CARE Cambodia
Literacy for Empowerment of Adolescents Project
MID-TERM REVIEW

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Acknowledgement

Acronyms

AEP	Adolescent Education Projects
ARH	Adolescent Reproductive Health Project
DOE	District Office of Education
EFA	Education for All
ESP	Education Strategy Plan
ESSP	Education Sector Support Program
GABE	Girls' and Basic Education
IPRSP	Interim Poverty Reduction Strategy Paper
LEAP	Literacy for Empowerment of Adolescents Project
MoEYS	Ministry of Education Youth and Sports
NFE	Non-Formal Education
NGO	Non-Governmental Organization
POE	Provincial Office of Education
VDC	Village Development Committee
VEC	Village Education Committee
VLS	Village Life School
YAD	Youth Activity Day
YC	Youth Committee
YDI	Youth in Development Initiative Project

1. Summary

The Literacy for the Empowerment of Adolescents Project (LEAP) is successful implementing relevant and quality literacy and life skills programs for marginalized out-of-school adolescents, including girls from minority groups and young women involved in commercial sex. These adolescents have had no previous access to literacy and life skills programs before.

The project has provided access to literacy and life skills programs for 428 (364 female) adolescents. This has taken place in 11 villages in two districts, Smach Meanchey and Mondul Seima. The learners are from three different ethnic groups: Khmer, Cham and Khin (an ethnic minority group of Vietnamese origin). As a direct result of project activities, the literacy rates of adolescents in target villages have significantly changed during the 16 month implementation period. The percentage of adolescents able to read and write without difficulty increased sharply from 14.5%, as identified in the baseline survey, to 62.5% in the mid-term review. The percentage of adolescents able to read and write a little, decreased sharply from 57% to 25%, and lastly, the percentage of adolescents unable to read and write at all decreased by more than half from 28.3% to 12.5%.

LEAP staff have developed relevant literacy and post-literacy curricula. The former uses Ministry of Education Youth and Sports (MoEYS) textbooks and the latter uses materials from CARE's education and health projects. Both programs adopt participatory learning and teaching approaches. These approaches are being used in order to develop the learners' confidence in expressing their opinions, their critical thinking and problem solving skills, and to enhance their ability to make informed decisions about their lives. The majority of the learners and project partners interviewed expressed satisfaction with the curricula.

The project staff, in cooperation with staff from the Provincial Office of Education (POE), have trained 10 teachers in learner-centered teaching approaches. Additionally, CARE's Adolescent Reproductive Health (ARH) project conducted a 4 day training session in using their materials. Furthermore, LEAP staff have set up a strong on-going support system that includes technical meetings, class monitoring and follow-up training. Most of the learners, project staff and partners interviewed expressed their pleasure with the teaching approaches being used. Through class observations, 3 out of the 4 teachers observed applied the participatory teaching and learning approaches and learners actively participated in activities.

As the programs have developed, learner behavior has made a gradual transition from being passive to more active, from being subservient to more assertive, from being recipients to being initiators, and from being shy to becoming more confident in expressing their opinions. This was demonstrated by their class participation, discussions in the study and Youth Committee (YC) meetings, and their performances on Youth Activity Day (YAD). 34% of the adolescents answered the mid-term review questionnaire, and also discussed their ideas with the staff. In addition to these changes, 39 (35 F) out of 40 adolescents participating in the study actively engaged in community development activities such as cleaning up activities, planting and taking care of trees in their communities, health information dissemination, and teaching young children.

LEAP staff have established strong partnerships with officials from the POE and the District Office of Education (DOE), CARE ARH project staff and the communities so as to support the teachers to provide relevant and quality programs to learners. From the interviews carried out, the project staff and partners are happy about this cooperation and perceive these partnerships as a key reason for the success of the programs.

During the implementation of the project, the project staff have faced some challenges such as promoting youth empowerment, the integration of project activities with the ARH project, and with the literacy and post literacy curriculum for young women involved in commercial sex. The staff need further support to help teachers to deliver the post- literacy curriculum in a more

effective way. This can be provided through training in critical approaches to literacy, by increased dialogue with education and health project staff in other locations, and through cross visits to other NGOs delivering similar programs. Furthermore, post-literacy teachers need support to use the post-literacy curriculum contents and processes more effectively. This could be done through training in critical approaches to literacy and health life skills and through ongoing support by project staff. In order to develop a 'best-practice' literacy and post literacy model, other factors such as learners' needs, the mobility of target groups, and the length of programs and lessons need to be taken into consideration.

2.   Introduction

2.1   Snapshot of Koh Kong

Koh Kong Province is located in the southwest of Cambodia, bordering Thailand. It has a population of 132,106; 48.8% of which is female. 78% of the total population live in rural areas with low incomes and they earn their living by fishing and farming (Koh Kong Provincial Department of Planning). According to the Country Report by the National EFA 2000 Assessment Group (1999), 75.4% of males aged 15 and above are literate while 48.7% of females are literate. Many children drop out from school during and after completion of primary education in their villages due to their engagement in income generating activities, and to the special geographical locations and subsequent distance from schools. It is often extremely difficult for people living on islands and mountainous areas to travel and study in the main towns. There are only 4 secondary schools in the whole province (MoEYS, 2002) and their locations are widespread.
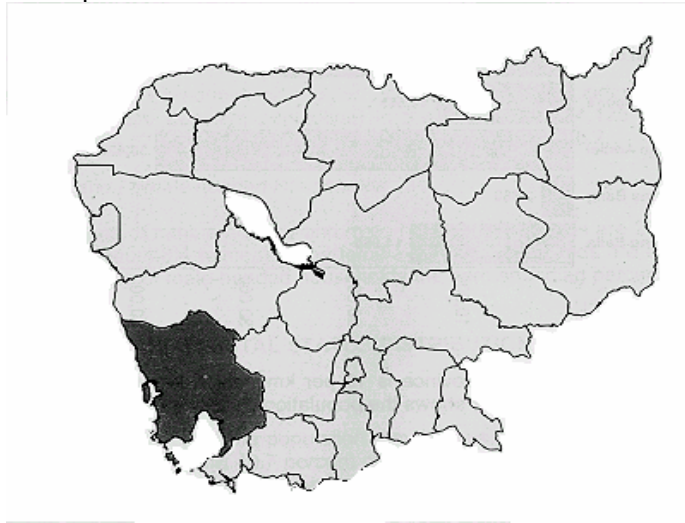

Figure 1. Map of Koh Kong Province

In the 1980's Koh Kong was the only trading centre and a transit point for goods imported to Cambodia from Thailand due to the closure of the other Cambodian-Thai borders. It was also a logging and fishing centre, and a town of red sandalwood trees that were used for the incense-making and perfume industries. Therefore, many people traveled from different corners of the country to Koh Kong to look for business or job opportunities. However, traveling to Koh Kong is difficult and to a large extent it was isolated from the rest of Cambodia. Good teachers did not want to go and teach there as it was a malaria-prevalent area, and it was risky to travel there by fishing boat in the rainy season due to the danger of the strong seas. Consequently, children did not have access to quality education.

In the early 1990s when the Cambodian-Thai borders started to open again, and the ban on logging was imposed by the Cambodian Government, people, especially businesspersons, started to move out of Koh Kong to seek new business and employment opportunities in other areas. People still living there mainly earn their living by fishing and farming. Fishermen find it difficult to earn income in the rainy season because of the seasonally rough seas.

Prior to 2001, Koh Kong was only accessible by boat, or by plane for those with enough income. Air travel is no longer available, however people can now travel by road. This unsurfaced road deteriorates during the rainy season. Four new bridges are going to be built across the four rivers it is currently necessary to cross by car-ferry. It is very difficult to travel there by land in the rainy season as the road floods and gets cut off by heavy rain, and cars are regularly stuck in the mud. It takes approximately 8 - 10 hours to go there by land.

Koh Kong is now more a fishing, tourist and entertainment destination. As gambling is illegal in neighbouring Thailand, a number of casinos have sprung up in Koh Kong to cater for weekend cross-border travelers. A lot of people often move in and out of this area and it has seen the impact of HIV/AIDS since the 1990s. The HIV/AIDS prevalence in Koh Kong is as high as 53.6% for direct sex workers, 15.7% for indirect sex workers, and 10.7% of police and military are HIV positive (NCHADS, 2000, cited in Francis, 2002).

