In addition, cleanliness at the workplace and on the production line was also observed by many the line leaders and supervisors. *“All of them clean and care about the 5s (Sort, Straighten, Shine, Standardize, Sustain) so I do not need to tell them to do it.”* (KII with Line Leader) A former P.A.C.E. participant who has been promoted to line leader also mentioned that her team members have better hygiene at work and are healthier too.

3.3.5 Gender

Women’s important economic role does not always translate into greater empowerment and decision making, especially around traditional gender attitudes and relations. The aim of the gender

module to develop understanding of gender, power and how this influences the way we think and act within the workplace and within the family.

Participants' overall knowledge, attitude and perception of gender equity and equality increased substantially in all three years according to the pre and post tests. The vast majority of the women felt they should have the same opportunity to study as men, over 90%, and this increased even further to 97% after the P.A.C.E. training. At the same time, participants gained a better understanding that men and women have equal abilities and competencies. For example at the pre-test 68% of the Year 2 participants disagreed that women were more suited for housework than higher positions in society, compared to 94% at the end of the gender module. Classroom discussions revealed that women understand that traditional roles and limitations imposed on women are changing and they are using their new knowledge of gender roles to influence their brothers, husbands and fathers to share roles in the family, particularly housework.

Table 12: Gender

Assessment	Year 1 Pre-test	Year 1 Post-test	Year 1 % point increase	Year 2 Pre-test	Year 2 Post-test	Year 2 % point increase	Year 3 Pre-test	Year 3 Post-test	Year 3 % point increase
Knowledge, Attitude and Perception	62%	96%	34%	61%	94%	33%	46%	90%	77%

There are indications that after the P.A.C.E. training some women place a higher value on themselves in their role in decision-making, working and supporting the family. *“My mother is worried as her daughters are single. She forced me to get married. I told her many times that I do not want to think about marriage. I need to earn money, have a place to live and do suitable work. I used to be engaged but I broke it off as I am not ready for marriage and I am not old either.”* (FGD participant)

Furthermore many women have gained a better understanding that domestic violence is a violation of human rights and have started discussing the prevention, response and impact of domestic violence with their family and neighbors. Of particular note is that 92% of Year 2 women taking the post test disagreed with the statement “We cannot help solve domestic violence in other families because it is not our problem” compared to 35% at the pre test. One FGD participant said that her cousin’s husband drinks a lot and damages things and is jealous of his wife. *“I told her that “You should not use violence against violence. If he gets drunk you should be patient and be quiet and talk to him when he recovers from the alcohol. Violence does not bring improvement”.* She added that *“I did not dare express my ideas before. I am braver and dare to talk and do something.”*

Changes in gender attitudes and behavior often take time and require the strong engagement of boys and men as well. Many of the P.A.C.E. participant stories reveal incidents of drunken husbands and male family members, which then leads to aggressive behavior and often violence against women. In line with the Cambodia Gender Assessment 2008 recommendations that much more attention needs to be paid to male attitudes and behavior, the P.A.C.E. program may wish to explore ways of involving men or developing key messages on gender and violence aimed at men and boys.

3.3.6 Financial Literacy

Lack of financial efficacy may limit women’s ability to effectively manage their money. The Financial Literacy module aims to develop female garment workers better understanding of managing their money and using the banking system.

According to the pre and post test results for Year 1 and 2, almost all participants improved their knowledge and behaviour on key financial management areas including changing their spending habits, knowing how to budget and save, understanding interest rates and becoming more familiar with banking services.

Table 13: Financial Literacy

Assessment	Year 1 Pre-test	Year 1 Post-test	Year 1 % point increase	Year 2 Pre-test	Year 2 Post-test	Year 2 % point increase	Year 3 Pre-test	Year 3 Post-test	Year 3 % point increase
Knowledge of savings, spending, interest rate and banking services	52%	89%	37%	34%	94%	60%	N/A	N/A	N/A
Behavior in budgeting spending habits, and savings	48%	87%	39%	40%	99%	59%	N/A	N/A	N/A

Women work at the garment factories to earn enough money to help support their families at home as well as to support themselves to live in the city. At the start of the P.A.C.E. classes participants explained that they were not successful in saving money because they did not have a clear purpose and plan, and sometimes they took money from their savings to spend as they wanted. After a few lessons they started to prepare a budget plan. *“I used to spend money and often ran out before the next pay day. Now I have a list to expenses, I know how much I have, and how much I spend. I do like this and I can keep money until the next month.”* (FGD participant) Women’s increased ability to better manage their expenses has even been recognized by their co-workers and line leaders, *“As a result, some workers they told me that they have reduced their expenses from 10,000 riels per day to only 5000 riels per day.”*

Of particular note is the behaviour change women reported in terms of their improved planning and budgeting of their money for expenses and savings. Some of the key pre and post test statements are included below:

Table 14: Sample Financial Literacy Statements

Sample Key Statements	Year 1 Pre-Test Agree %	Year 1 Post Test Agree %	Year 1 % point increase	Year 2 Pre-Test Agree %	Year 2 Post Test Agree %	Year 2 % point increase
I follow up and record my spending regularly	34%	89%	55%	22%	98%	76%
I always make a budget plan before spending	33%	92%	59%	32%	100%	68%

Many FGD participants also explained how they have put into practice what they learned about spending and saving and how this has had a positive effect on themselves and their family. One woman said *“Now I have a plan to spend and save. My older sister praised me: You are better now, you have plan and have saved some money”*. Another FGD participant told her story how she can save money to support her sister’s education. *“My father said, “My daughter is very good now, she can save money to help her younger sister and can also support me with 200 or 300 dollars”*.

Women’s ability to save money and plan for the future has increased their feelings of self-esteem as well. One woman said how proud she was of herself to be able to save money. She said she is able

to save money to support her mother, sister and herself. *“My sister has her own shop now. Next is my own business and I have saved about 50% to meet my goal.”*

Not all women have been successful in managing their money or saving for their future. Some have attributed this to needing to send money home to support their family, especially for their sibling’s educational studies. Others recognize that their own shortcomings and are aware that they have not practiced what they have learned in class. One FGD participant confessed *“I do not manage my earnings well at all. I do not have a plan to use it.”*

3.4 Business Outcomes

3.4.1 Workplace efficacy

Workplace efficacy is defined as the ability to demonstrate aptitude, take initiative, and perform timely work resulting in increased productivity and improved quality of products.

The P.A.C.E. program has had a positive effect on production, workload and output. Many supervisors and line leaders remarked that FGWs who have participated in P.A.C.E. have become more responsible and come to work on time, and this has contributed to an increase in production. In addition, some felt the factory was saving time and money as there was no need to train women over and over again. *“The time of production has decreased, the women work harder and they make fewer mistakes so production meets the demand for shipping. I think we have 95% good quality now, much better than before. (KII with Supervisor)* It has been observed that women are spending and wasting less time on the phone, chatting and taking unnecessary bathroom breaks and are more focused on work. Another line leader remarked *“Production has increased and the quality is also higher as they work harder and pay more attention to their work.” (KII with Line Leader)*

Many focus group discussion participants said they have better time management skills and so their teams are able to produce the output required by the factory. *“We know what time to produce with how many output so that at the end of working day, the required output is produced.”* In addition, women said their team members produced more output with higher quality. This was corroborated by their supervisors who remarked that *“now the workers sew and do quality control at the same time by themselves. Before they made a lot of mistakes and did not check” (KII with Line Leader)*

Another significant change observed by line leaders was their workers increased efficiency and ability to meet production deadlines ahead of schedule. *“Previously we always rushed on the last few days before the deadline, but now we finish one day in advance before the deadline.”* This is

important from a business perspective for the factory so they don’t receive fines from buyers.



Virtually all supervisors and line leaders commented that women are more punctual and have changed the way and amount of leave they take from work. For example, many said the women are never late to work now and have reduced the number of absences from work. *“I used to receive the Clock in and Clock out forms from HR/Admin because the workers came late to work so did not*

clock in. But I have not received any forms after they have learned with P.A.C.E.” Others said that

women take fewer days off than before and many now submit the leave form in advance, which makes it easier for them to plan and manage their production line.