2.2   Project Overview

In its Education Strategic Plan (ESP), MoEYS formulated the national policy on formal and non-formal basic education in 2001 to contribute to the Government's Interim Poverty Reduction Strategy Paper (IPRSP), whose aim is to provide equitable access and quality improvement in education (MoEYS, 2001a). Two of the main targets set by MoEYS are related to re-entry and adult literacy programs in disadvantaged areas. These are detailed in the Education Sector Support Program (ESSP) as follows:

- Complementary education programs, equivalency and re-entry, for out-of-school children/youth to increase their access to knowledge and skills of basic education; and
- Functional literacy and life skills for marginalized and excluded working youth and adults to strengthen basic learning capacities for income generation, early childhood care, agricultural innovation and socio-economic and democratic development. (MoEYS, 2001b)

CARE's LEAP project in Koh Kong Province is helping the Government to reach these targets through its literacy and life skills programs for marginalized out-of school adolescents.

The LEAP project, supported by CARE Canada, began in Koh Kong in December 2003 and was based on lessons learned from the previous 'Youth in Development Initiative (YDI)' project. LEAP aims to provide quality and relevant literacy and post-literacy programs and leadership opportunities for marginalized out-of-school adolescents aged between 15 and 25 years. The project's targets groups are out-of-school adolescents and young women involved with commercial sex. Learners are from different ethnic groups: Khmers, Khmer Muslims (from the Cham community) and Khin. The most marginalized group is young women working in commercial sex because they did not have access to education before LEAP entered their area. According to officials from the Koh Kong Provincial Office of Education (POE) and from the Non-Formal Education Department of MoEYS, LEAP is the first project ever in Cambodia that has provided literacy and post-literacy programs for these young women.

LEAP jointly runs literacy programs with the POE on the condition that CARE provides technical support and teaching and learning materials such as notebooks, pens, pencils, chalk, umbrellas, electric lamps and a monthly fee for the consumption of electricity. The POE selects community members suitable to be trained as community teachers, pays teachers' salaries and provides learning materials such as textbooks and slates. However, the literacy programs for young women involved with commercial sex, and the post-literacy program are run entirely by LEAP with the POE providing more of a coordination and monitoring role only.

For the success of the project, LEAP sees partnership as an essential factor in the project design, implementation and monitoring. Thus, it works closely with potential partners such as the Provincial Office of Education, the District Office of Education, CARE's Adolescent Reproductive Health project and communities to plan implement and monitor literacy and post-literacy programs. The former focuses on literacy and life skills and the latter on health-related life skills and Village Life School (VLS) programs. These programs are designed to help target groups participate in decision making with their families and communities.

In Year 1, LEAP ran literacy programs in 8 villages, with 3 more villages being targeted in Year 2. The total number of villages has now increased to 11:

- Phum Vong Kathak

- Phum Chamyeam
- Phum Neang Kok
- Phum Boeung Kachhang
- Phum Muy Baklang
- Phum Pi Baklang
- Phum Beoung Krayak
- Phum Stoeung Veng
- Phum Muy Smach Meanchey
- Phum Buon Dang Tong
- Phum Muy Dang Tong

These villages are located in two districts - Smach Meanchey and Modul Seima. Phum Boeung Krayak is a newly established village where people from Phum Peam Krasoab and Koh Kang were resettled because of Government plans to preserve mangroves and develop these areas as tourist sites.

2.3 Purpose of Mid-Term Review

This report covers a 16 month period from March 2004 until June 2005. Its focus is on outcomes at the project purpose level:

- Improved access to literacy and life skills education opportunities for out of school marginalized adolescents, especially girls from ethnic minorities and young women involved with commercial sex
- Strengthened partnerships between relevant Ministry departments (at all levels) and communities to support and provide quality and relevant basic education
- Enhanced ability of adolescents to make decisions and express their opinions about their lives and futures in the communities.

The review aims:

- To evaluate the impact of the LEAP project in terms of its ability to achieve project outcomes to date
- To develop recommendations to inform and improve continuing implementation of the project
- To develop recommendations that will contribute to the future development of a 'best-practice' literacy and life skills programs within CARE
- To provide the Non-Formal Education (NFE) Department and the Gender Mainstreaming Strategy of MoEYS with lessons learnt and recommendations as to how to develop effective and good quality literacy and life skills programs so as to contribute to meeting EFA/ESSP objectives.

2.4 Methodology

A participatory approach was employed in this study so as to explore the real life experiences of project staff, learners and stakeholders in the literacy and post-literacy programs. A variety of methods such as semi-structured interviews, focus group discussions, observations, case studies, literacy achievement tests and questionnaires were used to collect, cross check and increase the reliability of data. Project staff members were involved in the process of planning, data collection, reflection on project findings and discussion of recommendations for the improvement of the project (see Appendix 1 for mid-term review schedule).

The research participants were randomly selected from different project target areas to provide a good representation of the learners project stakeholders and staff. 17 project stakeholders were interviewed individually and included DOE officials, the Deputy Director of the POE, the Director of the NFE office of the POE, ARH staff, 2 brothel owners, 2 literacy teachers, 3 post-

literacy teachers, 3 village leaders, 2 commune leaders from the two target districts, the Provincial Imam, and 4 project staff members. Each interview lasted for 30 minutes (See Appendix 2 for details).

Focus group discussions were conducted with 14 literacy learners from Phum Buon, Smach Meanchey, Stoeung Veng, Boeung Krayak and Neang Kok Villages, 14 post-literacy learners from Phum Buon, Boeung Kachhang and Bak Klang Villages, 7 youth committee (YC) members, and 7 Village Education Committee (VEC) members from both districts (See Appendix 2 details). Each discussion session was 1 hour long. In addition, 2 literacy teachers, 1 post-literacy, 1 ARH volunteer, 1 YC meeting and a Youth Activity Day were observed with a focus on adolescents' participation, their confidence and ability to make decisions and express their opinions (refer to Appendix 3 for the class observation form). In addition to the interviews, focus group discussions and observations, case studies were also recorded with 4 literacy and post-literacy learners and 4 project staff members. The themes evolved around life changes and feelings about working and/or engaging with the project. The participants were given 1 hour to express their ideas in focus group discussions.

Literacy achievement tests were conducted with 40 adolescents, aged 15-25 years, in 5 different villages so as to compare the results with those from the baseline survey (refer to Appendix 4). The tests were randomly given to adolescents in each village and were observed by teachers. Questionnaires were carried out with 40 literacy and post-literacy learners (see Appendix 5 for details).

The study focuses on the changes in learners' ability to make decisions about their lives, rather than adolescents in general. It is still too early to assess the impact of learners on other adolescents in the community; this can be done at the end of the project.

The sample for this study was relatively small if compared with the total number of the project's target groups and stakeholders. The findings are best used to describe the real life experiences and changes in the target villages and groups where the study was conducted. Yet, they can also be used to provide an overall picture of the project's outcomes.

This mid-term review was carried out in accordance with the prescribed Terms of Reference (refer to Appendix 6).

3. Findings

3.1 Project Achievements

### 3.1.1. Literacy and Life Skills Programs

Access

LEAP targets 11 villages in the two districts of Smach Meanchey and Modul Seima where access to literacy and life skills programs was limited for marginalized out-of-school adolescents. When asked about whether there were other literacy programs in these communities, the respondents said that there were no literacy programs in their villages except in two villages, Phum Buon Dang Tong and Phum Muy Dang Tong where the CARE Youth in Development Initiative (YDI) project ran literacy and post literacy programs in cooperation with the POE. LEAP has used the lessons learnt from YDI to run the programs in Koh Kong.

Since the beginning of the project, LEAP has successfully run innovative literacy and post-literacy programs that focus on enhancing the ability of marginalized out-of-school adolescents. In Year 1, LEAP ran literacy programs with 11 classes in 8 villages in two districts of Smach Meanchey and Mondul Seima. The classes finished in December 2004 with 205 (147F) graduates. These learners moved on to post-literacy classes in 2005. Additionally, the project opened 10 literacy classes and expanded its target areas up to 11 villages in March 2005.

With single counting (i.e. not counting the learner's that were in cohort 1 of the literacy program and then enrolled in the post-literacy program), LEAP has provided access to education for 428 marginalized out-of-school adolescents, 364 of which are female, including 59 young women who are involved with commercial sex, and 46 adolescent males. The learners are from 3 different ethnic groups: Khmer (291), Cham (129) and Khin (8).

Figure 2. Literacy and Post Literacy Learners 2005
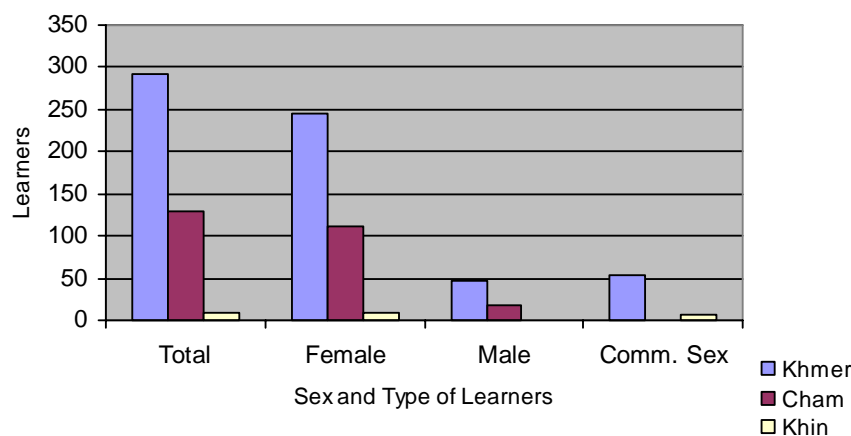
Curriculum

LEAP uses MoEYS' four-volume textbooks for its literacy program and works in partnership with staff of the POE and DOE. The textbooks are written by the NFE Department of MoEYS and include analytical thinking, problem solving, reading, writing and calculation skills. LEAP adopts a participatory approach to teaching and learning in order to improve the level of learning.

For the post-literacy program, LEAP has developed a life skills curriculum with a focus on health by adopting relevant materials from different CARE projects such as the Youth in

Development Initiative, and the Samaki Komar II project currently being implemented by CARE in Prey Veng Province. The Adolescent Reproductive Health project also provides a two-hour session on reproductive health and HIV/AIDS to post-literacy learners weekly. A participatory teaching approach is also adopted in this program.

The majority of learners interviewed expressed their satisfaction with these curricula and stated that these curricula are relevant to their real life situations and that their educational expectations were fulfilled. They said they enjoy the lessons provided in the programs, especially lessons related to health as they understand the importance of health issues. Similarly, other interviewees such as project staff, teachers and project partners appreciated and valued the contents of the curricula as they are designed to promote critical thinking, problem solving problems and health issues.

The learners had positive attitudes towards participatory learning and teaching when asked about whether they prefer traditional teaching (teacher centered approach) to the participatory teaching approach. They stated that they enjoy working with their peers in pairs and groups and that through this approach they can build closer relationships with teachers and peers, and that this helps them to learn from each other and to learn more quickly. Their enthusiasm about learning was clearly reflected during the class observations. The learners in the 4 classes observed enjoyed their lessons and actively participated by expressing ideas, asking for clarification, asking questions, and correcting their peers' mistakes - even the teachers' mistakes. The project staff, partners and teachers also strongly support the teaching methods adopted by the project.

Teaching

Most interviewed learners said that they are very pleased with the teachers' skills for the following reasons:

- Lessons are explained well
- Stories and humor are used in the classes
- Educational games and group work are used
- Learners are treated equally and are encouraged
- Teachers visit them when they are sick or absent from class
- Teachers come to class regularly even during the rainy season.

The project staff and partners expressed positive attitudes toward the teaching. They stated that teachers have become more confident in using participatory methods and are able to engage learners in lessons. One of the interviewed project partners said

> "The challenges of the literacy program involve working with teachers who are community members with low knowledge and skills, particularly compared to formal teachers in state schools. I'm proud to see them making progress and their commitment to teaching. They have changed a lot since the beginning of the programs. Now, they are confident to use participatory teaching approaches although they have some points to improve in their profession."

From class observations, the 3 LEAP observed teachers applied participatory approaches in their teaching. They established good relationships with learners, created good learning environments, managed groupwork and group discussions by monitoring and helping learners in groups, they praised learners for giving responses, and listened attentively. A lesson taught by an ARH volunteer was less participatory but she was good at disseminating health information in a lecture format. LEAP's teachers show their confidence and ability to use the learner centered approach, especially young teachers who have been able to gain teaching methodologies and experience through a short period of training.

Teacher Training and On-going Support

In support of teaching and learning, project staff in collaboration with POE conducted a 10-day teacher training course for the first cohort of literacy teachers. This training was more on basic approaches to literacy teaching and learning. The training for the second cohort of literacy teachers and post-literacy teachers was conducted in partnership with POE and DOE for 10 days. It was on learner centered teaching and learning using a teacher training package developed by CARE's Education Program staff for YDI. This literacy teacher training package was also delivered to World Education's literacy teachers and was trialed and applied in literacy learning classes in Prey Veng Province. Prior to the training, CARE's Adolescent Education Project (AEP) Coordinator trained project staff in using the training package with a former YDI staff member to help them deliver quality training to literacy and post-literacy teachers.

In addition to this, another 4-day training course was offered by ARH project staff to both literacy and post-literacy teachers. This training was on how to use their teaching materials with the target groups. According to the interviewed POE and DOE staff, this training package is also being adopted by the POE for government literacy teachers in the Province as the methods in this package are interactive and stimulating.
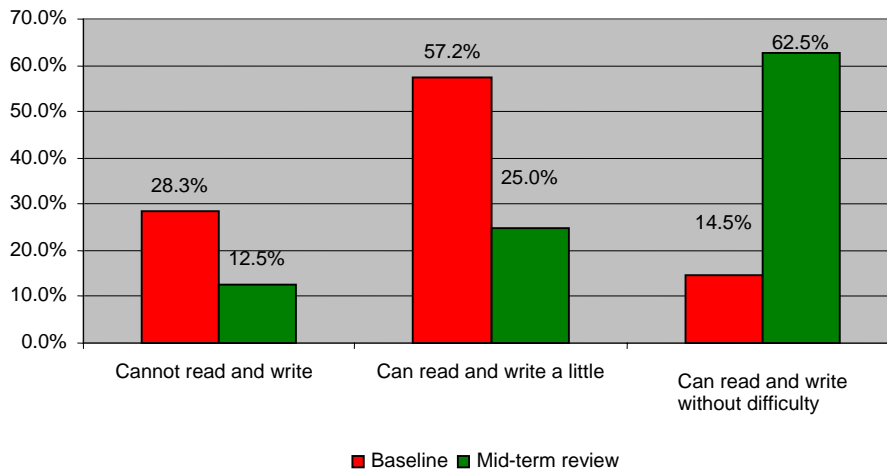
Besides training, LEAP established a monitoring mechanism which includes staff from LEAP, the POE and the DOE. Class visits are made to each literacy and post-literacy class on a regular basis, 3-4 times per month, followed by a feedback session. In the feedback session, the observers talk with teachers about their teaching: what was good about it, and what needs to improve. The project partners interviewed recognized LEAP's monitoring system as one of the project strengths; which not only helps teachers improve their teaching but also encourages learners to come to class regularly as they feel that they are supported. Furthermore, a one-day technical meeting is conducted alternatively every month with a two-day follow-up training to provide opportunity for teachers to share their experiences and learn new things. Literacy and post-literacy teachers stated that these mechanisms have helped them improve their teaching and professional development.

Literacy Rates

Adolescents aged 15-25 years in target villages were randomly selected for the literacy test in both the initial baseline survey and this mid-term review. They were allowed 30 minutes to complete the tests. Yet, the samples of the two studies are different. 152 adolescents did the test for the baseline survey while only 40 took the test in the mid-term review. A smaller sample was necessary so as to fit in with the timeframe for data collection. The number of target villages taken for the test is also slightly different. In the baseline survey, the test was conducted in 7 villages (Phum Vong Kathak, Phum Buon Dorng Tong, Phum Boeung Krayak, Phum Boeung Kachhang, Phum Stoeung Veng, Phum Cham Yeam and Phum Pi Bak Klang) and 6 villages in the mid-term review (Phum Buon Dorng Tong, Phum Boeung Krayak, Phum Boeung Kachhang, Phum Cham Yeam, Phum Muy Bak Klang and Phum Pi Bak Klang).

Two villages in the baseline survey were not included in the mid-term review because Phum Vong Kathak could not be accessed by road in the rainy season and many learners in Phum Stoeung Veng have moved away. However, a new village was chosen for the mid-term review. Although the findings from the mid-term review cannot be generalized if compared to the baseline findings, they offer a good picture of how the literacy rates have changed. After 16 months of LEAP's literacy and post-literacy programs, the percentage of youth able to read and write without difficulty increased sharply from 14.5% in the baseline survey to 62.5% in the mid-term review. The percentage of youth able to read and write a little, decreased sharply from 57% to 25%. Finally, the percentage of youth unable to read and write at all decreased by more than half from 28.3% to 12.5%.