Many women themselves discussed how they now are more proactive at work, especially when faced with a production problem on the line. Instead of complaining, they ask for more workers to help when production does not flow smoothly but if others are not available to help then they work harder. *“Before when I had a problem, I complained a lot because no one helped me. Now I have changed, I always request help if I get stuck. My co-workers and line leader admire me.”* (FGD with P.A.C.E. participants) In addition, some workers are taking initiative by seeking new and different opportunities at work. *“Some workers ask for the new job that is more difficult than their regular job, and then they can earn more money.”* (KII with Supervisor)

Women are also being recognized for the overall good quality of their work by their line managers. *“My supervisor said I am doing my job well and work harder and may have an opportunity to get a promotion. She said I now work with more commitment and attention. I check the shirts more carefully.”* (FGD participants) In addition, their superiors recognize the positive impact that the P.A.C.E. program has had on women’s overall capacities and the possibilities for advancement. *“P.A.C.E. has made them cleverer and faster and they are better at verbal communication now. They are able to explain their reasons to others and are more reasonable, which are tips to get promoted.”* (KII with Line Leader)

3.4.2 Work environment

Influence on workplace environment is defined as a deeper understanding and improved professional relationship with co-workers, effective communication of problems as well as the ability to garner support for self and peers.

The P.A.C.E. participants overwhelmingly talked about improved team work and increased collaboration with their co-workers. Stories were repeatedly told about how previously when they were asked to help with someone else’s work they would complain and refuse, saying it was not their responsibility. But after they studied with P.A.C.E. they now help each other. At the same time they now willingly accept offers of assistance as well if they have too much work to complete on time. *“Co-workers on the same line help me. We have good communication”.* (FGD participant)

The women explained that they now work as a team and help each other. *“We know how to work as a team; we help each other, negotiate with one another, we share our knowledge and our work. We talk to each other.”* (FGD participant)

Another woman explained that *“before, we frequently argued and did not help each other. But since we have joined the P.A.C.E. program, we understand each other and we share our knowledge with other workers, so now we can reduce the arguments and problems in line.”* (FGD participant) Both women and their supervisors also mentioned that the line workers joined together to keep the work place clean and their line tidy and well managed.



Improved team work on the production line and supporting each other to complete the work and finish on time was mentioned as a

significant change of P.A.C.E. participants by all supervisors and line leaders. They frequently remarked how women had a better understanding of team work on the production line and how everyone contributes to helping each other. For example those who finish early help others to clean the workplace, cut the cotton string, fold shirts and finish their work together. *“They work hard together in order to finish and go home at the same time.”* (KII with Line Leader)

Supervisors and line leaders were asked to reflect on their own behavior and attitude at work. Many said that they themselves were more patient, reasonable and flexible. *“I changed my behavior toward FGWs. I value them – I do not just shout and push them to work at all. I am very reasonable now.”* (KII Supervisor) “ Key influencers have also improved their attitude and the way they view their workers as well. *“I do not blame them a lot now as they dare to ask for clarification or more information related to their daily work”* (KII with Supervisor) Many supervisors and line leaders said the P.A.C.E. participants were easier to work with and manage as they were quicker to understand instructions. As a result they did not have to repeat thier explanations as many times as before, so felt less tired and had less “headaches” in dealing with their workers.

Some supervisors and line leaders are reaching out to their workers now and trying to understand their situation and perspective. *“Before, I rarely considered FGWs complaints. Now I give them a chance to tell me what is going on, what went well and not, what are their challenges and issues and what is the reason.”* (KII with Supervisor) In addition, many are openly praising their line workers for their good work. *“I am appreciating and encouraging them in a team if they reached over the target. They were very happy that their supervisor admires them.”* (KII with Supervisor)

3.4.3 Communication at work

P.A.C.E. participants talked a lot about how they have changed the way they communicate with their co-workers and superiors at work since the P.A.C.E. trainings. Many of them said they were very impatient before and were quick to defend themselves if they made mistakes and were reprimanded by others. Now they listen to one another, talk politely and when necessary explain their reasons. One FGW said *“Now my communication is improved. I have changed from being quiet to talking with other departments or lines, and I communicate well with senior persons.”* The line leaders and supervisors in particular had many positive comments and recognized the ways in which women effectively respond and relate to one another. *“They use nice polite words. Now they are friendlier, they help each other, and ask each other in line or ask me for clarification when they do not understand.”* (KII with Supervisor)

Table 15: My Communication at Work

Sample Key Statements	Year 3 Pre-Test Strongly Agree %	Year 3 Post Test Strongly Agree %	Year 3 % point change
If I cannot clearly understand my supervisor, I will ask her	19%	81%	62%
I always give advice to co-workers about work	5%	48%	43%

Many women talked about how communication has improved among and between team members. They said they respect each other and communicate more formally during working hours as well as during lunch breaks. Of particular note are the promoted line leaders who all talked about the importance of encouraging their team members to do work and not speaking rudely or blaming them for mistakes. *“Team members follow my advice. In meetings, I always explain and tell my reasons. My team members agree and try their best to work.”* (FGD participant)

Not all women have changed their behavior or way they talk with others at work but there is an increased self awareness of how they react. One FGW said she was a responsible person but admitted she sometimes is quick to get angry. (FGD participant)

Supervisors and line leaders have also changed the way they communicate with their workers. Many said that the P.A.C.E. program has been very useful for them as well, as their line workers understand more, are more knowledgeable and take more responsibility for their work. *"In case there's a mistake, I explain to them 1 or 2 or 3 times so they understand my difficulty, my feelings and to ensure they know what steps to follow to overcome their mistakes."* (KII with Supervisor) Another Line Leader said *"I tell them that they can ask me for clarification when I ask them to do something; they say we learn a lot we know."*

P.A.C.E. participants have also recognized the change in behavior and communication style of their supervisors. *"My line leader is kinder because she has learned with the P.A.C.E. program. She has changed her behavior and even when she gets angry she talks in a normal voice."* (FGD participant) This is evidence that women are not only aware of positive changes within themselves, but also appreciative of improvements in others. One participant in the FGD remarked *"... encouragement is more effective"*.

Not all supervisors or line leaders were observed to have changed the way they talk or act with their line workers, despite attending the sensitization sessions or from having P.A.C.E. participants in their production line. Some still reportedly use rude words, curse or blame their line workers for their mistakes or low output. At the same time, many supervisors and line leaders have requested to attend the P.A.C.E. trainings and providing them with more learning opportunities would most likely improve communication and the work environment, ultimately leading to increased production.

3.5 Feedback and Lessons Learned on the P.A.C.E. Program

Female Garment Workers

In the focus group discussions, the Time Management and Financial Literacy modules were described by many women as being the most useful, followed by Communication and Problem-Solving and Decision-Making modules. Other sessions of stated interest were Health and Nutrition, particularly reproductive health and contraception.

No one said any of the sessions were not useful, which is not an uncommon response from training participants in Cambodia. Sunday sessions were seen as less important mainly because many women cannot attend for family or other personal reasons, including that it is their only day off in the week. It should be noted though that in the focus group discussions with P.A.C.E. participants and in interviews with key informants, the topic of gender and gender related issues were rarely mentioned. This may be because the Gender module is more conceptual and learning applications and behavior changes may not be as immediate as the other modules, such as communication.

Without hesitation, women would recommend their co-workers and friends at the factory to join the P.A.C.E. training sessions. They said they are actively encouraging their friends to participate if they are offered a chance as they only spend a few hours a week in class. One FGD participant explained *"I told them about P.A.C.E. because P.A.C.E. provides us with knowledge about society, family, health and nutrition, the environment around us, and guides us to solve some problems."*

A few women commented that sometimes there is not enough time for all of the participants to ask questions in class and for the trainer to discuss the topics in detail. They wished to have more time for class discussion but they realize that the trainers have a lot of material to cover. The trainers

have also noted that the content in some sessions are too ambitious for the time allowed and have worked to reduce and simplify the lessons where possible.

The P.A.C.E. program has impacted the larger workforce at Bright Sky. The P.A.C.E. participants are visibly happy and eager to share their new knowledge and learning with others in the factory. This was also evident through discussions with learning participants of the Broader Workforce program who also mentioned topics that they had learned from friends and co-workers attending the P.A.C.E. sessions, and not only through the information sharing sessions with their learning buddies.