Figure 3: Change in Literacy Rates

Chart legend: ■ Baseline ■ Mid-term review

Category	Baseline	Mid-term review
Cannot read and write	28.3%	12.5%
Can read and write a little	57.2%	25.0%
Can read and write without difficulty	14.5%	62.5%

Behavioral Changes

> "I feel comfortable with my life when I became literate. I now feel that I'm a part of society. I want to find a job and do something useful for my community." LEAP Literacy learner

> "I can no longer be cheated because I can think critically about information and make my own decisions." LEAP Youth Committee member

Literacy and post-literacy learners, teachers, project partners, YC members, VEC members and brothel owners participating in the study have noticed a real transformation in learners' behavior since the beginning of the programs. Learners have changed their behavior mainly through the impact of the teaching process and the role models played by YC and VEC members. The following changes have been made by the marginalized out-of-school youths during 16 months of literacy and post-literacy programs:

- They can read road signs, books, newspapers, job application forms, magazines, write letters or texts and calculate.
- They have become more active and confident in expressing their ideas
- They behave themselves much better such as speaking to others with respect and dignity and becoming more patient and tolerant with other people
- They are able to maintain hygiene and sanitation in their families such as drinking boiled water, covering food to prevent flies, sleeping under mosquito nets
- They can think more critically and make their own decisions
- They are able to spend money in an economical way and can record money spent and earned
- They stopped gambling
- They are much more aware of how to prevent HIV/AIDS and other diseases
- They are able to run small business such as selling fish or vegetables
- They participate in cleaning and tidying up their houses
- They are able to think before they act.

From observations of literacy and post-literacy classes, YC meetings, Youth Activity Days and through focus group discussions, it was impressive to see how actively the adolescent learners were involved. Learners are confident to talk and discuss ideas with their peers and teachers, this is a big change in behavior if compared to the Khmer tradition where the majority of people, especially adolescents, are passive and subservient to people superior in age, status and knowledge. They show great potential for further personal development in a safe, friendly and dynamic learning environment.

Besides behavioral changes, learners and YC members have applied their knowledge and skills in their families and communities in the following situations:

- YC members and adolescent learners organized Youth Activity Days with support from project staff to show the public that they have learned and gained a lot of knowledge and skills from LEAP's literacy and post-literacy programs. These were run in collaboration with the POE along with campaigns to advocate for out-of-school adolescents to attend literacy classes
- Learners have disseminated information related to health to their communities such as birth spacing, HIV/AIDS and maintaining hygiene in families
- Learners lead and participate in community labor such as cleaning up public places and water wells
- Learners visit families in their communities whose children are illiterate and talk about the importance of education and LEAP's literacy and post-literacy programs and encourage them to join the programs
- A learner saw her neighbors drinking unboiled water. She explained to them about its dangers and advised them to boil water for 15 minutes before taking it
- A learner saw a villager cutting down trees in her community. She told the village leader to stop him from cutting them down.

The following story gives a good picture of the transformation of learners in the literacy and post-literacy programs in terms of participation, confidence in expressing opinions, making decisions about their family and empowerment.

Koh Kong, 16th June 2005

Before joining the literacy program, my life was miserable when my father quarreled and fought my mother. I felt distressed because she couldn't think critically and solve this problem. I couldn't do anything to stop it but cried miserably.

Yet, I've learned a lot after I joined CARE literacy program. I can now think critically and solve problems occurring in my family. I saw my parents quarreling and my father fighting my mother on 22nd May 2005. I was very unhappy and decided to do something about it. I kneeled down, sampeas (an act of respecting elders by joining hands together and raising them above the nose level in the Khmer culture) and begged him to stop beating my mother.

I explained to my father why this act was not good. I asked him what he got from his violent act and whether he had ever thought about the future of his children. I asked my parents "What would your children's future be if you continued to quarrel and fight?" and explained to them that there was no profit you could gain from this but you lost money and time, damaged the family's reputation and our neighbors looked down on our family. My parents were surprised at my intervention and asked me why I have changed so much and praised me a lot and said that I'm a good daughter. They said that I didn't dare to talk to them and couldn't think this way before. They stopped quarreling and fighting anymore. I told them that I've learned from my literacy class.

I had learned about domestic violence just 2 days before this happened. That's why I could deal with this situation. I also explain to my neighbors and help them deal with problems related to domestic violence.

I'm very happy about learning in my literacy class. This class has helped transform myself a lot. Before, I thought that my life was unworthy and hopeless in the society. My life's change since joining the literacy class. I can read, think critically, and solve problems. Now, I feel I'm a valuable person in the society. I want to become a literacy teacher in my community in the future.

3.1.2. Youth Decision Making and Community Participation

The questionnaire designed for the baseline survey consisted of two main parts. The first part looked at youth decision making at the community level and the second part was on youth contributions to community development activities. This same survey was used with learners and YC members in the mid-term review. It is too early at this stage to assess the learners'

impact in the communities. Therefore, the results of the baseline survey and mid-term review cannot be compared, however, the progress of learners in decision making and contributions to the community is examined here.

Eight learners (7F), equivalent to 29%, out of 40 learners and YC members who answered the questionnaire directly contacted the authorities and discussed issues in their communities with different types of authorities. They directly approached Village Development Committees, village leaders, monks and Achar Wat (similar to Christian priests). All youth ideas discussed with the authorities were considered and acted upon. Following are the actions taken by the authorities: encouraging absent learners to come to class, solving problems related to literacy and post literacy classes, inviting people to join cleaning up activities and mend roads, and visiting classes to encourage learners to learn.

Six (4F), equivalent to 15%, of the youths contacted the authorities indirectly by asking their parents, friends and teachers to discuss their issues with their village leaders on their behalf. Similar topics to the above such as education, health, environment and social issues were discussed. 4 out of 6 discussed ideas were fully considered and acted on, 1 idea was only considered but no action was taken and 1 idea was ignored. The actions were on giving a place for health information dissemination, providing free plants and asking for contributions from villagers to buy sewage pipes.

In addition to making decisions about their communities, adolescents participated in community development activities. The findings showed that 39 (35 F) out of 40 youths participated in the activities such as attending village or commune meetings, minor repairs to bridges or roads, advising drug users, teaching people to plant crops or garden, training people in fish or animal raising, planting and taking care of trees in the school or village, cleaning up the village, disseminating health information, managing community learning centre, teaching young children and other work.

Figure 4. Number of surveyed youth who contributed to community development

Type of community development activities	Sex		Total
	Male	Female	
Attend village/commune meeting	1	12	13
Involved in minor repairs to road/bridges	1	11	12
Talking with drug addicted people	1	13	14
Teaching people about planting crops/gardens	2	8	10
Training people in fishing/animals raising	2	6	8
Planting and taking care of trees in school/village	3	28	31
Cleaning up the village (garbage collection)	3	31	34
Disseminating health information	2	28	30
Contributing labor to the hospice construction for PLHA			
Managing community learning center		8	8
Teaching young children	3	23	26
Other		4	4
Total	4	35	39

To sum up, 34% of the youths who answered the questionnaire, either directly and indirectly contacted the authorities. Their ideas were discussed and the authorities seriously considered and took actions on most of them. Only a few ideas were considered but not acted upon. This shows an improvement in youth participation and decision making from 5.25% in the survey to 35% in the mid-term review. Yet, almost all youth respondents (97.5%) participated in community development activities.

3.1.3. Partnerships

LEAP has built strong partnership with staff from the POE, DOE, CARE's ARH project, local authorities and community members. Both during the planning and implementation stages. LEAP staff have collaborated with the POE and DOE in selecting teachers, sharing teaching and learning materials, training literacy teachers and class monitoring. Moreover, the project has seconded the Director of NFE office, this helps the project build close working relationships with the POE. LEAP staff also collaborate with ARH staff in the post-literacy program by involving ARH volunteers in teaching methodologies and using ARH materials. The two projects jointly teach post-literacy classes in LEAP's target areas. ARH volunteers teach each class 2 hours per week but they use different curricula. LEAP focuses on general health care and general knowledge while ARH's curriculum emphasizes human reproductive health and HIV/AIDS.

Besides POE, DOE and ARH, LEAP established Village Education Committees whose members are local authorities such as village or deputy village leaders, police officer and community members such as parents of learners and respected elders in the community. This committee has actively participated in identifying and setting up classes, monitoring classes, helping solve problems related to the programs such as absenteeism, protecting learners from disturbances caused by gangsters, and assisting with the campaign for education for out-of-school adolescents with parents in their communities. Alongside with the VEC, YC was also established to work closely with VEC to support the literacy and post-literacy programs. Their roles are similar to those of VEC but YC members deal with problems in their classes on a daily basis as they are close to learners.

LEAP's partners interviewed expressed satisfaction and appreciated their collaboration with LEAP in planning and implementing the project activities because they shared experiences and knowledge and complemented each other for the success of the project. The following are quotes from different partners:

> "I've learned a lot from the project staff. I've learned to write reports. I am now able to solve personal and class problems." LEAP Youth Committee member

> "I'm happy to work with LEAP. The more I work with out-of-school youth the more I understand about their real lives. I feel sympathetic towards them. I spend my time organizing and making classroom a pleasant place for learning. I usually encourage out-of-school youth to join LEAP's literacy program." Village Education Committee member

> "I can't provide quality literacy programs on my own." DOE Officer

> "I see partnership as a key to success. I appreciate our partnership with CARE. We can help and complement each other in implementing the programs." POE Officer

The project staff members also appreciated their professional partnerships and felt that they are essential to ensuring the success of the project. In summary, both project staff and their partners consider partnerships as a key factor contributing to the success of the project. They are happy and committed to working together to implement the programs successfully and to having greater impact on the target groups.

3.2. Project Challenges and Recommendations

Although the project has achieved a lot since March 2004, staff have dealt with a number of challenges caused by both internal and external factors. The following are the examples of these challenges:

Curriculum

As mentioned in 3.1.1, the majority of learners said they were satisfied with the MoEYS curriculum and that it was relevant to their needs. Yet, the interviewed project staff, stakeholders and some of the interviewed learners felt that some of topics in the MoEYS literacy curriculum such as rice farming, using compost, pig raising and saving money in pig banks, were not relevant to some target villages where learners mainly earn their living by fishing. Importantly, the Cham community does not like to talk about and raise pigs due to their religious beliefs.

> **Recommendation 1**
>
> The literacy curriculum should be adapted to suit the differing local contexts of project sites by conducting a small need assessment study with learners. This can be done through focus group discussions by project staff in cooperation with teachers before the next cohort of literacy learners starts their classes in the early August 2005. Then, the project and program staff can work closely with teachers to adapt lessons and make them relevant to learners' needs.

In relation to the post-literacy curriculum, it was realized that it was difficult for teachers to teach post-literacy classes as the curriculum requires them to work with learners to analyse, summarize and critique the main ideas of the lessons. Even teachers said they found the content very difficult. This curriculum focuses on engaging learners in doing tasks and expressing their opinions rather than simply reading written texts. One of the project staff members even acknowledged that it was also difficult for him.

Learners have improved a lot since they started the programs and have been encouraged to be confident in expressing their opinions and participating in decision making about their lives and futures with support and guidance from the project staff and stakeholders. Learners have the potential to learn new things and strong basic foundations for critically engaging in decision making and learning. The interviewed learners and class observations showed that learners are highly motivated to learn in an interactive and participatory way. Yet, their critical thinking skills need real nurturing in order to empower youth because empowerment involves the ability to think and act critically (Giroux, 1992, p.11). This suggests that without critical thinking skills, there would be no empowerment. From observations, the tasks offered to learners in the class, especially post-literacy classes did not promote critical thinking skills enough. Critical literacy approaches involve the analysis and study of the relationships between written work, language, power, social groups and social practices. It provides ways to question and challenge the underlying beliefs of written, visual, spoken, and multimedia information.

> **Recommendation 2**
>
> Teachers should receive training in critical approaches to literacy and health life skills and receive on going support in this area. This can be done by project staff. The training is planned to be conducted for 5 days in September 2005 and on-going support will be provided on a regular basis through class observations, feedback sessions, technical meetings and follow-up training.

Literacy and Post Literacy Classes for Young Women Involved in Commercial Sex

DOE and POE staff appreciated LEAP's efforts to reach young women involved in commercial sex. According to MoEYS sources, CARE is the only organization in Cambodia who offers literacy classes to this target group. The literacy and post-literacy classes for the second cohort of young women involved in commercial sex started this year and functioned well until April 2005. However, very recently the brothels where literacy and post-literacy classes take place were raided by the Government drug authorities and an NGO from Phnom Penh in search of drugs and people involved with child trafficking. Some of the brothel owners and young women were taken to the police station for questioning, some fled Koh Kong for security reasons, and others were taken away by clients. Consequently, 2 post-literacy classes and 1literacy class have been postponed until further notice. In addition, the mobility of the young women also contributes to drop-out rates as they do not stay in the brothel for long. In general this is a good thing as they usually look for better opportunities. There is anecdotal evidence, however, that some are trafficked to other destinations both within and outside Cambodia.

The current programs for these young women last for 4 months, however this period does not seem to suit the time requirements of learners. As a result, the drop out rate of these learners is high, 43% (Literacy) and 82% (post-literacy) respectively.

Recommendation 3

A relevant literacy and post literacy program model should be developed to meet the needs and mobility of young women involved in commercial sex. This should be done with the assistance of external technical expertise in close collaboration with the project staff.

Staffing

Frequent changes of project staff have affected the implementation of the literacy and post literacy programs and have taken considerable time from the program and project staff. The reasons for a high staff turnover include living far from home, getting higher positions in other projects within CARE, having better jobs in other NGOs, and working nearer to Phnom Penh, the capital city of Cambodia. Although Koh Kong can be accessed by road, it is considered as an isolated area in terms of the time it takes to travel there from Phnom Penh. It is also an unattractive work place due to limited infrastructure such as schools and hospitals, and the lack of access to further study opportunities.

As a result, new staff need on-going training and support from program staff, and as there is only one staff member who has worked with the project since the beginning of the project this has proven challenging. These staff members feel that they need more technical support. Class observations demonstrated that learners need more support in developing their critical thinking skills. This reflects on the project staff's capacity to provide support to teachers to deliver effective instructions aiming to maximize learners' potential to develop critical thinking skills.

Through interviews and observations, it can be noted that the project staff have been working very hard, sometimes doing extra work on the weekends. This demonstrates their commitment to fulfilling their responsibilities and their capacity to work together as a team. Staff have built strong partnerships with project stakeholders, set up strong monitoring mechanisms, succeeded in providing literacy and life skills programs, and encouraged adolescents to participate in community development activities. Yet, project management skills such as financial skills, clear communication and staff management need improving in order to enhance the relevancy and quality of project implementation

Class Monitoring

LEAP staff, in collaboration with POE and DOE staff, make regular visits to literacy and post-literacy classes. The project sites are spread over two districts and are situated in different geographical locations such as mountains and islands. Some classes are far from the CARE office and take approximately 40-45 minutes to get there by speed boat, or more than one hour by normal fishing boat. The project staff spend the night there for a class visit. Some classes such as Phum Muy Bak Klang and Phum Pi Bak Klang and Phum Boeung Kachhang are not far from the office but classes are taught in the evening and the villages are only accessible by boat. Boat drivers are reluctant to take people to the mainland at this time of the day as they aware of the risks. For example, the boat may turn over or sink when it hits a floating log in the rainy season. The boats have no lights as they are designed to work in the day time.

In addition to the special locations and distances, security for class monitors is another issue, especially for Phum Muy Bak Klang and Phum Pi Baklang. Many adolescents use illegal drugs such as amphetamines, and form gangs known as Krom Bang Thom (a group of big brothers that has a similar meaning to gangsters). The Krom Bang Thom hang around on the main roads and in public places such the dock, and wait for the opportunity to rob or rape women walking on their own in the late evening. This has resulted in some female learners dropping out of classes.

As a result, project staff and DOE officials collaborated on evening class visits. They go together but observe different classes in a village and wait for the other to come back to the town after classes at about 9.00pm. This practice is good for a village where there is more than one class but not for a village where only one class is taught such Phum Boeung Kachhang. This has led to more visits in one village than others. From the interview with teachers, class visits by the project staff, DOE and VEC vary from 2 to 5 times per month for each teacher. Nearer classes get more visits while further classes get less.

However, the situation has gradually improved after the arrest of more than 40 drug sellers and users in this area. And learners that had dropped out have started to come back as the project staff and VEC members worked together to discuss and solve this issue. As a result, some parents of learners, older male classmates and VEC members in Phum Muy Bak Klang and Phum Pi Bak Klang take female adolescent learners back home after class.