Bright Sky Factory Key Influencers

Bright Sky Factory expect that FGWs attending the P.A.C.E. program will have increased self-awareness of themselves, have a better understanding of the overall work environment, have good communication with their colleagues and superiors, proactively help their co-workers and team at the work place, as well as educate others on what they have learned. In general they all have observed significant changes in women's behaviors and attitudes and this has had a positive effect on the working environment and production.

No major difficulties were encountered with the P.A.C.E. program by Bright Sky management or production since the classes have been held out of working hours since Year 2. Only the sensitization sessions with line leaders and supervisors were sometimes difficult to schedule due to heavy workload and production deadlines but this was not considered a major problem.

Bright Sky did note that many FGWs have resigned, mainly to start businesses or return to their homeland. For example, only 70 Year 1 and 120 Year 2 participants out of the original 260 enrolled each year remained at the factory in January 2012. While management understands this may be a positive step for many workers who are pursuing their personal goals of opening a business, the factory loses trained workers who must be replaced with new unskilled workers. Whether the factory attrition rate is higher or lower for P.A.C.E. participants compared to non-P.A.C.E. workers was not established during this evaluation but could be easily determined by the factory records. Should it be determined that P.A.C.E. trainees are more likely to remain at the factory for longer periods, this would be additional incentive for the factory management to invest in training women through the P.A.C.E. program.

Bright Sky management has observed that individual work performance and team work has improved, and recognizes that overall productivity, production and quality at the factory is higher as a result of women's participation in the P.A.C.E. program. They are currently collecting data and monitoring the work performance of women who have participated in the P.A.C.E. program to further assess the effect on production. However they all stated that more time is needed to determine the overall impact of the P.A.C.E. program on the factory production and business in the long run. With Bright Sky taking over the implementation of the P.A.C.E. program in the near future, they have the opportunity to carefully measure, closely monitor and evaluate the business impact of the P.A.C.E. program over time.

Management has also found the P.A.C.E. program personally rewarding as they have seen women improve their knowledge and look happy since attending P.A.C.E. sessions, *"if workers are happy, then the factory is happy"*. One key influencer commented *"If I have a chance to learn directly with P.A.C.E., I know I will get a lot of knowledge. And even if I had the money, I could not find a training like P.A.C.E. anywhere else."*

A few line leaders and supervisors commented that women who are illiterate may have a more difficult time and are less motivated to attend the P.A.C.E. training sessions. *"However, a small*

number of them are illiterate and find it difficult to catch up with the lessons so they do not intend to attend the training.” (KII with Supervisor) One KII suggested that “I want P.A.C.E. to give more opportunity to young literate workers to learn. Older women and married workers who are illiterate do not want to learn because they feel ashamed in the classroom as they are slow learners and they have to take care of their children at home.” It is essential to reiterate the importance of the P.A.C.E. program for all women regardless of their literacy level and to reinforce this message with the supervisors and line leaders.

P.A.C.E. Project Implementers

The implementation of the P.A.C.E. program is fairly complex as it involves many different partners, including Gap Inc., Bright Sky Factory management and production, CARE, VBANK, previously ICRW as the evaluation partner, and the female garment workers. Scheduling of various events requires frequent discussions and often multiple layers of approvals. To maximize class participation and reduce absenteeism and attrition, intensive daily follow up has been required by CARE, HR/Admin and production staff as well as with the workers. This is costly in terms of time and effort required.

Weekly training meetings to review and reflect on the quality of trainings have resulted in an enhanced curriculum with improved training materials suitable for lower education and literacy levels. This has increased both the interest in and quality of training sessions. CARE and VBANK have remarked that they have been challenged professionally to deliver quality trainings and have become more effective and efficient in delivering the courses and sessions.

Being involved in the P.A.C.E. program has touched the lives of the implementers as well. They gained a much deeper insight and understanding into the women’s personal lives and have a new found respect for them. One KII said *“It is been uplifting for me – it has made me more compassionate”*. Others recognize the potential within the women and their ability to advance themselves given the opportunity and chance to learn.

3.6 Broader Work Force Program

The CARE P.A.C.E. Project team organized orientation sessions for the volunteer learning buddies on how to effectively conduct knowledge sharing sessions with peers, develop knowledge-sharing plans, and complete reports of their sessions. Learning buddies formed groups of four or five to support each other in conducting broader workforce activities. A leader was identified for each group to help the CARE P.A.C.E. project staff monitor the learning buddies, follow up on sessions, collect reports and share information with the other members of their group.

At the end of the second year of the P.A.C.E. program, 283 former P.A.C.E. participants (Year 1: 80; Year 2: 203) had delivered the communication session to 892 FGWs, 275 learning buddies had delivered problem-solving and decision making session to 699 FGWs and 125 learning buddies held the health and nutrition session with 461 FGWs.

In the third year of the P.A.C.E program, 308 former and current P.A.C.E. participants (Year 1: 35; Year 2: 60; Year 3: 213) volunteered to be learning buddies and were oriented on the use of toolkits, including printed booklets and flipcharts. By the end of January 2012, over 700 FGWs had participated in the Broader WorkForce program receiving 1, 2 or 3 short 15 minute lessons from their learning buddies at Bright Sky Factory, during lunch or break time.

3.6.1 Learning from participants in Broader WorkForce Program

The women who joined some of the sharing sessions with the learning buddies overwhelming talked about learning about the importance of understanding one another, working together and having

good relationships as well as having good hygiene at the workplace and at home, including the prevention of STIs and HIV/AIDS. They talked about taking care of one another and helping each other as well as learning to deal with problems in a non-confrontational manner at the workplace.

Quite a few women mentioned they learned about budgeting and managing their spending. As financial literacy is not part of the Broader WorkForce program, women may have been learning about budgeting and spending directly from their co-workers and peers who have attended the P.A.C.E. training, particularly as P.A.C.E. participants considered the Financial Literacy module as one of the most useful modules.

Most of the women found the communication session the easiest to understand as well as apply at work on a daily basis with their co-workers and supervisors. *"We need to understand each other and have team work." "Because we work as a team we need to communicate with each other and we need to talk." "When we know how to talk to the supervisors we don't have problems, we get along with each other and do not get upset with each other."* (FGD with learning participants)

Many women explained how they have applied their learning from the communication session at work. *"If a few of my co-workers in line made mistakes I will not tell the supervisor, because if I tell the supervisor, she will yell at them. So I tell my co-workers to correct it, and now they feel happy in the line."* Another FGD participant stated, *"I talked with my line co-workers to correct their sewing mistake or shared something with them and they are happy."* Another commented *"The workers who made the mistakes are happy to correct their T-shirts and do not complain like before, because I explained to them the reason."*

Women also talked about not gossiping and speaking behind each other's back anymore, *"as a result, they like me, share with me, and I am happy."*

Many of the women found the lesson on hygiene easy to apply at work and at home. *"I clean my workplace and home every day for good health and to prevent diseases therefore I am rarely sick." "I have applied the session of hygiene both at my workplace and at home by helping each other to clean, so we are not sick and do not spend a lot of money for treatment."*



The problem-solving session was the most difficult of the three sessions to apply, particularly when it involved mistakes at work and dealing with supervisors. *"When I apply the session what I have learned from the session, she (supervisor) did not listen to the reason".* At the same time, some women said that they did apply the problem solving lesson at work, *"for example, when the sewed clothes are not good enough, I correct it immediately."* *"Now we can correct our mistakes by ourselves....so the line runs smoothly without the work being blocked or stuck any more. Our supervisor does not yell at us as before when we always asked her to help us."*

Some women seemed to struggle with applying the lesson on problem solving in real life. *“Because every person has different solutions so our solution may not be effective for others. “We need to think a lot otherwise we will have the wrong solution.” “It is easy to say but difficult to do.”* This lesson may in fact need more time, practice and follow up, and may not be as effective in the short knowledge sharing sessions as the other topics.

Women shared how the information from the knowledge sessions was useful for them. Many women said they have better health and are not as sick as before. Many women talked about how good communication has helped them improve their relationships with others, both at home and at work. *“At home I have a good relationship with my roommates, relatives and share the stories and solve them together. “My sister admired me that I am a hardworking person because I clean her clothes too”. “We help each other at work and so I have a lot of friends in three lines.”* (Learning participants in FGD)

Other women mentioned that understanding one another at work has improved the working environment and production. *“At work we listen to each other so we now iron more clothes and can produce more output.” “At work we help each other do our work and we learn from each other how to make more and quality production.”* (Learning participants in FGD)

Other women seemed to have gained self-confidence and self-esteem through learning and applying the information from the sessions. *“I know a lot of people and they like me”. “When I have problem, I seek advice and when I follow their advice, I feel better.”* (Learning participants in FGD)

3.6.2 Observations of participants in Broader WorkForce Program

Some of the women who attended the knowledge sharing lessons were not able to recall much information from the sessions. We learned that many of them had in fact only attended the first sharing session on communication.

The learning buddies interviewed commented that they had learned the procedure and technique on how to deliver the knowledge sessions to other women at the factory. Most said they had the opportunity to talk and share their knowledge with their friends through explaining the meaning of the pictures in the small booklet. *“We have a chance to disseminate and share knowledge to those women who have not attended the training.” “They want to learn more than what I have told them.”* The learning buddies said that only a small number of workers do not want to learn.

The learning buddies shared some of their observations and comments from their learning participants. Many of them saw and heard women talk about practicing personal hygiene and hygiene during cooking. Some learning buddies provided advice on reproductive health and the importance of going to the clinics for information on STIs and abortions. One learning buddy observed *“I have one student who is a complainer and always talks loudly, but after learning with me, she talks softly and is reasonable.”* (Learning Buddy in FGD)

Other changes observed were that the women were shy to talk at first but they now dare to speak up and are more confident to talk. *“My learning participants would often walk or turn away when someone talked to them, but now they know that the people who talk to them are important.”* (Learning Buddy in FGD)

Conversations with the line leaders and supervisors also revealed that they observed changes in behavior and practice among the women attending knowledge sessions with their learning buddy. They commented that the women helped each other as a team, and advised and listened to one another. *“Before when someone made a mistake, they cursed, whispered, and complained. Now they*

talk politely, are reasonable, and help to provide feedback for improvement.” (KII with Line Leader) Some line leaders and supervisors said it was easier to communicate with the workers now and they could just tell them what to do and they followed very fast. *“It is easy to explain to them now. They are brave to talk and ask what they are not clear about. They have new ideas to tell and show me as well.” (KII with Line Leader)*

Improvements in areas that were not covered in the knowledge sharing sessions by learning buddies were also noted by line leaders and supervisors. Improvements in time management were observed.



Improvements in time management were observed. *“Now they start working on time and do not wait for the alarm to ring first, they know the time to work and the time to relax and take a break.” (KII with Line Leader)* This may or not be a result of the P.A.C.E. participants sharing and practicing the lesson on time management with their co-workers and friends. However, it is important to note the general spill over affect of the P.A.C.E. training sessions on the general workforce through participants sharing and applying their learning with

friends and co-workers.

3.6.3 Feedback and Lessons Learned on the Broader WorkForce Program

Almost all the learning participants praised the learning buddies for their friendly, kind attitude and gentle behavior as well as their knowledge and ability to teach the lessons so they understood the information. *“She explained step by step and encouraged me to ask questions if I did not understand.” (Learning participant in FGD)* One woman commented that she was impressed that even though her learning buddy was illiterate, she could teach very well by using pictures and was open to questions. Only a few women commented that their learning buddy spoke harshly or loudly.

All of the women would encourage others to join the knowledge sessions with the learning buddies and many have suggested them to their co-workers already. They explained they would tell their friends that they would learn about understanding each other, how to solve problems and about good hygiene at work and at home. They said the lessons helped them solve problems themselves, to better understand one another and actually change behavior like keeping the workplace clean. *“I will tell her that the program is good, even illiterate people can join, and she will improve her communication.” (Learning participant in FGD)*

All women were interested to participate in the P.A.C.E. training sessions. They explained they wanted to gain more knowledge so they could apply what they have learned. They wanted to learn how to help themselves and to solve problems within their families as well as at the workplace. *“All the lessons are important. I have learned a lot from my learning buddy and if I fully participate in the P.A.C.E. program I will learn more.” (Learning Buddy in FGD)*

Most of the women commented that the time for the learning sessions were too short for them to fully understand, usually lasting only 10 minutes at lunch or break time, and they would like to have longer, 20-30 minute, sessions.

The BWF program has provided an avenue to keep the P.A.C.E. graduates formally engaged and sharing information on their learning with others in a more systematic manner. It has linked P.A.C.E.

participants from Year 1, 2 and 3 together strengthening women's agency. It may have also boosted their confidence and self-esteem even further by providing them with new skills to "teach others" and the encouragement and recognition by the CARE P.A.C.E. Project team and others that they can actually deliver these information sessions.

4. RECOMMENDATIONS

Promote P.A.C.E. to garment industry in Cambodia: As the P.A.C.E. program is addressing a key policy recommendation of the Ministry of Women's Affairs to "upgrade the literacy and skill levels of women currently in the labor force," Gap Inc. with its partners could leverage this opportunity to promote the P.A.C.E. program within the garment industry in Cambodia. Gap Inc., CARE, the Garment Manufacturing Association of Cambodia (GMAC), various government ministries including the Ministry of Labor and Vocational Training (MoLVT) and the Ministry of Women's Affairs (MOWA) and key development agencies such as the International Labor Organization (ILO) should be discussing how the P.A.C.E. program aligns with broader plans to introduce and expand vocational and life skills training to the garment sector in Cambodia. Some suggestions include formally presenting the P.A.C.E. program to the MOWA and MoLVT as a best practice model for workplace education, expanding to other Gap Inc. contracted factories in Cambodia and linking with GMAC for future replication and/or endorsement of the P.A.C.E. program in the garment sector in Cambodia. Bright Sky Factory would have much deeper insight into the wider possibilities of expanding the P.A.C.E. program within the garment industry in Cambodia and should be approached for further discussion.

To maintain the high quality of the P.A.C.E. program and improve outcomes:

Reduce total length of P.A.C.E. trainings: As attendance steadily decreases from the first (90%) to the last module (70%) and only three-quarters of the participants complete all life skills modules, the overall time frame could be shortened to less than the current 9-10 months. This is to maintain overall enrollment levels and to ensure a high level of participation of women from start to finish. Options to consider are to reduce some content and sessions, hold fewer but longer sessions over fewer months or weeks, and/or schedule some sessions within working hours. Bright Sky may also wish to consider including all or some of the P.A.C.E. sessions as part of their induction to the factory, however this would require revising the selection criteria which currently specifies a minimum of 1 to 1.5 years employment with the factory.

Modify content of sessions: The objectives and content of the Health and Nutrition, Gender and Financial Literacy modules need to be further modified and simplified as a result of the reduction from 8 to 5 sessions. There is simply not enough time to adequately cover all the original topics previously included. Some suggestions include mainstreaming certain gender topics into other modules and incorporating the HIV/AIDS session into the sexual and reproductive health session.

Flexible selection process: Advertise and proactively seek expressions of interest from FGWs for enrollment in P.A.C.E., in addition to some random selection, as there is anecdotal evidence that women who have specifically requested to attend P.A.C.E. and have enrolled are staying longer and completing all modules. This may also reduce the amount of time spent on information sessions and selection and re-selection processes.

However it is also important to keep some random selection as there are women who are still hesitant and fearful of coming forward and therefore may not enroll themselves in the P.A.C.E. program, are therefore might miss out on this opportunity. While some line leaders and supervisors

have expressed interest in getting involved in the nomination and selection process of their workers for the P.A.C.E. program, the P.A.C.E. program should proceed with caution to ensure women do not feel “forced” to participate in the now voluntary program or that enrollment is not perceived as a reward for good performance or punishment for poor performance, thereby compromising the integrity of the program.

P.A.C.E. participant production lines: With classes being held outside of working hours, Bright Sky may wish to trial a selection of all women in some lines to participate in the next P.A.C.E. program sessions to evaluate whether productivity and quality increases with a greater number of women in one production line participating in the P.A.C.E. program. Alternatively, Bright Sky could arrange for some production lines to have only P.A.C.E. graduates to measure the impact of the P.A.C.E. training on productivity and quality levels. This is P.A.C.E. India model.