Partnerships

While project staff and partners are pleased with the strength of their collaboration, time is a critical factor for them. Since the beginning of LEAP, there has only been one formal meeting on the integration of health life skills conducted between ARH and LEAP staff. The staff from both projects find it hard to formally meet and discuss problems and to plan together due to their busy schedules and this has resulted in misunderstandings. For example, ARH withdrew their volunteers from LEAP's post-literacy programs in Phum Bak Klang and temporarily cancelled their teaching without discussing and trying to work through the problem with LEAP staff. Another example of where closer communication and cooperation between the two teams could benefit implementation follows. Recently some learners dropped out of classes due to the use of pictures of human reproductive organs in class. Some learners dropped out or were forced to stop classes by their parents because they perceived these pictures as pornography and parents felt young girls should not have looked at these pictures. However, LEAP staff worked hard with VEC members to explain to the learners and their parents about the importance of the lessons and the use of these pictures. A result, the learners who had dropped out changed their minds and came back to classes. They are now more comfortable to look at and talk about these pictures.

Time is also a problem for MoEYS staff seconded to LEAP, the Director of the NFE Office in the POE. This staff member has been busy with his work as he also has another important role that involves running government literacy programs and training literacy teachers. As a result, he could not come and offer help to the project staff when he was needed. However, staff also felt that the seconded staff member had been left out of the planning process of project activities and that the project staff approached him only when there were problems with implementation.

Recommendation 6

- Project integration with the Adolescent Reproductive Health Project should be strengthened in order to enhance the quality of projects and to obtain greater impact on the target groups. This can be done through regular formal and informal meetings amongst all project and program staff.
- The relationship with the seconded staff member should be improved through engaging him more closely in planning, implementing and monitoring project activities such as training, monitoring classes, and technical meetings.

These constraints do not negatively affect the project as a whole, but reflecting upon them and dealing with them in a timely manner could provide improvement.

4. Conclusion

Despite frequent changes of project staff, LEAP has proved to be a successful project in providing innovative literacy programs for the empowerment of marginalized out-of-school youth, especially in an isolated province in Cambodia. The current project staff have built a good team, they are highly motivated and committed to their work and are learning from each other. Project partners, community members and they have established good partnerships with staff of the ARH project, VECs, YCs, local authorities and MoEYS at all levels. They have built strong support systems for literacy and post literacy classes and teachers. As a result, literacy and post literacy learners have changed from being passive to active, from being subservient to assertive, from being recipients to being initiators, and from being shy to being confident to express their opinions. This was demonstrated through class observations, YC meetings, YAD, focus group discussions and informal talks. Youth performances in class, outside of classes and on the Youth Activity Day were impressive.

In order to further strengthen the LEAP project, critical approaches to literacy should be reinforced and put it into practice, this will be crucial to making youth empowerment a reality. Internalizing and applying this in real settings is extremely important to everyone concerned so that a nurturing environment is created for project staff, project partners, teachers and learners. Each individual potential and capacity should be developed and maximized in order to create a community where youth are empowered and empower others. Yet, they should be warned that empowerment needs time, capabilities and commitments from all members of society.

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Appendices

Appendix 1: Mid-Term Review schedule, June 05

Methodologies	Participants	Date	Time	Place	Persons involved in data collection	Organisers
Project briefing	• Seconded staff • Project staff • AEP coordinator	**10/06/05**	7.00-11.00am	LEAP's Office	Consultant	
Semi-structured interview (estimated time: 30 minutes for each interview) **Total # of interviewees**: 21	• 1 DOE officer (Saran) • POE Director/deputy	14/06/05	8.00-8.45am 9.00-9.45am	DOE/POE offices	Consultant	
	• 4 LEAP staff members • 1 ARH staff member.	15/06/05 14/06/05	7.30-11.00am 11.00-11.45am	CARE KK office	Consultant	
	• 1seconded staff member	14/06/05	10.00-10.45am	POE office	Consultant	
	• 5 teachers (2 LTs and 3 PLTs). • LTs: Em Mary (Smach Meanchey) • Kong Sameth: (Phum 4) • PLTs: Chan Borey (B. Kachhang), Yien Nayseng (Paklong), Marn Rotiyas (Phum 4)	13/06/05	11.30-12.00am 8.00-8.45am 9.45-10.30am 10.45-11.30am 8.45-9.30am	CARE office Phum 4 CARE office CARE office Phum 4	Consultant/Vanna	Daro
	• 2 brothel owners • Savoeun • Sokha	13/06/05	2.00-2.45pm 2.45-3.30pm	Stoeung Veng	Consultant/Daro	Daro
	• *4 village leaders* • Smach Meanchey, • B.Krayak, • Phum 4	15/06/05 14/06/05 14/06/05	5.30-5.15pm 2.00-2.45pm 3.30-4.15pm	Home Home Home	Consultant/Daro	

Methodologies	Participants	Date	Time	Place	Persons involved in data collection	Organisers
	• the Imam • *2 commune leaders* • B.Krayak, • Stoeung Veng	14/06/05 14/06/05 13/06/05	4.45-5.30pm 2.45-3.30pm 4.15-5.00pm	Home Com. Office Com. Office		Daro
Focus group discussion (estimated time: 1hr. for each group) **Total # of groups: 6 groups (6 hrs= 1 day)**	• *14 literacy learners:* • Phum 4 (2 learners) • Smach Meanchey (2 learners) • Stoeung Veng (up to 7 learners) • B.Krayak (2 learners) • Neangkok (1 learner) • *14 post literacy learners* • Phum 4 (7 learners) • B. Kachhang & Paklong (7 learners)	16/06/05	Group 1: 8.00-9.00am Group 2 11.00-12.00pm Group 3 2.00-3.30pm Group 4 3.30-4.30pm Group 5 9.30-10.30am	CLC, Phum 4	Consultant/Vanna	Oeun
	• 7 YC members (representation in Srok Smach Meanchey and Srok Modul Seima) and 7 VEC members (Srok SMC and MS) (2 groups).	17/06/05	YC: 8.30-9.30am VEC: 10.00-12.00am	CARE Office Wat Neang Kok (VEC)	Consultant/Daro	Oeun
Observation (whole sessions)	• 2 literacy classes: • Kong Sameth • Em Mary	13/06/05 15/06/05	7.00-9.00pm 7.00-9.00pm	Phum 4 class SMC class	Consultant/Daro AEP coordinator/ Daro	
	• 2 post-literacy classes: • Marn Rokiyas	13/06/05	6.30-8.30pm	Phum 4 class	AEP coordinator/ Vanna	

Methodologies	Participants	Date	Time	Place	Persons involved in data collection	Organisers
	• ARH volunteer	15/06/05	6.30-.8.30pm	Phum 4 class	Consultant/Vanna	
	• 1 YC meeting	15/06/05	2.00-5.00pm	Phum 4	Consultant/Oeun	Oeun
	• YAD	08/06/05	3.30-4.30pm	Phum 4	Consultant/PS	
Case study (transformational life: before and during program and future)	4 learners	16/06/05	After group discussion	Phum 4, Community Learning Centre	Consultant/PM	
	• 4 project staff members (project manager and project officer)	17/06/05	2.00-5.00pm	CARE Office	Consultant	
Achievement test (used in baseline survey)	• 40 youths aged 15-25 (randomly selected) in 5 target villages	13-17/06/05		5 Villages	Teacher	
Questionnaire (baseline questionnaire) on youth role (used in baseline survey).	• 40 learners (randomly selected) in 5 target villages.	13-17/06/05		5 Villages	Oeun and Siphorn	
Reflection meeting on recommendations and actions	• Project staff • Seconded staff	01/07/05		CARE office, Phnom Penh	Consultant	

Notes:
1. Literacy classes of control groups (MoEYS classes) cannot be observed due to distance. A visit needs an overnight stay.
2. This mid-term review looks at the participation of post-literacy learners and youth committee members (both literacy and post-literacy). 23 post-literacy learners and 17 YC members (8 literacy YC members and 9 post-literacy YC members) are randomly selected to participate in answering the oral questionnaire. These target groups are selected from 5 different villages out of 12 villages: Phum 4 (7 respondents), Phum Paklorng (4 respondents), Phum Boeung Krayak (4 respondents), Phum Boeung Kachhang (4 respondents) and Phum Chamyeam (4 respondents) and 17 YC in different target villages.