Reschedule Sunday sessions: The very low attendance of the Sunday sessions means that fewer women participate in the final review sessions or take the post test, therefore diminishing the overall educational value of these sessions. Women already spend 1.5 hrs/week of their own time after or before work during the working week. Bright Sky may wish to consider holding the final session of each module on a Saturday afternoon during working hours, or as a another weekly lesson or combine and reduce the number of Sunday sessions. This adjustment to the schedule and timing would most likely increase attendance and therefore the impact of the P.A.C.E. lessons.

Review night shift schedule: Night shift workers tend to come 15-20 minutes late to class, especially on Mondays, thereby reducing their overall learning time. Bright Sky may wish to revisit the night shift class time and day to maximize participation and therefore overall impact of learning. Options could include changing the Monday class to Thursday as women are reportedly later to class and more tired after their Sunday off, starting class later at 4.15 or 4.30 or even holding class during working hours, as in Year 1, night shift attendance was very high at 90% and above. Bright Sky may wish to hold classes in the morning directly after the night shift finishes and may even consider alternating future P.A.C.E. program batches between the night and day shifts to accommodate both the women and the trainers’ schedules and times.

Routine data collection: The P.A.C.E. program should collect demographics on participants as part of routine data collection during the P.A.C.E. trainings. Such information could be easily collected from the women, and should include the level of education, number of children, living arrangements, etc, and would be useful for on-going monitoring purposes as well as for comparative and trend analysis of the P.A.C.E. program and participants.

Participation of married vs single women: Participation of married women has declined in Year 2 and Year 3, perhaps because the classes are held out of factory working hours. Information has not been collected on whether the percentage of married women employed at Bright Sky has declined, stayed the same or increased. As such, the P.A.C.E. program should review overall factory data on the marital status of women as well as the reasons behind this decline in married women’s participation in the P.A.C.E. program to ensure they are not facing too many personal obstacles to participate in P.A.C.E. classes out of work hours, especially if they are interested.

P.A.C.E. sessions for supervisors and line leaders: Supervisors and line leaders are eager to learn more from life skills trainings and want to attend the P.A.C.E. sessions. They are critical enablers or obstacles to women achieving success at the workplace and to improving the workplace environment. Bright Sky may wish to consider a condensed version of the P.A.C.E. program for them, either through the sensitization sessions or mini P.A.C.E. sessions focusing on the 3 core

modules, thereby creating a more supportive work environment for everyone, with increased benefits for production as well.

Expand involvement of the production team: As Bright Sky takes over the implementation of the P.A.C.E. program, they have the opportunity to increase the involvement of the production managers and teams. They are key decision makers in the scheduling of events, promoting participation and class attendance, providing follow up and feedback as well as having overall influence on women and the working environment in the factory.

Technical Support: The P.A.C.E. program requires qualified and skilled trainers to deliver effective quality training sessions, ensure learning is practiced and applied, and follow up on class room learning and participation. Bright Sky will require extensive technical support on training skills, methodology and content, as well as for the overall management, monitoring and reporting processes of the P.A.C.E. program from CARE during the next phase when Bright Sky takes over the implementation of the P.A.C.E. program. This is critical if the P.A.C.E. program is to maintain its high quality, integrity and standards.

Systematic support system: The trainers hear a lot of the women's personal and work related issues in the classes, but do not have time to follow up with them outside of the classroom. Presently, CARE works with both Bright Sky and the women directly to help them work through and resolve some personal and work related issues, including wanting to resign from the factory. With Bright Sky taking on the delivery of the training sessions next year, the factory has an opportunity to develop a more comprehensive support system to help women resolve problems, for proper follow up as well as referrals to appropriate social and counseling services as necessary. A service provider's resource manual could be developed, similar to other CARE projects, regularly updated and utilized by the Bright Sky training team, human resource / administration unit and the women.

Explore engagement of men: Certain topics, such as domestic violence, alcohol abuse by male family members, sexual and reproductive health and contraception use would benefit from the engagement of male family members. As the Cambodia Gender Assessment 2008 recommends that much more attention needs to be paid to male attitudes and behavior, the P.A.C.E. program may wish to explore ways of involving men and/or developing key messages on gender-based violence and sexual and reproductive health aimed at men and boys. For example, husband and partners could be invited to certain key sessions or male factory workers are championed as positive gender role models.

Continue with a modified Broader WorkForce program: The BWF program, as a peer education program, has strengthened P.A.C.E. participants' agency by engaging and providing them with the knowledge and skills to share their learning with others in a systematic manner. More importantly, it has had a positive effect on the learning participants' attitude and behavior at work as women talked about the importance of working together, helping each other, having good relationships as well as learning to deal with problems in a non-confrontational manner. As such the BWF program is accelerating the positive aspects of the P.A.C.E. lessons throughout the factory and should continue with the following suggested improvements:

More structure to the BWF program: It is logistically a challenge to provide orientation, training and effective follow up with 300+ learning buddies for quality control and attendance. Developing clear selection criteria for learning buddies, reducing the number of learning buddies, and having longer proper training and follow up sessions would enhance the overall quality of the knowledge sharing sessions.

Increased sharing time of the BWF knowledge sharing sessions: Limited time during the work day and night is the greatest barrier to implementing and achieving results for this activity. The 10-15 minute sessions may not be long enough for meaningful results for each session. The learning buddies should be encouraged to share the lessons at home and after work, as well as during lunch and break time.

Include BWF session on Time Management: The Problem-Solving session may be too complex for the 10-15 minute sharing session and possibly more difficult for women to successfully apply, without follow up and coaching. Time Management could be considered as a replacement, as the information may be easier for women to apply immediately and the lesson may be perceived as more useful.

5. CONCLUSIONS

The P.A.C.E. program is widely recognized within the factory and among partners as an investment in women that has significant and positive impact on women's personal and work lives. It is also viewed as contributing to improvements in the health and well-being of individuals, families, communities and even society as a whole through transforming women's knowledge, attitudes and behavior. Testimonies by female garment workers themselves reveal they have more knowledge, have gained self-confidence, are more aware of their behaviors, and value themselves more as influential members in their families and communities. They have the self confidence and skills to address problems and challenges in their personal and work lives in constructive ways. They feel more in control of creating positive improvements in their lives and to realizing their personal and professional goals.

The P.A.C.E. program is also attributed to having improved the overall work environment, with women and teams being more productive, paying closer attention to quality issues and meeting production outputs and deadlines. Women are both more aware of and have a deeper understanding of the reasons behind factory rules and regulations, and production processes and make conscious efforts to use factory systems and channels and to work together to solve problems. Communications and work relations at the factory have improved as women listen more, ask for clarifications, are more thoughtful of others and support one another as team, overall taking responsibility for their actions and decisions. The P.A.C.E. participants are also attributed to having a positive influence on the behaviors and attitudes of their line leaders and supervisors.

While there is a recognition that both production and quality have increased as a result of women's participation in the P.A.C.E. program, more time is needed to determine the overall impact on the factory production and business in the long run. With Bright Sky taking over the implementation of the P.A.C.E. program, they have the opportunity to measure, closely monitor and evaluate the business impact of the P.A.C.E. program over time.

The P.A.C.E. program is addressing a key policy recommendation of the Royal Government of Cambodia, namely to strengthen the capacity of women to equitably contribute to and benefit from economic growth, through upgrading the literacy and skill levels of women currently in the labor force. Combined with the positive feedback on improving the factory working environment, production and quality as evidenced by key influencer and female garment worker testimonies, the P.A.C.E. program could have a substantial positive impact on the garment industry and overall social development in Cambodia through the promotion and expansion to other factories within Cambodia.