Appendix 2: Clues for Semi-Structured Interview and Focus Group Discussion

I. Semi-Structured Interview

1. **Project partners (POE, DOE, Seconded staff and ARH)**
   - Project implementation: strengths and challenges
   - Literacy and post literacy curriculum
   - Teaching methodology
   - Literacy and post literacy programs for young women involved in commercial sex
   - Support for programs: VEC/YC
   - Teacher training program
   - Partnerships
   - Recommendations

2. **Project staff**
   - Project implementation: strengths and challenges
   - Literacy and post literacy curriculum
   - Teaching methodology
   - Literacy and post literacy programs for young women involved in commercial sex
   - Teacher training programs
   - Partnerships
   - Support for literacy and post literacy teachers
   - Support from program staff
   - Recommendations

3. **Literacy and post-literacy teachers**
   - Teaching and methodology
   - Literacy and post literacy curriculum
   - Learners' transformations
   - Teacher training program
   - Support from project staff
   - Monitoring system
   - Support for programs: VEC/YC
   - Recommendations

4. **Brothel owners**
   - Usefulness and relevancy of literacy and post literacy programs for young women involved in commercial sex
   - Roles in supporting the programs
   - Learners' transformations
   - Support for programs: VEC/YC
   - Recommendations

5. **Local authority and community members: Village leaders, Imam, Commune leaders**
   - Usefulness and relevancy of literacy and post literacy programs
   - Roles in supporting the programs
   - Learners' transformations
   - Support for programs: VEC/YC
   - Recommendations

II. Focus Group Discussion

1. **Literacy learners**
   - Motivation and interest in learning
   - Teacher's teaching
   - Usefulness and relevancy of literacy curriculum
   - Transformations and application of skills
   - Support for programs: VEC/YC
   - Recommendations

2. **Post-literacy learners**
   - Motivation and interest in learning
   - Teacher's teaching
   - Usefulness and relevancy health life skills curriculum
   - Transformations and application of skills
   - Support for programs: VEC/YC
   - Recommendations

3. **YC members**
   - Relevancy of literacy and post literacy program curriculum
   - Teacher's teaching and methodology
   - Roles and responsibilities
   - Meetings
   - Support from project staff
   - Transformations and applications of knowledge and skills
   - Recommendations

4. **VEC members**
   - Roles and responsibilities
   - Meetings
   - Support from project staff
   - Learners' transformations and applications of knowledge and skills
   - Recommendations

Appendix 3: Observation Form

Teachers	Students
1. Use appropriate teaching Methodology different • Engage Ls in tasks • Relationship with Ls • Questioning skills • Use of a variety of techniques 2. Use of Codes • A variety of codes to stimulate discussion 3. Gender • Incorporated through the lesson • Teacher role model gender in classroom: involving all learners or more girls/boys/strong/weak?	1. Student – student interactions Engaging in dialogue with peers • Work in pairs • Work in groups • Work in whole class 2. Student – teacher interactions • Students question teachers • Student ask for clarification • Students' confidence in talking with teachers

Comments:

Appendix 4: Literacy Achievement Test

In Khmer

Appendix 5: QUESTIONNAIRE FOR YOUTH [1]

Date:_____/_____/ 04   Interviewer:_____   Interviewee: _____

Hello, my name_____. I am from _____. CARE is implementing the education project (LEAP) in 2 districts, Smach Mean Chey and Mondul Seima. I would like to meet with you to ask for some information concerning education and the role that adolescents play in the community in order to get better understanding of the situation in relation to education of youth and young women. The interview will take about 15 minutes.

Nº	Question	Coding	Skip
A	Village	Village 1 Peam Krasorb ………………………… 1 Village 2 Koh Kang ……………………………. 2 Village 2 Pak Klang …………………………… 3 Village Boeung Kachhang …………………….. 4 Village 4 Dang Torng ………………………….. 5 Village Stoeung Veng ………………………….. 6 Village Cham Yeam ……………………………. 7 Village Cham Yeam Vorng Kathak ………….. 8	
b	Sex	Male ………………………………………………. 1 Female ……………………………………………. 2	
c	Ethnicity	Khmer ……………………………………………... 1 Cham ……………………………………….. 2 Kampuchea Krom ……………………………. 3 Vietnamese …………………………………… 4 Other ……………………………………………… 5	
d	Type	Youth ……………………………………………… 1 Sex worker ……………………………………... 2	
e	Age	------------------	
f	Status	Single ……………………………………………… 1 Married …………………………………………… 2 Divorced ……………................................. 3 Widowed ……………………………………..	

		4
		Separated …………………………………… 5
g	Literacy level	Can not read and write ………………………. 1 Can read and write a little ……………………. 2 Can read and write without difficulty ………… 3 Other …………………………………………… 4	
h	Highest grade completed	------------------	
i	Ever attended literacy class	Yes ……………………………………………… 1 No …………………………………………..0	If no skip to Part I
j	When?	------------------	
k	Run by who?	------------------	

PART I: ROLE OF YOUTH, ESPECIALLY YOUNG WOMEN IN DECISION MAKING

Nº	Question	Coding	Skip
1	Have you ever directly contacted with Village Development Committee Commune Development Committee Village Leader Monk AChar wat Imam Anyone in high authority	Yes No 1 …………………… 0 1 …………………… 0 1 …………………… 0 1 …………………… 0 1 …………………… 0 1 …………………… 0 1 …………………… 0	If no for all of these answers skip to q5
2	How often did you talk to them?	Once only …………. 1 Rarely ……………… 2 Sometimes …………3 Often ……………..4 Other ……………… 5	
3	What subject(s) did you talk about? Please describe …………………………………… …………………………………………………….. …………………………………………………….. …………………………………………………….. ……………………………………………………..	Education …………. 1 Health ……………… 2 Environment ………. 3 Social issues ……… 4 Other ……………… ……………………… 5	

4	What was the result of the contact? Please describe ………………………………………… ……………………………………………………….. ……………………………………………………….. ………………………………………………………..	Unconsidered …….. 1 Only considered ….. 2 Action taken……….. 3 Other ……………… ……………………… 4	
5	Have you ever asked someone to contact with those people mentioned above?	Yes ………………… 1 No ………………… 0	If no skip to q10
6	Who did you ask to contact?	Neighbour ………… 1 Relative……………. 2 Parents ……………. 3 Other ……………… ……………………… 4	
7	Who have they contacted with?	VDC ……………….. 1 CDC ……………….. 2 Village Leader ……. 3 Monk ………………. 4 AChar wat ………… 5 Imam ……………… 6 High authority …….. 7 Other ……………… ……………………… 8	
8	What subject(s) did you ask them to talk about? Please describe ………………………………………… ……………………………………………………….. ……………………………………………………….. ……………………………………………………….. ………………………………………………………..	Education …………. 1 Health …………….. 2 Environment ……... 3 Social issues ……...4 Other ……………… ……………………… 5	
9	What was the result of the contact? Please describe ………………………………………… ……………………………………………………….. ……………………………………………………….. ………………………………………………………..	Unconsidered …….. 1 Only considered ….. 2 Action taken……….. 3 Other ……………… ……………………… 4	
10	Have young people (15-25) in the village directly contacted with those people mentioned above?	Yes ………………… 1 No ………………… 0 Don't know ……….. 99	If no or don't know skip to q16
11	Who have they contacted with?	VDC ……………….. 1 CDC ……………….. 2 Village Leader ……. 3 Monk ………………. 4 AChar wat ………… 5 Imam ……………… 6 igh authority ……….. 7	

		Other ……………… …………………… 8	
12	Which young people? Boys Girls Both Alone In a group	Yes No 1 …………… 0 1 …………… 0 1 …………… 0 1 …………… 0 1 …………… 0	
13	How often did they talk to them?	Once only ………… 1 Rarely …………… 2 Sometimes …………3 Often ………………4 Other ……………… 5	
14	What subject(s) did they talk about? Please describe ……………………………………… …………………………………………………….. …………………………………………………….. ……………………………………………………..	Education …………. 1 Health …………… 2 Environment ……… 3 Social issues ……… 4 Other ……………… 5	
15	What was the result of the contact? Please describe ……………………………………… …………………………………………………….. …………………………………………………….. ……………………………………………………..	Unconsidered …….. 1 Only considered ….. 2 Action taken……….. 3 Other ……………… …………………… 4	
16	Are there any associations in your community?	Yes ……………….. 1 No ………………… 0 Don't know ………. 99	If no or don't know move to part II
17	Which associations? Religion Credit Parents Association Tong Tin Association Other ------------------------	Yes No 1 …………………. 0 1 …………………. 0 1 …………………. 0 1 …………………. 0	
18	Are there any young people who are members of these associations?	Yes ……………….. 1 No …………………. 2 Don't know ……….. 3	
19	Are there any young people who make decisions in the association?	Yes ……………….. 1 No ………………… 0 Don't know ………. 99	

PART II: CONTRIBUTIONS OF YOUNG WOMEN AND MEN TO SOCIO-POLITICAL AND PRODUCTIVE ACTIVITIES FOR THEIR COMMUNITIES

Nº	Question	Coding	Skip
20	Have you ever done any activities to contribute to your community development?	Yes ………………. 1 No ………………. 0	If no stop
21	What activities? Attend village/commune meetings Involve in mending road/bridge Give advise to the drug addicted people Teach people to plant crop/garden Train people in fish/animals raising Plant and take care of trees in the school/village Clean up the village (garbage collection) Disseminate health information Contribute labor to the hospice construction for PLHA[2] Manage community learning center Teach young children Other ………………………………………………	Yes No 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0 1 ………………... 0	
22	How did you do it? Please describe ……………………………………… ……………………………………………………….. ……………………………………………………….. ……………………………………………………….. ………………………………………………………..	Household visit …… 1 Tutoring …………… 2 Assist in facilitating 3 Other ……………….. ………………………. ………………………. 4	
23	How often?	Once only …………. 1 Rarely ……………. 2 Sometimes ……….. 3 Often ………………. 4 Other ……………… 5	
24	What was your role? Please describe ……………………………………… ……………………………………………………….. ……………………………………………………….. ……………………………………………………….. ………………………………………………………..	Volunteer worker …. 1 Association member 2 Pear educator …….. 3 Other ………………. ………………………. ………………………. 4 Villager ……………. 5	
25	Who support you to do that?	VDC ………………. 1 CDC ………………. 2 Village Leader ……. 3 Monk ………………. 4 AChar wat ………… 5 Imam ………………. 6 High authority ……... 7 Parents ……………. 8 Other ………………. 9	

Thank you very much for your cooperation!!

[2] PLHA: people living with HIV/AIDS

Appendix 6

TERMS of REFERENCE (ToR)

Literacy for Empowerment of Adolescents Project

Education Program

CARE International in Cambodia

OVERALL PURPOSE OF CONSULTANCY

To research and write the mid-term review for CARE Cambodia's *Literacy for Empowerment of Adolescents Project* (LEAP).

BACKGROUND

Literacy for Empowerment of Adolescents project (LEAP), funded by CARE Canada, was established in December 2003 and based on lessons learnt from Youth development Initiatives project (YDI) and other CARE education experiences. The project has developed a sound reputation for providing relevant and quality basic education, and post-literacy programs to out-of-school adolescents aged 15-25. The main focus is on girls from marginalized groups including minority Cham Muslims and young women involved with commercial sex. The key elements of the project include: Community-based literacy life skill program; and capacity building for local institutions and community/youth participation. Another element of the project is its links to the Provincial Office of Education with the use of training and the use of Government contract teachers. The focus of LEAP is the participation of mainly out-of-school girls in literacy programs.

At the present time, education activities have supported 2 cohorts of literacy learners with a total of about 500 learners enrolled in 21 classes in 8 villages in Smach Meanchey and Mondul Seima Districts, Koh Kong Province. The first literacy cohort is currently continuing with the post literacy (Health Life Skills) program. By the end of 2006, it is anticipated that the LEAP education project will have reached a minimum of 800 adolescents, primarily girls. Within the community, it is anticipated that the adolescent learners will act as role models to other adolescents and younger children.

OBJECTIVES

- To evaluate the impact of the LEAP pilot project in terms of its ability to achieve project outcomes to date
- To develop recommendations to inform and improve continuing implementation of the project
- To develop recommendations that will contribute to the future development of a 'best-practice' literacy and life skills program within CARE
- To provide the Non-Formal Education Department and the Gender Mainstreaming Strategy of the Ministry of Education, Youth and Sport with lessons and recommendations as to how to develop effective and good quality literacy and life skills programs so as to contribute to meeting EFA/ESSP objectives

TASKS

The consultant will undertake the following tasks in close and regular liaison with the Program and Adolescent Education Projects (AEP) Coordinators during all phases of the consultancy. The consultant also will have a mentoring role with the LEAP Project Manager so as to facilitate a transfer of skills regarding the preparation and production of the evaluation:

- A thorough literature review of relevant documents including the LEAP project proposal, logframe, and internal and external reports
- Conduct semi-structured interviews with project staff, partners and beneficiaries
- Carry out frequent field visits to project sites in Koh Kong
- Analyze the extent to which project impact and outcomes have been achieved to date with close reference to the project logframe, focusing on qualitative information
- Collect information and analyze the main achievements and weaknesses of the project to date – according to key stakeholders

- Research the constraints faced by the project and provide realistic recommendations to address these constraints
- Address the issue of the relevance of the project to MoEYS policies and priorities
- Based on a detailed analysis of the findings and research conducted during the assessment phase of the consultancy, the consultant will document the lessons learnt and make recommendations to:
    a) inform continuing implementation of the project and
    b) future development of a 'best-practice' literacy and life skills program within CARE (specifically for Koh Kong, but also for other related projects such as OPTIONS and Samaki Komar II)

METHODOLOGY

The evaluation process will be participatory, and project staff and key stakeholders will take an active role in developing recommendations for the future. Both qualitative and quantitative data and information from both secondary and primary sources will be collected through assessment tools such as document reviews, individual surveys, achievement tests, group discussions and semi-structured interviews.

Primary sources:
- Project stakeholders, including learners, teachers, community members, POE/DOE staff, and project staff.
Secondary sources:
- MoEYS policies and priority programmes (ESSP and ESP).

OUTPUTS

The consultant will produce a mid-term evaluation report that:

- Conforms to the template provided by CARE, refer to 'Format & Style' section below
- Provides thoughtful and detailed analysis of the findings
- Uses the information and analysis of the evaluation process to make realistic recommendations for ongoing implementation and future programming

FORMAT & STYLE

The final evaluation report will be written in plain English so as to facilitate understanding, as well as its translation into Khmer and subsequent dissemination to project stakeholders. Reviews of activities should be brief, clear and cogent summaries. They should focus on balanced analysis of any issues facing the project and suggest ways in which problems may be overcome. The report will incorporate supporting documentation such as case studies and photographic documentation where appropriate. Relevant statistical data on project implementation and performance should be included in the appendices but it should be remembered that the focus is on the collection of qualitative data.

The report will be no more than 25 pages, plus appendices. Appendices should be limited to those which are essential for explaining the text.

Draft Template

Front cover
Table of contents
Acronyms
1. Summary
2. Introduction - Basic project data, map(s), background, purpose and methodologies used
3. Brief description of project performance overall, followed by a more detailed study of achievements against performance indicators since the project's inception (16 months). Refer to Attachment A for further details
4. Qualitative assessment of individual components, factors affecting performance, technical issues, institutional and budget-related issues, sustainability issues, gender issues, environmental issues
5. Lessons learned, solutions and/or recommendations proposed
6. Cost of proposed recommendations
7. Issues, risks and assumptions
8. Conclusion

Appendices

SUPERVISION

The consultant will report directly to the Education Program Coordinator. The consultant will work closely with the Adolescents' Education Project Coordinator, the Project Manager and the Monitoring and Evaluation Support Officer to carry out the responsibilities and tasks.

SCHEDULING

The consultant will work for a total of 25 days during the period from 6 June 2005 to 12 July 2005. It is expected that the consultant will spend around 16 days in Koh Kong working with the Project Manager, other education team members and relevant stakeholders - including field visits. All travel, accommodation and food costs will be covered whilst in the field (Koh Kong), based on standard CARE rates.

Schedule Outline

Date	Activity	Location
6-7 June (2 days)	▪ Briefing by AEP Coordinator ▪ Document review ▪ Preparatory research ▪ Consultation with AEP Coordinator and Education Sector Coordinator about research strategy and methodologies ▪ Presentation of process to Education Sector Coordinator	Phnom Penh
8 -10 June (3 days)	▪ Travel to project site with AEP Coordinator and Education Sector Coordinator ▪ Involvement in planning meetings with project staff ▪ Conduct preliminary discussions with key staff	Koh Kong office and the field
13-17 June (5 days)	▪ Presentation of evaluation process and assessment tools to team and project partners ▪ Field work to collect and verify information with project staff ▪ Interview relevant stakeholders with project staff ▪ Data collected through field work and reading	Koh Kong
20-24 June (5 days)	▪ Write the first draft of the report ▪ Submit the first draft of the report by the 24 June ▪ Comments on the first draft to be provided by CARE 27 June	Phnom Penh
27 June -6 July (8 days excluding weekend)	▪ Field travel and amendment to the report as required ▪ Submit the second draft of the report by 6 July	Koh Kong/ Phnom Penh
7-8 July (2 days)	▪ Final revision and discussions with key CARE staff ▪ Final draft of report due 8 July, any alterations to this date must be approved by the Education Coordinator ▪ Preparatory presentation to CARE staff, if required	Phnom Penh
22 July	▪ CARE to appraise report and advise consultant of acceptance or non-acceptance	Australia