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7. APPENDICES

Appendix 1

Focus Group Discussion Guide FGWs – Year 1 and 2 P.A.C.E. graduates (Including those who attended Technical Training)

Facilitator:

Good morning/afternoon. My name is _____ from the P.A.C.E. Evaluation Team. You have been selected and invited here today as you have all participated in the P.A.C.E. program in Year 1 or Year 2. We would like to ask some follow up questions regarding your experiences that you go through in your day to day work and personal life. We would also like to discuss your experiences in the P.A.C.E. program, including what you liked, disliked, what you would change, and what you thought was helpful.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports. **We will tape record the sessions so we are sure to capture information correctly. Do you agree to participate?**

- 1) **Can you please tell me about what is really going well for you in your work at the factory?** (e.g. production time and quality, skills, team work?) **Probe: Is this a change from the past? If so, what influenced the change?** (e.g. working in factory for long time, technical training by factory, extra dress tutoring outside the factory, and/or knowledge of health, time management, problem-solving; communication; literacy; etc. from P.A.C.E. training)
- 2) **Have you ever asked for any support from your Supervisor? What kind of support do you get from the Supervisor?** (Probe: Is it enough? If not what do you do?)
- 3) **What do you think your Supervisor would say about you and your work now? How is this different from before?** (Probe: How have you encouraged two-way communication?)
- 4) **What challenges have you faced at the factory? Why? How did you solve or overcome them?**
- 5) **Outside of the factory, what is going well for you?** (e.g. after/ before work; at home / family matters; friends and relationships; managing personal expenses and savings) **Probe: Is this a change from the past? If so, what influenced the change?**
- 6) **Outside of the factory, is there anything that is not going well in your personal life? What have you done or are doing now to solve or improve the situation?** (Probe: How have you applied your learning from P.A.C.E. to address the situation?)
- 7) **Do you feel your aspirations/goals in life have changed through P.A.C.E.? Why or why not? And how?** (What did you want to do before P.A.C.E. training and what do you want to do now?)
- 8) **Can you tell me what stands out in your mind about what you learned from the P.A.C.E. training? What has been most useful for you? What has been least useful? What would you like more help and support with?**

9) *Has P.A.C.E. had any negative affect/impact on you? How? What?*

10) *How would you describe the P.A.C.E. program to a friend? Would you recommend the P.A.C.E. program to a friend? Why?*

Facilitator:

The P.A.C.E. program has introduced a learning buddy component for the larger work force where P.A.C.E. graduates provide 15 minute information sessions on 3 topics to individual and groups of FGWs who have not yet participated in P.A.C.E.

11) *Can you tell me about your experience participating in the learning buddy program? What has worked well? What has not worked well? What suggestions do you have for the learning buddy program to improve or do differently?*

12) *Have you seen/noticed any changes in your participants in the learning buddy program after receiving the sessions?*

13) *Finally, is there anything else about P.A.C.E. you would like share with us?*

Thank you for your time!

Appendix 2

Focus Group Discussion Guide Year 1 and 2 P.A.C.E. participants (Promoted line leaders)

Facilitator:

Good morning/afternoon. My name is _____ from the P.A.C.E. Evaluation Team. You have been selected and invited here today as you have all participated in the P.A.C.E. program in Year 1 or Year 2 and have been promoted as line leaders. We would like to ask some follow up questions regarding your experiences that you go through in your day to day work and personal life. We would also like to discuss your experiences in the P.A.C.E. program, including what you liked, disliked, what you would change, and what you thought was helpful.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports. ***We will tape record the sessions so we are sure to capture information correctly. Do you agree to participate?***

- 1) ***Can you please tell me about what is really going well for you in your work at the factory? Probe: Is this a change from the past? If so, what influenced the change?*** (e.g. working in factory for long time, technical training by factory, extra dress tutoring outside the factory and/or health, time management; problem-solving; communication; literacy; from P.A.C.E.)
- 2) ***You recently received a promotion. Can you tell me why were you promoted as a line leader?*** (e.g. Supervisor recognition; being P.A.C.E. participant; work performance; communication, problem solving, decision-making, and/or time management skills, relationship with co-workers, etc) ***Why do you want to be a Line Leader? Whose idea was it?***
- 3) ***Can you tell me how the promotion has had an influence on you? What has been positive? What has been negative?***
- 4) ***Can you tell me about your relationship with your Supervisor? What support do you ask for? What support do you get from the Supervisor? What do you do if it is not enough?***
- 5) ***Can you tell me about your relationship with your line workers? What do you think your workers think about you?*** (Probe: How have you encouraged two-way communication?)
- 6) ***Outside of the factory, what is going well for you?*** (e.g. after/ before work; at home / family matters; friends and relationships; managing personal expenses and savings) ***Probe: Is this a change from the past? If so, what influenced the change?***
- 7) ***Outside the factory, is there anything that is not going well in your personal life? What have you done or are doing now to solve or improve the situation?*** (Probe: How have you applied your learning from P.A.C.E. to address the situation?)
- 8) ***Do you feel your aspirations/goals in life have changed through P.A.C.E.? Why or why not? And how?*** (What did you want to do before P.A.C.E. training and what do you want to do now?)

9) *Can you tell me what stands out in your mind about what you learned from the P.A.C.E. training? What has been most useful for you? What has been least useful? What would you like more help and support with?*

10) *Has P.A.C.E. had any negative affect/impact on you? How? What?*

11) *How would you describe the P.A.C.E. program to a friend? Would you recommend the P.A.C.E. program to a friend? Why?*

Facilitator:

The P.A.C.E. program has introduced a learning buddy component for the larger work force where P.A.C.E. graduates provide 15 minute information sessions on 3 topics to individual and groups of FGWs who have not yet participated in P.A.C.E.

12) *Can you tell me about your experience participating in the learning buddy program? What has worked well? What has not worked well? What suggestions do you have for the learning buddy program to improve or do differently?*

13) *Have you seen/noticed any changes in your learning participants after receiving the sessions?*

14) *Finally, is there anything else about P.A.C.E. you would like share with us?*

Thank you for your time!

Appendix 3

Focus Group Discussion Guide Year 3 P.A.C.E. participants

Facilitator:

Good morning/afternoon. My name is _____ from the P.A.C.E. Evaluation Team. You have been selected and invited here today as you are all participating in the P.A.C.E. program Year 3. We would like to ask some follow up questions regarding your experiences that you go through in your day to day work and personal life. We would also like to discuss your experiences in the P.A.C.E. program, including what you like, dislike, what you would change, and what you think has been helpful.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports. **We will tape record the sessions so we are sure to capture information correctly. Do you agree to participate?**

- 1) **Can you please tell me about what is really going well for you in your work at the factory?** (e.g. production time and quality?) **Probe: Is this a change from the past? If so, what influenced the change?** (e.g. working in factory for long time, technical training by factory, extra dress tutoring outside the factory and/or health, time management; problem-solving; communication; literate; etc. (from P.A.C.E.))
- 2) **Have you ever asked for any support from your Supervisor? What kind of support do you get from the Supervisor?** (Probe: Is it enough? If not what do you do?)
- 3) **What do you think your Supervisor would say about you and your work now? How is this different from before?** (Probe: How have you encouraged two-way communication?)
- 4) **What challenges have you faced at the factory? Why? How did you solve or overcome them?**
- 5) **Outside of the factory, what is going well for you?** (e.g. after/ before work; at home / family matters; friends and relationships; managing personal expenses and savings) **Probe: Is this a change from the past? If so, what influenced the change?**
- 6) **Outside of the factory, is there anything that is not going well in your personal life? What have you done or are doing now to solve or improve the situation?** (Probe: How have you applied your learning from P.A.C.E. to address the situation?)
- 7) **Do you feel your aspirations/goals in life have changed through P.A.C.E.? Why or why not? And how?** (What did you want to do before P.A.C.E. training and what do you want to do now?)
- 8) **Can you tell me what stands out in your mind about what you learned from the P.A.C.E. training? What has been most useful for you? What has been least useful? What would you like more help and support with?**
- 9) **Has P.A.C.E. had any negative affect/impact on you? How? What?**
- 10) **How would you describe the P.A.C.E. program to a friend? Would you recommend the P.A.C.E. program to a friend? Why?**

Facilitator:

The P.A.C.E. program has introduced a learning buddy component for the larger work force where P.A.C.E. graduates provide 15 minute information sessions on 3 topics to individual and groups of FGWs who have not yet participated in P.A.C.E.

11) Can you tell me about your experience participating in the learning buddy program? What has worked well? What has not? What suggestions do you have for the learning buddy program to improve or do differently?

12) Have you seen/noticed any changes in your learning participants after receiving the sessions?

13) Finally, is there anything else about P.A.C.E. you would like share with us?

Thank you for your time!

Appendix 4

Focus Group Discussion Guide Learning participants of learning buddies (Year 2)

Facilitators:

Good morning/afternoon. My name is _____ from the P.A.C.E. Evaluation Team. You have been selected and invited here today as you have all participated in the learning sessions in the Broader Workforce program of P.A.C.E. We would like to ask you some questions about your experiences in the Broader Workforce program, including what you learned, what you applied, what you thought was helpful and what you would change.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports. ***We will tape record the sessions so we are sure to capture information correctly. Do you agree to participate?***

- 1) ***Can you tell me what you learned from the sharing session conducted by the Learning Buddies?***
- 2) ***Among the three modules, which session do you find easy to understand? Why?***
- 3) ***Among the three modules, which session do you find easy to apply? Why? Which session was difficult to apply? Why?***
- 4) ***What learning have you applied? How often did you apply the learning? Where? What is the result?***
- 5) ***How has the learning from the sharing session helped you at work and/or at home?***
- 6) ***How do you find the skills, knowledge and attitude of the facilitator/Learning Buddy?***
- 7) ***Has the BWF program made you want to participate in the full P.A.C.E. training? Why or Why not?***
- 8) ***How would you describe the BWF program/ sharing sessions to a friend? Would you recommend the BWF program to a friend? Why or Why not?***
- 9) ***Do have any suggestions for the BWF/learning buddy program?***
- 10) ***Finally, is there anything else about BWF/Learning buddy program you would like share with us?***

Thank you for your time!

Appendix 5

Key Informant Interview Guide Supervisor and Line Leader

Interviewer:

Good morning/afternoon. My name is _____ from the P.A.C.E. Evaluation Team. As you are aware, some of the FGWs from your production lines have participated in the P.A.C.E. program. We would like to discuss your experiences with the FGWs who have been participating in the program, their potential for enhanced jobs and roles, any changes observed, perceived challenges and the role of supervisors for future engagement.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports. **Do you agree to be interviewed?**

-
- 1) **What are your general impressions of the P.A.C.E. program? Please give an example.**
 - 2) **What do you think your workers like about joining the P.A.C.E. training classes? What do you think your workers don't like about joining the P.A.C.E. training classes?**
 - 3) **What challenges do you observe for workers in participating P.A.C.E. program?**
 - 4) **Have you observed any changes in FGWs work and personal life since attending P.A.C.E.? (Please provide some examples)**

Area of change	Example
a. Communication with peers and supervisors/management?	
b. Punctuality & absenteeism (responsibility)?	
c. Productivity and efficiency?	
d. Happiness?	
e. Enjoying work?	
f. Respecting work?	
g. Any other changes?	

- 5) **What have been the benefits to the factory/production as a result of the workers who have participated P.A.C.E. training? Please describe (e.g. production time and quality, respect for the rules, less absenteeism, fewer errors)**
- 6) **Can you tell me how you provide support to the P.A.C.E. participants/program?**
- 7) **Can you tell me how you support workers who finished P.A.C.E. Year 1 and 2 training? Do you assign them new or more responsibilities compared to other workers? What has been the effect?**
- 8) **What do you look for when you choose to promote staff? Has the P.A.C.E. training had an influence who has been promoted in the past year or two? How?**

9) **What is your perception of the potential of P.A.C.E. participants for advancement in the workplace since they have attended the training? (Please provide examples)**

Areas	Examples
a. Have you seen any change in their confidence level?	
b. Do they seek opportunities?	
c. Do they take any initiatives?	
d. Do they support peers/ colleagues (mentoring/advising)?	
e. Others?	

10) **Do you have any observations on the work performance of P.A.C.E. Year 1 and 2 graduates who completed the BS technical training? Please explain/give examples.**

11) **Have you changed the way you deal with your workers/FGWs in any way? (Please explain)**

Areas	Examples
a. Work-related support provided?	
b. Guidance or mentoring?	
c. Personal attitudes towards women and their situations?	
d. Appreciating and encouraging women?	
e. Others	

12) **Has the P.A.C.E. program provided any personal benefits for you? Please give some examples.**

13) **What if any challenges have you experienced with the P.A.C.E. program or participants?**

Interviewer:

The P.A.C.E. program has introduced a learning buddy component for the larger work force where P.A.C.E. graduates provide 15 minute information sessions on 3 topics to individual and groups of FGWs who have not yet participated in P.A.C.E.

14) **Have you noticed any changes in your workers who are participants in the learning buddy program after receiving knowledge through the sharing session? (please give examples)**

15) **Can you give some suggestions of how the learning buddy program could be improved or done differently?**

16) **Finally, is there anything else you would like to share about P.A.C.E. with us?**

Thank you for your time!

Name of Interviewer:	Date:
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Appendix 6

Key Informant Interview Guide Bright Sky Factory

Human Resource/Administration, Corporate Social Responsibility, Factory Improvement Training Center Staff

Interviewer:

Good morning/afternoon. As you are aware, over 700 FGWs have participated in the P.A.C.E. training and program since 2009. We would like to discuss your experiences with the FGWs who have been participating in the program, their potential for enhanced jobs and roles, any changes observed, perceived challenges and the role of supervisors for future engagement. We would also like to get your personal views on the overall P.A.C.E. program affect on the production, management and yourself.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports.

-
- 1) ***What are your impressions of the P.A.C.E. program the past 3 years? Please give some examples/ explanations.***
 - 2) ***What are your impressions of the P.A.C.E. program affect on the FGWs? Please give some examples / explanations.***
 - 3) ***Can you tell me what you think the FGWs like about joining the P.A.C.E. training classes? Can you tell me what you think the FGWs don't like about joining the P.A.C.E. training classes?***
 - 4) ***What challenges do you observe for workers in participating P.A.C.E. program?***
 - 5) ***Have you observed any changes in FGWs work and/or personal life since attending P.A.C.E.? (Please provide some examples)***

Area of change	Example
a. Communication with peers and supervisors/management?	
b. Punctuality & absenteeism (responsibility)?	
c. Productivity and efficiency?	
d. Happiness?	
e. Enjoying work?	
f. Respecting work?	
g. Any other changes?	

- 6) ***Can you tell me how and what kind of support you provide to the P.A.C.E. participants/program?***
- 7) ***How do you support workers who finished P.A.C.E. (Year 1, 2) training?***

- 8) *What do you look for when you choose to promote staff? Has the P.A.C.E. training had an influence who has been promoted in the past year or two? How?*
- 9) *Do you have any observations on the work performance of P.A.C.E. Year 1 and 2 graduates who completed the BS technical training? Please explain/give examples.*
- 10) *What is your perception of the potential of P.A.C.E. participants for advancement in the workplace since they have attended the training on core modules?*

Areas	Examples
a. Have you seen any change in their confidence level?	
b. Do they seek opportunities?	
c. Do they take any initiatives?	
d. Do they support peers/ colleagues (mentoring/advising)?	
e. Others?	

- 11) *Do you think the expectations from FGWs have increased? Do you think they will experience some challenges around performance, in maintaining attendance, etc?*
- 12) *What have been the benefits to the factory/production team due to the workers who completed P.A.C.E. training, for example: production time and quality? Respect the rules?*
- 13) *Has the P.A.C.E. program provided any personal benefits for you? Can you give some examples?*
- 14) *What if any challenges have you experienced with the P.A.C.E. program or participants?*
- 15) *Would you recommend other factories to introduce a program like P.A.C.E. in the future? Why or why not?*

Interviewer:

The P.A.C.E. program has introduced a learning buddy component for the larger work force where P.A.C.E. graduates provide 15 minute information sessions on 3 topics to individual and groups of FGWs who have not yet participated in the full P.A.C.E. training.

- 16) *Have you noticed any changes in the FGWs who are participants in the learning buddy program after receiving knowledge through the sharing session? (please give some examples)*
- 17) *Can you give some suggestions of how the learning buddy program could be improved or done differently?*
- 18) *Are there any additional comments you wish to share regarding the P.A.C.E. program?*

Thank you for your time!

Appendix 7

Key Informant Interview Guide CARE P.A.C.E. Project Team

Interviewer:

Good morning/afternoon. As you are aware, over 700 FGWs have participated in the P.A.C.E. training and program since 2009. We would like to discuss your experiences with the FGWs who have been participating in the program, their potential for enhanced jobs and roles, any changes observed, perceived challenges and the role of supervisors for future engagement.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports.

-
- 1) ***What are your impressions of the P.A.C.E. program the past 3 years? Please give some examples/ explanations.***
 - 2) ***What are your impressions of the P.A.C.E. program affect on the FGWs? Please give some examples / explanations.***
 - 3) ***What changes have you observed in the P.A.C.E. participants from Year 1, 2 and 3?***
 - 4) ***What new or existing challenges do you think the P.A.C.E. participants Year 1, 2 and 3 face at work or at home?***
 - 5) ***What changes have you observed in the supervisors/line leaders/factory management as a result of P.A.C.E. program? (indirect benefit)***
 - 6) ***What do you feel have been the successes of the P.A.C.E. program over the past 3 years?***
 - 7) ***What if any challenges have you experienced with the P.A.C.E. program or participants?***
 - 8) ***What do you feel are areas of improvement for the P.A.C.E. program for the future?***
 - 9) ***Would you recommend other factories or businesses to introduce a program like P.A.C.E. in the future? Why or why not?***
 - 10) ***Has the P.A.C.E. program provided any personal benefits for you? (please give some examples)***
 - 11) ***What have you personally learnt from P.A.C.E. program?***
 - 12) ***Have you noticed or heard of any changes in the learning buddies who conduct the sharing sessions? (please give some examples)***
 - 13) ***Have you noticed or heard of any changes in the FGWs who are participants in the learning buddy program after receiving knowledge through the sharing session? (please give examples)***
 - 14) ***Can you give some suggestions of how the learning buddy program could be improved or done differently?***
 - 15) ***Are there any additional comments you wish to share regarding the P.A.C.E. program?***

Appendix 8

Key Informant Interview Guide VBNK Trainers

Interviewer:

Good morning/afternoon. As you are aware, over 700 FGWs have participated in the P.A.C.E. training and program since 2009. We would like to discuss your experiences with the P.A.C.E. program including implementation and delivery, session content and methodology, monitoring progress as well as changes observed in FGWs who have participated in the program. We would also like to get feedback on challenges and partnerships as well as your own personal reflections and recommendations.

Please provide your honest opinion, as there are no right or wrong answers. All individual responses will remain confidential and only used for evaluation reports.

- 1) *Can you briefly explain your role and involvement in preparing, delivering, and monitoring the P.A.C.E. trainings at the factory?*
- 2) *What do you feel have been the successes of the P.A.C.E. program over the past 3 years?*
- 3) *What if any challenges have you experienced with the P.A.C.E. program or participants?*
- 4) *What do you feel are areas of improvement for the P.A.C.E. program for the future?*
- 5) *What changes have you observed in the P.A.C.E. participants Year 1, 2 and 3?*
- 6) *What new or existing challenges do you think the P.A.C.E. participants Year 1, 2 and 3 face at work or at home?*
- 7) *What changes have you observed or heard about in the supervisors/line leaders/factory management as a result of P.A.C.E. program and participants? (indirect benefit)*
- 8) *Has the P.A.C.E. program provided any personal benefits for you? Can you give some examples?*
- 9) *What have you personally learnt from P.A.C.E. program?*
- 10) *How would you describe the P.A.C.E program to others?*
- 11) *Would you recommend other factories or businesses to introduce a program like P.A.C.E. in the future? Why or why not?*
- 12) *Are there any additional comments you wish to share regarding the P.A.C.E. program?*

Thank you for your time!

Appendix 9

P.A.C.E. Project Evaluation List of Focus Group Discussions and Key Informants Interviewed

FGD	FGD FGWs Profile	No of Participants
1	Year 1 & 2 P.A.C.E. program Graduates, including those who attended Technical Training	6
2	Year 1 & 2 P.A.C.E. program Graduates, Promoted Line Leaders	6
3	Year 3 P.A.C.E. program Participants	8
4	Learning participants of Learning Buddies (Broader Work Force program)	8
5	Learning participants of Learning Buddies (Broader Work Force program)	8

KII	Key Informant Name / Position	Organization	Interviewer
1-8	Supervisors – 4 persons (1 male) Line Leaders – 4 persons	Bright Sky Factory	CARE Team
9	Ms. Khoun Soklay, P.A.C.E. Project Manager	CARE	Consultant
10-12	Mr. Saphanara Mik, Mr. Em Oun and Mr. Heng Ratha, P.A.C.E. Project Team	CARE	Consultant
13	Mr. Boonwat Meycheav, Human Resource /Administration Executive	Bright Sky Factory	Consultant
14	Ms. Macel Saguid, Corporate Social Responsibility - Senior Executive	Ocean Sky Ltd / Bright Sky Factory	Consultant
15	Mr. Ly Kosol, Corporate Social Responsibility Officer	Ocean Sky Ltd / Bright Sky Factory	Consultant
16-17	Mr. Sam Ouern, Trainer/ Facilitator Ms Hok Chanphalleap, Senior Trainer/ Facilitator	VBNK	Consultant

Appendix 10

P.A.C.E. Program Training Schedule Life Skills and Literacy Modules and Sessions

Modules and Session	Content
Life in the city	
Orientation	Provide information on how life in the city is viewed
Literacy	
Week 1	Level 1: Introduction to Literacy Course Level 2: Introduction to Literacy Course
Week 2	Level 1: Learning Factory Signs of Health and Hygiene Level 2: Learning Vowels and Consonants and Some Factory Signs
Week 3	Level 1: Learning Factory Signs Related to Wearing ID Cards, Keep the Door Closed all the times, Addition and Subtraction Level 2: Learning How to Use Fire Extinguisher, Over Time form, Addition and Subtraction
Week 4	Level 1: Learning Factory Signs of Cleaning Stain and Multiplication Level 2: Learning Forget ID Form, Attendance Verification Form, and Leave Form
Week 5	Level 1: Learning 5S, Emergency Signs and Division Level 2: Ideas before Making Decision to Resign, Multiplication and Division
Week 6	Level 1: Learning Factory Signs of Safety Level 2: Factory Application Form, Number Stories
Week 7	Level 1: Learning Remaining Vowels and Consonants, Review Numeric Level 2: Learning Wedding Forms (Form Asking Local Authority for Marriage, Letter Issued by Local Authority for Marriage, Wedding Certificate)
Week 8 Sunday Session	Level 1: Review all the Signs, Post Test, and Evaluation Level 2: Review all the Forms, Post Test, and Evaluation
Communication	
Week 1	Course Introduction
Week 2	Communication and Relationship development
Week 3	What blocks communication
Week 4	What helps communication
Week 5	Communication and listening
Week 6	Skills/non verbal communication
Week 7	Non verbal communication
Week 8 Sunday session	Pre-and post test and Wrap up
Problem Solving & Decision Making	
Week 1	Module introduction
Week 2	Decision making
Week 3	Problem analysis
Week 4	Finding solution
Week 5	Planning from past solution
Week 6	Learning from past solution
Week 7	Team building
Week 8 Sunday session	Pre-and post test and Wrap up

Time Management	
Week 1	Introduction to time management
Week 2	Concept of time management
Week 3	Time utilization
Week 4	Tools/methods to overcome barriers of time management
Week 5	Prioritization task and negotiate time within the work place and at home
Week 6	Stress management
Week 7	Way to overcome stress
Week 8 Sunday session	Pre-and post test and Wrap up
Health & Nutrition	
Week 1	Introduction, Menstruation and Fertility
Week 2	STIs and HIV/AIDS
Week 3	Preventing Unwanted Pregnancy – Dual Protection Strategies
Week 4	Nutrition and hygiene in cooking
Week 5 Sunday session	Pre-and post test and Wrap up
Gender	
Week 1	Introduction, Basic concepts of sex, gender and power
Week 2	Equality and Equity in Gender and using power of masculinity
Week 3	Gender relationship and Domestic violence and Effects of domestic violence caused by gender relation
Week 4	Strategies how to prevent domestic violence cause by gender relation and case study
Week 5 Sunday session	Pre-and post test and Wrap up
Financial Literacy	
Week 1	Overview of financial literacy
Week 2	Expenses and Debt Management
Week 3	Budgeting and Record Keeping
Week 4	Boosting saving
Week 5 Sunday session	Pre-and post test and Wrap up

Note:

Weekly sessions were held from 4.00-5.30pm for night shift (Mon-Wed) and 5.30-7.00pm (Mon-Fri) for day shift, in Year 2 and 3. The Sunday Sessions for all participants were held from 8.30-11.00am.